

Comprehensive Plan Report

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

October 04, 2013

William H. Ruffner Middle School NCES - na

Norfolk Public Schools

Lead Turnaround Partner Requirements

Key Indicators are shown in **RED**.

Lead Turnaround Requirements

25 Requirements

Indicator	1. - Our school provides formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline. (982)
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Status	Objective Met 9/10/2013 9/12/2013
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Assessment	Level of Development:	Initial: Limited Development 10/24/2010
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			Objective Met - 09/10/2013 09/12/2013
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Student achievement: Counselors have met with students who have not met with success to help students develop goals, study habits, and time-management skills. Also, the principal has met with each of the students to look at psychological indicators that prevent students from achieving academic success. Teachers have established remediation during class time. Opportunities have been provided for students through after-school enrichment programs from 3pm-5pm. Students also have an opportunity for early morning academic enhancement from 6:45am-8am.</p> <p>Parental Involvement: Plans are in the works to have a "Back to School Day" for parents on November 15-16. Parental classroom visits are strongly encouraged. The Guidance Department schedules weekly parent conferences. The Parent Academy is a program that helps parents to develop marketable skills that assists them to re-enter the workplace.</p> <p>Student Attendance: Student attendance is monitored by the Guidance Counselors and Dean of Students. The Student Information Processing Clerk provides a daily attendance report to all teachers. Students are recognized for perfect attendance through the following means: attendance wall of fame, receive quarterly certificates, a celebration in their honor, and incentives.</p> <p>Student Discipline: "The Changing of the Shirt" ceremony is when a student has successfully reached the goals of academic success, discipline goals, and attendance goals. Once achieved, a student is promoted to the next grade level. Deans facilitate conflict mediation sessions with students with the assistance of the Guidance Department.</p> <p>Monthly SGT Meeting: Our school will provide the SGT Team information that addresses changes made based on student data.</p>	
Plan	Assigned to:	Richard Fraley	
	How it will look when fully met:	The Leadership Team will pull, analyze, and disaggregate data for each area using the following methods: eSembler - Student Achievement; Starbase - Student Achievement; Ultimate Data Warehouse - Student Attendance and Student Discipline; and Data Driven Software Corporation - Student Achievement. Data will be used to drive instruction.	
	Target Date:	06/15/2013	
	Tasks:		

	2. Stakeholders will be informed during regularly scheduled meetings, including faculty meetings, PTSA, and department meetings.
	Assigned to: Sharon Mims
	Added date: 01/18/2011
	Target Completion Date: 06/17/2011
	Comments: Faculty meetings and department meetings are held at a minimum once per month.
	Task Completed: 06/13/2011
	3. Information will be presented during parent nights, open houses, and community meetings.
	Assigned to: Sharon Mims
	Added date: 01/18/2011
	Target Completion Date: 06/17/2011
	Comments:
	Task Completed: 06/17/2011
	4. Administrators will provide faculty with assignments and due dates to effectively communicate the urgency of school improvement and the need for change.
	Assigned to: Sharon Mims
	Added date: 01/18/2011
	Target Completion Date: 11/01/2011
	Comments: Principal communicated with staff the urgency related to reform efforts and the need for change during the November 2011 faculty meeting.
	Task Completed: 11/14/2011
	5. Administrators will explain the urgency of school improvement and provide faculty with a timeline of events.
	Assigned to: Sharon Mims
	Added date: 01/18/2011
	Target Completion Date: 06/17/2011
	Comments: Principal met with staff members during the summer instructional retreat to discuss events that will take place during the 2nd year of transformation to include: Johns Hopkins Talent Development Secondary technical days schedule; Ruffner Planner - dates for events embedded in planner; and power planning sessions for all departments.
	Task Completed: 08/15/2011
	6. Information will be provided to stakeholders by sending home a parent newsletter, posting on website, and sending information via email to faculty staff and division.
	Assigned to: Sharon Mims
	Added date: 01/18/2011
	Target Completion Date: 06/17/2011

		Comments:	1. Instructional Coaches analyze data with team after each CFA and benchmark assessment with the use of D2SC. 2. Student attendance, behavior, and course performance is analyzed and reviewed during the bi-weekly EWI meetings (Starbase and Ultimate Data WH). 3. Principal reviews teacher gradebooks to analyze student achievement.
		Task Completed:	02/04/2011
	8. School transformation facilitator to create walls of growth and post data on all floors.		
		Assigned to:	Marice Minor
		Added date:	01/18/2011
		Target Completion Date:	01/31/2012
		Comments:	Data walls posted on all 4 floors, including attendance percentages; course performance; percent of students on-track, sliding, and off-track; honor roll lists; and perfect attendance.
		Task Completed:	03/05/2012
	9. School transformation facilitator to post school-wide goals throughout the hallway and in all classes.		
		Assigned to:	Marice Minor
		Added date:	01/18/2011
		Target Completion Date:	02/01/2011
		Comments:	
		Task Completed:	01/25/2011
	10. Communication will be facilitated through the Pawprints newsletter, which highlights the changes and the upcoming events of Ruffner.		
		Assigned to:	Joyce Williams
		Added date:	01/18/2011
		Target Completion Date:	06/17/2011
		Comments:	Pawprints newsletters were e-mailed to staff monthly. The newsletter, written by Joyce Williams and Helen Pryor, highlights events held for parents, students, and staff members to support the transformation of the school.
		Task Completed:	06/01/2011
	11. October 2010 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	01/18/2011
		Target Completion Date:	11/01/2010
		Comments:	Meeting held.
		Task Completed:	10/25/2010
	12. November 2010 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	01/18/2011
		Target Completion Date:	12/01/2010

		Comments:	Meeting held.
		Task Completed:	11/29/2010
	13. January 2011 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	01/18/2011
		Target Completion Date:	02/01/2011
		Comments:	Meeting held. See "Plan Your Meeting" for minutes.
		Task Completed:	02/01/2011
	14. February 2011 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	03/09/2011
		Target Completion Date:	02/28/2011
		Comments:	Meeting held.
		Task Completed:	06/16/2011
	15. October 2011 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	11/14/2011
		Target Completion Date:	10/31/2011
		Comments:	Meeting held. See "Plan Your Meeting" for minutes.
		Task Completed:	10/31/2011
	16. September 2011 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	11/14/2011
		Target Completion Date:	09/20/2011
		Comments:	Meeting held. See "Plan Your Meeting" for minutes.
		Task Completed:	10/03/2011
	17. November 2011 SGT meeting		
		Assigned to:	Sharon Mims
		Added date:	11/30/2011
		Target Completion Date:	11/22/2011
		Comments:	Meeting held. See "Plan Your Meeting" for minutes.
		Task Completed:	11/15/2012
	18. January 2012 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	03/07/2012
		Target Completion Date:	01/15/2012
		Comments:	
		Task Completed:	01/15/2012
	19. February 2012 SGT Meeting		

		Assigned to:	Sharon Mims
		Added date:	03/07/2012
		Target Completion Date:	02/12/2012
		Comments:	
		Task Completed:	02/12/2012
	20. March 2012 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	06/11/2012
		Target Completion Date:	03/12/2012
		Comments:	
		Task Completed:	03/12/2012
	21. April 2012 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	06/11/2012
		Target Completion Date:	04/02/2012
		Comments:	
		Task Completed:	04/02/2012
	22. May 2012 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	06/11/2012
		Target Completion Date:	05/07/2012
		Comments:	
		Task Completed:	05/07/2012
	23. Students will receive incentives for attendance, participation, and discipline through grade-level competitions. Bulldog Bucks will be distributed as reinforcers, and students will have the opportunity to purchase items from the school store.		
		Assigned to:	LaTonya Durr
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	24. Student incentives will be used for class-to-class academic competitions.		
		Assigned to:	LaTonya Durr
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	25. The school will compile and organize the quarter four data to include: Spring 2012 Preliminary SOL results, ARDT (Algebra Readiness Diagnostic Test) data, iStation data, and grade distribution to determine areas of identified need for the 2012-13 school year.		

		Assigned to:	Marice Minor
		Added date:	06/21/2012
		Target Completion Date:	08/30/2012
		Comments:	This data was compiled in an Early Warnings Indicator report that was reviewed through September 2012 EWI meetings with grade-level teams.
		Task Completed:	09/30/2012
	26. Instructional coaches will modify evidence of need plans to reflect SOL preliminary data for the beginning of the 2012-13 school year.		
		Assigned to:	Marice Minor
		Added date:	06/21/2012
		Target Completion Date:	08/30/2012
		Comments:	This task is no longer a focus.
		Task Completed:	10/24/2012
	27. Common formative assessments will include open-ended test items that mirror the rigor and technology-enhanced items on the SOL assessments.		
		Assigned to:	Richard Fraley
		Added date:	06/25/2012
		Target Completion Date:	06/15/2013
		Comments:	Effective 12/3/2012, all CFAs must include a minimum of three open-ended and/or technology enhanced items per Mr. Fraley.
		Task Completed:	12/03/2012
	28. October 2012 SGT Meeting		
		Assigned to:	Richard Fraley
		Added date:	10/24/2012
		Target Completion Date:	10/24/2012
		Comments:	The team reviewed current formative assessment data for all content teams who SOL test at the end of the school year.
		Task Completed:	10/24/2012
	29. November 2012 SGT Meeting		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	11/20/2012
		Comments:	Attendees Paula Chadwick, Special Education Instructional Coach Tekita Blackwell, Science Instructional Coach LaTonya Durr, Climate Coach Johann Liljengren, JHU Facilitator Doris E. Langhorne, Assistant Principal Natalie Halloran, Grant Manager Christonya Brown, HSS Senior Coordinator Karen Chang, Science Department Chair Adrienne Britton, Science Senior Coordinator Laurel Masterson, Teacher Specialist Cassandra Williams, Reading Department Chair Caleb Dininny, HSS Department Chair James Tucker, VDOE Consultant

Denise Charbonnet, Executive Director of Secondary Schools
Alfreda Jernigan, Math Senior Coordinator
Joli Kane, Math Department Chair
Amanda Schilling, ELA Instructional Coach
Randy Green, Special Education Department Chair
Monica Robinson, ELA Senior Coordinator
Lisa Corbin, Director of Curriculum and Professional Development
Denise Williams-Patterson, Special Education Senior Coordinator
Felecia Oliver, Guidance Department Chair
Dan Board, Math Instructional Coach
Richard Fraley, Principal
Meeting Notes

Mr. Fraley welcomed the team and introduced Dr. Denise Charbonnet.

Charbonnet likewise welcomed the team and stated that she has visited the school several times and is impressed with the progress being made at Ruffner by Fraley and his team. She stated that she is excited to see the data presented today.

Mr. Fraley indicated that Johann Liljengren would share Johns Hopkins University information and would then co-present Early Warning Indicators information.

Liljengren shared that his November data reflects visits from the math and ELA facilitators and himself. He indicated that the data review would reflect "ABC" data – attendance, behavior, and course performance. Solidified incentives and interventions are forthcoming.

Liljengren outlined the metrics used for EWI indicators.

Liljengren presented the breakdown of the data for the whole school and verbally drew attention to the 86% on-track rate for attendance, 96% for behavior, and 74% for course performance.

Fraley then shared the grade 6 EWI information. Eighty-six percent of students are on-track for attendance, 97% for behavior, 73% for math, and 77% for reading. Fraley interjected the interventions provided by guidance – one-on-one conferences, home visits, and direct contact with parents. Dr. James Tucker asked for clarification regarding the number of days represented for attendance by "off-track" and "sliding" figures. Ms. Doris Langhorne referred back to the EWI metrics slide previously presented by Liljengren. Tucker asked if there were separate categories for excused and unexcused absences. Fraley stated that the information represented both.

Fraley continued sharing EWI information by moving to grade 7 data. Eighty-three percent of students are on-track for attendance, 95% for behavior, 54% for math, and 63% for reading. Fraley added that while the 54% figure seems low, his review of quarter one District Benchmark Assessment data reveals that Ruffner is "middle of the road" in terms of performance compared to the district averages.

Grade 8 data included 88% on-track for attendance, 96% for behavior, 61% for math, and 70% for reading. Fraley reiterated that while the data may appear "low" for course performance, the teams have experienced noticeable growth over last year's results. Specifically, two percent of grade 7 students last year – current grade 8 students – passed a math Standards of Learning assessment.

Joli Kane presented math data. The mean score for math 6 was 53.2. The overall pass rate was 43%; the blueprint pass rate was 54% - over half. Sixth grade math is "struggling with special education." Grade 6 math has a "strong special education teacher" who attends planning daily and implements strategies relevant for all students. Fraley interjected that the "whole data system" is set up around the mean score as a predictor for success. The mean score for math 7 was 58.3. The overall pass rate was 46%; the blueprint pass rate was 47%. The mean score for grade 7 is higher than grade 6. Grade 8 students averaged a 71.6. The overall pass rate was 78%; the blueprint pass rate was 78%. Kane stated that grade 8 math is composed of "students who have been filtered out twice." The grade 8 math student population is "one of the most motivated groups of students [Kane has] seen in the past three or four years." The Algebra I mean score was 70. The overall pass rate was 64%; the blueprint pass rate was 91%. This discrepancy can be explained by the low SOL blueprint rate of 50%. Geometry's mean score was 67. The overall pass rate was 58%; the blueprint pass rate was 92%. Again, this discrepancy is a result of the 50% SOL blueprint pass rate. Glows included ratio tables, equivalent relationships, square roots and perfect squares, consecutive whole numbers with square roots and cube roots, positive exponents, and distance and midpoint formulas. Grows include fractions and percentages, scientific notation, stamina for working problems, the real number system, and negative exponents. No stops or starts were shared. Strategies to be continued include the daily math reviews based upon disaggregated data. Math reviews in this building are permitted to take up to thirty minutes of the scheduled bell for the purposes of re-teaching and remediation. Kane also cited technology support as a "continue." Error analysis will also continue. Kane concluded that, overall, quarter one DBA scores improved scores between 9% and 20% from the 2011-2012 school year.

Dr. Tucker asked about the continued possibilities of vertical articulation between grade 5 and the middle school level. Kane responded that one of the math team members is a former elementary school math instructional specialist and has brought a variety of elementary school strategies to the table from her experiences. Fraley interjected that individual skill gaps and specialized standard information has been evaluated through the "Red, Yellow, Green" data system. Continued assistance will be needed from central office.

Cassandra Williams reviewed the mean scores and overall pass rates for grades 6, 7, and 8 reading. Williams additionally outlined the gaps between special education students and regular education students on every grade level. Glows include word meanings, roots, prefixes, suffixes, drawing conclusions, and making inferences. Grows include identifying and analyzing figurative language – particularly at the analysis level – and making inferences and drawing conclusions. Williams stated that remediation has been effective. No stops were listed. Starts include the implementation of the tiered reading program Achieve 3000. Continues include re-teaching and remediation, think-alouds, and tiered instruction. Dr. Charbonnet stated that additional Achieve 3000 time may be needed for students who continue

to be unsuccessful. Fraley added that ELA objectives are cyclical. Dr. Tucker asked Williams to share how the 39% of students who failed the given objective performed on the second assessment. Williams was unable to share this information but added that she would investigate and report back.

Caleb Dinniny reviewed the mean scores and overall pass rates for grades 6, 7, and 8. Grade 6 “took a leap of faith” on the most recent assessment and collaborated with high-performing middle schools in the district. Dinniny and his team discovered that the rigor of the assessments and the in-class activities contributed to the successes of these high-performing teams. The grade 6 team – with a pass percentage rate of 33% - implemented the assessment without the rigorous in-class activities. The plan is to go through the next unit with the rigor of both in mind. Glows include locating major water features, inventions, the rise of big business, and migration. Grows include geographic regions, westward expansion and its impact on American Indians, the First Amendment, and the effect of resources on economy and land use. No stops were shared. Starts include the incorporation of before-, during-, and after-reading strategies. Continues include Cornell Notes, graphic organizers, non-linguistic representations, and primary source documents.

Christonya Brown shared that some struggles may be a result of content-specific vocabulary. When the teams remediate, teachers should plan to define terms like “motivations” and “first amendment freedoms.” Brown suggested that history teachers work with the reading staff to move students to the analysis level of a given text. Dr. Tucker affirmed Brown’s thought, particularly for the grade 8 level.

Dr. Charbonnet stated that many students may be struggling to “catch up” from elementary school. Students are often pulled from science and social studies classes at that level to remediate reading and math.

Amanda Schilling presented the grade 8 writing information, which included an overall pass rate of 53%. Concern was voiced about the low pass advanced percentage at 4% and the gap between regular education and special education performance. Glows include pronouns, pre-writing strategies, story elements, and verb tense consistency. Students are showing success with strategies that require more thought and application. Grows include the focus on questioning during the direct instruction and modeling lesson components, using content-specific vocabulary, and extending the time spent on grammar instruction. Dr. Charbonnet suggested that the team use writing rubrics as teachers have differing ideas on what constitutes excellence in writing. Schilling responded that the team has been using the SOL-specific rubric that was adapted for the 2012-2013 school year. Teachers are asked to bring their students’ essays to planning for a collaborative grading session. Two readers are usually requested for each paper. The purpose of this procedure is to increase academic rigor but also consistency between teachers. Dr. Charbonnet stated that a program was forthcoming to support the writing process. Dr. Lisa Corbin affirmed this program and stated more information would be shared soon.

Karen Chang shared the grade 8 science overall pass rate of 30%; the mean score was 55.4. Chang stated that the

information was shared with students at a quick pace. Repetition will need to occur in order to solidify student understandings beyond the knowledge level. Earth Science is comprised of two Young Scholars classes and one section of grade 8 students. The overall pass rate is 84%; the mean score is 76.9. Chang stated that the team has "a good group that we are molding." Biology is likewise a "strong program." Ninety-three percent of students passed the most recent assessment. Glows include identifying equipment, solar systems, and chemistry. Grows include accuracy in measurement, inferences with variables, and seasons. No stops were shared. Starts were defined as "more of a reset button" and include cooperative learning and formative assessments. Continues include higher-level questioning. Dr. Charbonnet stated that she applauded the science team for moving toward student-centered learning and focus on assessment. Adrienne Britton asked how often science 8 students have the opportunity to use lab equipment. Chang responded that she has observed lab implementation but does not have a set system for monitoring the frequency and types of labs. Adrienne Britton reiterated the fact that science 8 students, like those enrolled in math 8, have been filtered out and need assistance with hands-on learning for the purposes of engagement. Dr. Tucker stated that the grows for science 8 reveal an average range of 50%-60%. Dr. Tucker asked if classroom performance aligned with the outcome of the common formative assessments. Dr. Tucker continued that the possibility exists that Datacation may reveal a discrepancy between course performance and assessment performance; students who are achieving at an A or B level should not be scoring in the 50s or 60s on assessments. Fraley stated that he does not share that worry because the assessments are rigorous and are reflected in the students' course performance. Fraley continued that he routinely checks teacher grade books as part of a teacher's documented professional record.

Randy Green shared special education information. Glows include the implementation of the SRA corrective reading program, standards-based Individualized Education Plan goals, and technology implementation. Grows include teacher accountability for accessing and disaggregating student performance data and data collection for Behavior Intervention Plans. No stops were shared. Starts include: self-contained participation in common formative assessments, implementation of Accessible Instructional Materials, teacher accountability as it relates to data, monitoring the SRA program in resource classes, implementation of the Six Minute Solution, and incorporating Marzano's Building Academic Vocabulary workbooks. Continues included collaborative planning and co-teaching, implementing specially designed instruction, social skills and behavior support, and the organization of cumulative folders. Green presented a cumulative folder that has been organized in the prescribed manner. Fraley attributed the system to Doris Langhorne. LaTonya Durr shared climate information. Glows include the Tutor.Com kickoff on November 26, communication (specifically the parent information table), and general climate and team-building. The climate and team-building areas include weekly spirit Fridays, a school climate celebration, and

community partnerships. Grows include the updating of parent contact information, the creation of a monthly newsletter, and positive behavior incentives (i.e. Ruffner Bucks). No stops were shared. Starts include the tutoring partnerships with local universities, Ruffner Bucks kickoff, and a parent information table at every student event. Continues include the recognition of the positive contributions of staff, partnering with local businesses and organizations, and monitoring of the strategic organization of the school building. Langhorne added that parents have demonstrated their support of the school building, particularly with nearly 200 participants on Parent-Teacher Conference Day, and shared appreciation of the welcoming feeling the building continues to exhibit. Langhorne asked Felecia Oliver to share information about the Ruffner Angel Tree. Dr. Tucker asked Durr to provide Tutor.Com usage numbers for the December SGT meeting. Langhorne stated that she pulled a recent report that revealed 250 unique tutoring sessions; her review of the commentary provided by students reflected positive interactions with the program.

Fraley asked about next month's SGT meeting, specifically the content of the data presentation. Dr. Charbonnet and Dr. Tucker stated that they would like to see DBA data next month. The data should include a comparison to last year as well as a comparison to the district performance.

Fraley asked participants to dismiss for one classroom visit. Team members were asked to return in approximately twenty minutes.

SGT participants shared the following information through the observation feedback review:

- Clear team planning is occurring.
- A special education teacher was observed working with a mixed-ability small group.
- Technology for a purpose was observed in the math classrooms.
- Science teachers need additional support to model real-world concepts as they apply to the content-specific objectives.
- Concern was shared about the "snapshot" of a classroom looking good, but the substance or objective of the lesson appeared to be missed by the students.
- HSS students were asked to pull information from a primary document but were not required to do so and could access the information from the chart model.
- Explicit instruction was missing in the writing 8 classroom. Handouts and graphic organizers were used, but students were not directly instructed on how to work through the materials.

Fraley asked if any team members had additional information to share. Dr. Charbonnet then concluded the meeting by stating that she was looking forward to the agreed upon presentation of the DBA data at next month's meeting. Dr. Charbonnet asked the team to refrain from growing discouraged with DBA results as the addition of new, rigorous material may result in natural data drops. Dr. Charbonnet added that the team would reconvene on December 19th.

Task Completed:

11/24/2012

30. December 2012 SGT Meeting

		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	12/19/2012
		Comments:	<p>SGT Meeting: December 19, 2012 Richard Fraley, Principal Doris Langhorne, Assistant Principal Cassandra Williams, Reading Department Chair Dawna Smith-Sanderlin, Writing Department Chair Maxine Wood, JHU Chief Executive of Operations Paula Chadwick, Special Education Coach Denise Williams-Patterson, Special Education Senior Coordinator Karen Chang, Science Department Chair Christonya Brown, HSS Senior Coordinator Caleb Dininny, HSS Department Chair Raquel Salvador, HSS Coach Dr. James Tucker, VDOE Consultant Johann Liljengren, JHU Facilitator Randy Green, Special Education Department Chair Alfreida Jernigan, Math Senior Coordinator Joli Kane, Math Department Chair Latonya Durr, Climate Coach Dr. Natalie Halloran, Grant Manager Dr. Denise Charbonnet, Executive Director of Secondary Schools Amanda Schilling, ELA Coach</p> <p>Fraley opened the meeting by informing the team that several content areas were engaged in CFA testing today; thus, our observation choices would be very limited. Dr. Denise Charbonnet interjected the suggestion that the team not observe today due to these concerns. Fraley affirmed her suggestion and turned the meeting over to Dr. Charbonnet. Dr. Charbonnet stated that now is the time to "ground ourselves and grab the ropes." She continued that she was anxious to see where our teams were right now. Fraley affirmed that we would be aiming to meet her data request through today's presentation and then introduced Johann Liljengren.</p> <p>Liljengren introduced Maxine Wood, JHU's Chief Executive of Operations, before summarizing JHU facilitators' most recent work. In science, inquiry-based learning has been a "push." Liljengren stated that one goal has been to have each individual floor have an "identity." As such, he has been working with Fraley and Doris Langhorne to select floor leaders and plan for Early Warning Indicators meetings. At this time, the floor leader responsibilities are "not very extensive." However, the position will develop as a leadership position as the year progresses.</p> <p>Fraley presented grade-level District Benchmark Assessment information. Fraley explained that his goal for all teams was to test at a 90% rate or higher. For the next DBA administration, the expectation will be 95% tested, and a list of students not tested with accompanying reasons must be provided. Data was as follows:</p> <p>Percent Tested, Grade 6</p> <ul style="list-style-type: none"> • Reading: 93.6% • Writing: 88.6% • Math: 91.5%

- History: 91.5%
- Science: 91%
- Science Bridge: 97.2%

Grade 6 All Students, 2011-2012 to 2012-2013 Comparison, % Change

- Reading: +5%
- Writing: +2.8%
- Math: -4%
- History: +3.7%
- Science: +2.5%
- Science Bridge: +11.7%

Grade 6 Students with Disabilities, 2011-2012 to 2012-2013 Comparison, % Change

- Reading: +5.6%
- Writing: +5.3%
- Math: -4.7%
- History: -3.8%
- Science: +7.7%
- Science Bridge: +39.7%

Grade 6 All Students, NPS District Comparison, % Over/Under SOL Benchmark

- Reading: -4.2%, +2.3%
- Writing: +0.2%, No SOL
- Math: -4.3%, -10.8%
- History: -5.3%, +2.9%
- Science: -1.4%, No SOL
- Science Bridge: -1.5%, No SOL

At this time, Dr. James Tucker interjected that the data needs to be looked at more closely to identify students in each tier group. Dr. Tucker explained that we want to be sure that the Tier 1 students aren't progressing and driving up the average while the Tier 2 and Tier 3 students "go the other way."

Fralely addressed this concern and stated that "data is a journey, not a destination." He expressed the need for additional training for the staff.

Grade 6 Students with Disabilities, NPS District Comparison, % Over/Under SOL Benchmark

- Reading: -4.0%, -15.0%
- Writing: -1.0%, No SOL
- Math: -6.0%, -26.0%
- History: -12.0%, -17.0%
- Science: -1.0%, No SOL
- Science Bridge: +14.0%, No SOL

Percent Tested, Grade 7

- Reading: 93.6%
- Writing: 91.2%
- Math: 100%
- Algebra I: 98.3%
- History: 91.9%
- Science: 92.3%
- Science Bridge: 97.5%
- Biology: 97.3%

Grade 7, All Students, 2011-2012 to 2012-2013 Comparison

- Reading: -11.2%
- Writing: +2.5%
- Math: +17.7%
- History: -1.6%
- Science: -2.1%
- Science Bridge: +5.5%

Grade 7, Students with Disabilities, 2011-2012 to 2012-2013 Comparison

- Reading: -7.1%
- Writing: -2.3%
- Math: +5.4%
- History: +6.7%
- Science: -9.5%
- Science Bridge: No Students

Grade 7, All Students, NPS District Comparison, % Over/Under SOL Benchmark

- Reading: -2.3%, -4.0%
- Writing: +1.8%, No SOL
- Math: +0.4%, -12.4%
- History: +2.3%, +7.6%
- Science: -1.3%, No SOL
- Science Bridge: +2.6%, No SOL

At this time, Dr. Tucker interjected with a suggestion to compare last year's sixth graders' average to this year's seventh graders' average – and so on. Dr. Tucker iterated that this shows growth, particularly because we are not only maintaining in light of new, rigorous DBAs but also increasing.

Grade 7, Students with Disabilities, NPS District Comparison, % Over/Under SOL Benchmark

- Reading: +1.0%, -19%
- Writing: =, No SOL
- Math: -3.0%, -25.0%
- History: +5.0%, -4.0%
- Science: -1.0%, No SOL
- Science Bridge: No Students, No SOL

Percent Tested, Grade 8

- Reading: 96.8%
- Writing: 94.6%
- Math: 96.1%
- Algebra I: 100%
- Geometry: 97.0%
- History: 96.4%
- World Geography: 95.0%
- Science: 98.5%
- Biology: 100%
- Earth Science: 96.4%

Grade 8, All Students, 2011-2012 to 2012-2013 Comparison

- Reading: -8.9%
- Writing: -2.1%
- Math: 4.4%
- Algebra I: New
- Geometry: New
- History: -8.0%
- World Geography: New
- Science: -6.8%
- Biology: New
- Earth Science: New

Grade 8, Students with Disabilities, 2011-2012 to 2012-2013 Comparison

- Reading: +6.5%
- Writing: +7.4%
- Math: +2.8%
- Algebra I: New
- Geometry: No Students
- History: +2.0%

- World Geography: New
 - Science: -3.2%
 - Biology: New
 - Earth Science: No Students
- Grade 8, All Students, NPS District Comparison, % Over/Under SOL Benchmark

- Reading: -1.4%, -0.2%
- Writing: +1.5%, +7.7%
- Math: +2.7%, -10.6%
- Algebra I: +3.7%, +8.7%
- Geometry: +8.3%, +25.3%
- History: -3.5%, -0.2%
- World Geography: +1.8%, +14.5%
- Science: -0.8%, -11.6%
- Biology: +6.7%, +12.6%
- Earth Science: +1.1%, +4.7%

Grade 8, Students with Disabilities, NPS District Comparison, % Over/Under SOL Benchmark

- Reading: -5.0%, -21.0%
- Writing: -1.0%, -12.0%
- Math: +1.0%, -21.0%
- Algebra I: +13.0%, -3.0%
- Geometry: No Students, No Students
- History: -2.0%, -8.0%
- World Geography: -16.0%, -3.0%
- Science: -1.0%, -18.0%
- Biology: +35.0%, +19.0%
- Earth Science: No Students, No Students

Fraleley opened the floor to questions from all SGT participants regarding the data or next steps. Dr. Tucker explained that he wanted to hear from each department chair in terms of the specific interventions that are being put in place to address students performing lower than the SOL benchmark.

Fraleley stated that Dr. Sevigny has allotted approximately \$200,000 for staffing Quarter 2. Dr. Charbonnet suggested that paraprofessionals be hired to offer additional one-on-one support to students. Amanda Schilling interjected that as a result of the reading and special education data, it may be money well-spent to hire a READ 180 teacher to target the tier 3 students. Monica Robinson affirmed this suggestion. Natalie Halloran reminded participants that the funds will be Title 1 funds and thus have several requirements tied to them. Dr. Tucker reminded Fraleley to be careful in terms of hiring retired teachers as the SOL assessments have changed since their last classroom experience. Fraleley assured the team that the new staff would be a part of team planning just as any other staff. Dr. Tucker shared updated VDOE information:

- Special Education: What interventions are you doing for Special Education students in regards to interventions? Are they getting the free and appropriate interventions just as the other students?
- Technology: All students must test electronically. Sixth graders must need acclimation to the technology available. Dr. Tucker stated that next meeting should include information about:
 - How are teachers incorporating technology?
 - What are the specific interventions being put into place?

Dr. Charbonnet added that the grant manager and she would be interested in meeting with Fraleley to be sure that the Title 1

funding is spent appropriately and will be approved for submission. Dr. Charbonnet would like for the application process to go smoothly so that there are not "hold ups" to provide support for students.

Fraleley asked content coordinators to share any comments or concerns. Christonya Brown shared that the HSS department provided each school with a report in terms of suggestions for growth. Brown affirmed that one of the biggest suggestions is the use of an interactive timeline. Monica Robinson advised teams to continue to look for information from her about state standards and requirements. Robinson suggested that teams continue to use technology support so that students are accustomed to the SOL tools. Afrieda Jernigan stated that there is not new information, but the concern is looking for consistency to promote student thinking, including sketching models to support the standards and explaining the "why" and "how" of answers. Jernigan asked that students become more engaged in Mobius to address to automaticity of math. Fraley interjected that the Science Coordinator was under the weather and not present to share out. Denise Williams-Patterson ordered additional Marzano vocabulary workbooks for the building and has provided Randy Green with strategy books from her personal library. Doris Langhorne pulled up the Math 8 SOL practice items. The team discussed the items and provided real-time feedback in terms of student achievement.

Dr. Maxine Wood stated that the meeting was a learning experience for her as JHU's requisition as part of school improvement is to address specific, school-based needs and offer the appropriate support. Fraley affirmed that he appreciates JHU support and considers the JHU team part of our own.

Fraleley adjourned the meeting.

Task Completed: 12/19/2012

31. January 2013 SGT Meeting

Assigned to: Amanda Schilling

Added date: 10/25/2012

Target Completion Date: 01/30/2013

Comments: The meeting was held. The meeting minutes were uploaded in the meeting section of Indistar.

Task Completed: 01/30/2013

32. February 2013 SGT Meeting

Assigned to: Amanda Schilling

Added date: 10/25/2012

Target Completion Date: 02/27/2013

Comments: Mr. Fraley welcomed all SGT participants. After confirming the day's agenda with Dr. Charbonnet and Dr. Tucker, all SGT participants were dismissed for classroom visits. Upon the teams' returns, the following information was shared. Dr. Tucker, Dr. Charbonnet, Monica Robinson, and Johann Liljengren shared the following about the writing 8 observation:

- Class sizes lend themselves to higher expectations of

teachers, including one-on-one conferences.

- Teachers were using the RAFT strategy to examine two of the released VDOE prompts.
- Students should continue to be made aware of the TestNav intricacies, including turning on the spell check feature and using the indent button to create new paragraphs.
- Teachers should ensure that current student work is posted. Some posted work was from October of 2012.
- There were opportunities for whole-group reflection on student responses.

Latonya Durr and Cassandra Williams shared the following about reading 7 observations:

- Students were engaged in small groups.
- Teachers were monitoring the groups through individual check-ins.

Adrienne Britton shared the following information about Earth Science and Science Bridge 7 observations:

- Earth Science: Students were engaged and eager to participate. A foldable was created for the layers of the Earth. Students need eight differently colored crayons, but the crayons were dumped into one large bucket, so instructional time was wasted searching for materials.

- Science 7 Bridge: Safety was observed while meeting the lab objectives. Reading and hands-on learning were incorporated.

Paula Chadwick shared the following information about science 8 and social skills observations:

- Science 8: The special educator filled in for the absent content teacher. Whole-group instruction was the primary means of delivery, and the level of the content was too high for all students in the classroom, where 9 of the 18 students have disabilities. Questioning was limited, but it may be due to the lack of content knowledge.
- Social Skills: Expected behaviors were modeled, but the objective and the expected behaviors were not directly related to the curriculum. Modeling lasted longer than it should have, so students did not have the opportunity to practice the learned skills.

Christonya Brown shared the following information about a Young Scholars HSS 6 and HSS 8 observation:

- Young Scholars HSS 6: Students were able to act out skits about historical events. It is suggested that students have the opportunity to verify the content of the presentations to ensure accuracy of historical information (i.e. The Underground Railroad was not actually underground.)

- HSS 8: Classroom management was a concern. Student outbursts interrupted instruction; students took the teacher's lack of addressing the initial outburst as "license" to continue. Students were asked to copy the graphic organizer, but the teacher was unable to move through the lesson due to behavioral concerns.

Alfreda Jernigan and Natalie Halloran shared the following information about a Pre-Algebra and Math 7 observation:

- Math 7: Students were engaged in one worksheet after another. The work was independently focused. Students need to be more engaged in mathematics and active learning.
- Pre-Algebra: Students were engaged in cooperative groups. Students were encouraged to ask one another questions before engaging the teachers in their problem solving. The energy of the classroom encouraged students to actively

participate in their learning. A lack of specificity was observed in the lesson planning, but it should be a quick fix.

Johann Liljengren shared information from Johns Hopkins University. The focus of the information included:

- Tiered interventions
- Floor level meetings
- Intervention maps and resource maps
- Building inquiry into daily lesson plans
- Backwards planning to include assessments

Dr. Tucker and Dr. Charbonnet shared the importance of the tiered interventions piece, indicating that the state department will be particularly interested in feedback regarding the specifics of our tiered interventions.

Mr. Fraley presented the following Q2 District Benchmark Assessment Data:

Grade 6 Percent Tested

Reading: 98.7

Writing: 98.7

Math: 97.8

History: 98.2

Science: 98.1

Science Bridge: 98.6

Grade 6 All Students Pass Percentages

Reading: 57.5, a 7.1 decrease over last year

Writing: 56.1, a 0.2 decrease over last year

Math: 49.8, a 10.7 increase over last year

History: 55.5, a 7.1 increase over last year

Science: 44.9, an 11.4 decrease over last year

Science Bridge: 68.7, a 12.4 increase over last year

Grade 6 SWD Pass Percentages

Reading: 41, a 4.3 decrease over last year

Writing: 38, a 2.6 decrease over last year

Math: 39, an 8.1 increase over last year

History: 39, a 1.9 increase over last year

Science: 35, a 4.9 decrease over last year

Science Bridge: a 17.1 increase over last year

Grade 6 All Students District Comparison

Reading: 3.1 below district, 4.5 under SOL benchmark

Writing: 3.3 below district, No SOL

Math: 0.9 over district, 6.2 under SOL benchmark

History: 5.9 below district, 0.5 over SOL benchmark

Science: 2.4 below district, No SOL

Science Bridge: 4.3 over district, No SOL

Grade 6 SWD District Comparison

Reading: 5 below district, 21 under SOL benchmark

Writing: 8 below district, No SOL

Math: equal to district, 17 under SOL benchmark

History: 7 below district, 16 under SOL benchmark

Science: 6 below district, No SOL

Science Bridge: 12 above district, No SOL

Grade 7 Percent Tested

Reading: 100

Writing: 99.6

Math: 100

Algebra I: 98.3

History: 100

Science: 100

Science Bridge: 100

Biology: 97.4

Grade 7 All Students Pass Percentages
 Reading: 62.6, a 3.1 decrease over last year
 Writing: 55.5, a 7.6 decrease over last year
 Math: 43.6, a 12.6 increase over last year
 History: 57.6, a 6.3 decrease over last year
 Science: 47.1, a 9.9 decrease over last year
 Science Bridge: 67.1, a 3.3 decrease over last year
 Grade 7 SWD Pass Percentages
 Reading: 45, a 1.9 increase over last year
 Writing: 39, an 11.8 decrease over last year
 Math: 31, a 3 increase over last year
 History: 41, a 4.7 decrease over last year
 Science: 41, a 3 decrease over last year
 Science Bridge: No students
 Grade 7 All Students District Comparison
 Reading: 1.9 under district, 0.6 over SOL benchmark
 Writing: 0.7 under district, No SOL
 Math: 2.1 over district, 18.3 under SOL benchmark
 History: 2.1 over district, 2.6 over SOL benchmark
 Science: 1.2 under district, No SOL
 Science Bridge: 1.7 under district, No SOL
 Grade 7 SWD District Comparison
 Reading: 1 under district, 17 under SOL benchmark
 Writing: 3 under district, No SOL
 Math: 3 under district, 31 under SOL benchmark
 History: 2 under district, 14 under SOL benchmark
 Science: 2 under district, No SOL
 Science Bridge: No students, No SOL
 Grade 8 Percent Tested
 Reading: 97.7
 Writing: 97.2
 Math: 94.8
 Algebra I: 95
 Geometry: 95.3
 History: 95.7
 World Geography: 98.7
 Science: 92.5
 Biology: 100
 Earth Science: 100
 Grade 8 All Students Pass Percentages
 Reading: 68.3, a 2.4 decrease over last year
 Writing: 56.8, a 6.7 decrease over last year
 Math: 39.8, a 1.8 increase over last year
 Algebra I: 73.7, new test
 Geometry: 75.5, new test
 History: 40.1, a 2.7 decrease over last year
 World Geography: 69.3, new test
 Science: 45, a 5.2 decrease over last year
 Biology: 67.8, new test
 Earth Science: 63.8, new test
 Grade 8 SWD Pass Percentages
 Reading: 46, a 6 increase over last year
 Writing: 43, a 5.6 increase over last year
 Math: 30, a 3.2 decrease over last year
 Algebra I: 79, new test
 Geometry: No students
 History: 34, a 1.3 increase over last year
 World Geography: 57, new test
 Science: 36, a 4.2 decrease over last year

Biology: 72, new test
 Earth Science: No students
 Grade 8 All Students District Comparison
 Reading: 0.3 under district, 3.3 over SOL benchmark
 Writing: 0.7 under district, 6.2 under SOL benchmark
 Math: 0.8 under district, 22.2 under SOL benchmark
 Algebra I: 9.9 over district, 23.7 over SOL benchmark
 Geometry: 14.5 over district, 25.5 over SOL benchmark
 History: 3.6 under district, 12.9 under SOL benchmark
 World Geography: 0.5 under district, 14.3 over SOL benchmark
 Science: 2.4 under district, 9 under SOL benchmark
 Biology: 8.1 over district, 13.8 over SOL benchmark
 Earth Science: 3 under district, 3.8 over SOL benchmark
 Grade 8 SWD District Comparison
 Reading: 3 under district, 19 under SOL benchmark
 Writing: 1 under district, 20 under SOL benchmark
 Math: 3 under district, 32 under SOL benchmark
 Algebra I: 42 over district, 29 over SOL benchmark
 Geometry: No students
 History: 3 under district, 19 under SOL benchmark
 World Geography: 12 under district, 2 over SOL benchmark
 Science: 4 under district, 18 under SOL benchmark
 Biology: 34 over district, 20 over SOL benchmark
 Earth Science: No students
 Joli Kane presented the choice board strategy to the SGT team. Math students are currently using it in conjunction with the IXL program. Students are permitted to choose what they work on.
 Dr. Tucker provided the following VDOE updates:
 • The General Assembly is taking a look at the restructuring of schools according to the ABCDF status. Ruffner Academy is identified as an F school.
 • Charter schools are being approved as a viable option on the State level.
 Dr. Charbonnet shared the following:
 • There are some plans for charter structures in the City of Norfolk. No specific schools have been named at this time.
 • The district has done some projections for which schools would be labeled ABCDF.
 • "Stay tuned for some fast-track changes for the 2014 school year."
 Mr. Fraley asked questions about securing funding to continue instructional coach contracts for the 2013-2014 school year. Decisions have not yet been made.
 The meeting was adjourned.

		Task Completed:	02/27/2013
	33. March 2013 SGT Meeting		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	03/20/2013
		Comments:	The meeting was held. Please see the minutes in the meeting section of Indistar.
		Task Completed:	03/20/2013

	34. April 2013 SGT Meeting
	Assigned to: Amanda Schilling
	Added date: 10/25/2012
	Target Completion Date: 04/17/2013
	<p>Comments:</p> <p>Mr. Fraley and Dr. Charbonnet welcomed the SGT participants and guests. All individuals present were asked to observe two classrooms from the list of available teachers. Upon returning, team members were asked to share their observations.</p> <p>Dr. Lisa Corbin shared the following information:</p> <ul style="list-style-type: none"> • Young Scholars Science: Students were using the scientific method to make predictions. "Barbie Bungee" was used as the science experiment, wherein students worked to select the appropriate number of rubber bands to make Barbie bungee a particular distance at a particular speed. • English, Math, and Science: It was a pleasant experience in all classrooms. • History: The teacher was engaged in her planning bell, but she was working one-on-one with a student. <p>Johann Liljengren, Monica Robinson, and Laurel Masterson shared the following information:</p> <ul style="list-style-type: none"> • Reading 8: The strategy observed was compare and contrast. Students were in centers, through which students were required to use paired passages to make inferences. Students were clearly well-versed in context clues and were observed using them. The in-depth <p>Dr. Charbonnet and Dr. Tucker shared the following information:</p> <ul style="list-style-type: none"> • SPED - Craig: The teacher presented the students with non-linguistic representations. The teacher questioned the students through both explicitly stated information as well as those that were implicitly stated. When students responded appropriately, they were rewarded with Ruffner Bucks. In addition, SRA was observed. • SPED – Ardolino and Watson: Small groups were observed. Students were working on the same objective, but they were using different materials for the purposes of differentiation. <p>Joli Kane and Dr. Halloran shared the following information:</p> <ul style="list-style-type: none"> • SOL Remediation Pull-Out: Small class sizes were observed. Teachers were facilitators, and students were redirected through questioning if incorrect answers were provided. • Math 7: Teachers were walking around monitoring students as they complete sample TEIs. Dr. Halloran noted that all students were engaged. • Mr. Fraley noted that the remediation pull-out booklets would be used for summer school sessions as well. <p>Christonya Brown shared the following information:</p> <ul style="list-style-type: none"> • History 7: The team observed noted growth in the teacher's ability to manage the facilitation of instruction. Students understood what it was that they were learning and could discuss the information using their own words. When the class was brought back to a whole group, the teacher posed higher-level questions on content and vocabulary. • History 7: In the second classroom, it was noted that the teacher was unnecessarily loud. It appeared that students were "shrinking" due to the volume of the teacher's voice. Speculation was voiced in terms of students doing well

because they were fearful or engaged.

VISITOR shared the following information:

- Math 7 and Writing 7: Students and teachers were both engaged. Groups and collaboration time were afforded in each setting. In math 7, the co-taught classroom was balanced in terms of teacher participation; the observers were unable to tell which teacher was the lead teacher and which was the co-educator. This was a positive “problem” to have. It was noted that the community environment created by the teacher could be transferred to the home environment. In writing 7, teacher modeling supported student learning, and students were able to teach one another.

Mrs. Britton shared the following information:

- Science 7: The teacher has demonstrated growth in terms of questioning.
- Science 8: More hands-on learning is needed. Physical learning must take place to cement student understandings. Britton stated that she would be inserting herself into grade 8 science planning.

Mr. Liljengren shared JHU update information, including:

- Support was provided in math, ELA, HSS, and math.
- The S.T.A.R. program is up for consideration as a merge with the credit recovery program.
- End of the year foci include reviewing and re-teaching strategies; backward planning for ELA; and using student work to discover content mistakes.
- Early Warning Indicator information was shared with all stakeholders. The EWI information includes attendance, behavior, and course performance. The information snapshot was shared through the whole-school lens and the individual grade-level lenses.
- The EWI information supports the PBIS initiative as well as the RTI “triangle” model.

Mr. Fraley shared the following information via a Power Point presentation:

- Ruffner Academy is currently in accreditation denied status. It has historically struggled in the areas of math and HSS.
- Content team planning occurs 90 minutes daily.
- The building has been physically aligned by grade level and content team respectively.
- School-wide procedures and expectations have been established, posted, and implemented and continue to be monitored.
- The school’s primary instructional strategy is questioning, a Robert Marzano high-yield strategy.
- Content teams create common formative assessments, disaggregate data, and provide re-teaching, remediation, or enrichment as needed.
- Systems of accountability are in place; the majority of the responsibility, however, falls on the instructional department chairs.
- Lexile growth was shown at appropriate rates in grade 6 and at an accelerated rate in grades 7 and 8.
- After-school usage of Achieve 3000 was shared; the program has been used upward of 236 hours.
- The average MyAccess score was 3.0 on a 6.0 scale.
- Discipline data was shared. Long-term suspensions have significantly decreased; short-term suspensions have likewise decreased.

			<ul style="list-style-type: none"> • Average daily attendance for students is approximately 95%. • Pull-out re-teaching is taking place per the building-designed schedule. Students are split between two content areas if needed; if not, they remain in the single content area for 90 minutes. • The recovery program affords students the opportunity to recover instructional credits for ELA and math courses failed in quarters 1, 2, and 3. Students will either earn recovery for full promotion in June or students will qualify for a summer school opportunity. • Dr. Charbonnet shared that the Superintendent supports the credit recovery initiative. Dr. Tucker questioned whether this initiative promotes the idea that students can “save” themselves at the last minute each school year after doing little to nothing academically for the first three school quarters. <p>• Additional support staff has been hired to work in the content areas through focused pull-outs.</p> <p>Ms. Langhorne stated to the SGT team that she was very proud of the progress the school has made, particularly the dedication of the staff. Ms. Langhorne added that she hopes our school will be history-making. Visits from outside stakeholders have pointed toward the fact that Ruffner is moving in the right direction. Thanks were offered to the team by both Mr. Fraley and Ms. Langhorne.</p> <p>Mr. Fraley shared the final key communication piece – projecting SOL pass rates. Mr. Fraley used historical data to create the projections, understanding the challenges created by certain projections (i.e. math 7).</p> <p>Dr. Tucker stated that the next meeting would not be until June.</p> <p>Mr. Fraley then adjourned the meeting.</p>
		Task Completed:	04/17/2013
		35. June 2013 SGT Meeting	
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	06/05/2013
		Comments:	This meeting was cancelled due to SOL testing.
		Task Completed:	06/18/2013
		36. The principal will notify parents of Ruffner's accreditation denied status via a formal letter.	
		Assigned to:	Richard Fraley
		Added date:	11/19/2012
		Target Completion Date:	11/19/2012
		Comments:	Per the state's requirements, Richard Fraley is required to send home a letter to parents outlining Ruffner's accreditation denied status. Elizabeth Mather provided the school with a form letter, and Fraley aligned this letter with report card distribution.
		Task Completed:	11/19/2012
		37. The Guidance Department and Climate Coach will work to create attendance contracts with students with five or more absences.	

		Assigned to:	Richard Fraley
		Added date:	11/26/2012
		Target Completion Date:	01/15/2013
		Comments:	Guidance counselors will be responsible for calling the homes of students with five or more absences. The Climate Coach will schedule and facilitate meetings (in conjunction with guidance counselors) with students to discuss their attendance and create an attendance contract. Deans and the ISA Coordinator will monitor absences that are due to a suspension or alternative placement. The Student Data Specialist will provide the Principal with a list of students with five or more absences on a bi-weekly basis for review. Home visits were incorporated bi-weekly. This is an ongoing process, but all caveats have been coordinated and met.
		Task Completed:	01/22/2012
	38. All students and parents will be notified of individual student SOL scores on June 10, 2013.		
		Assigned to:	Doris Langhorne
		Added date:	05/31/2013
		Target Completion Date:	06/10/2013
		Comments:	This task was completed during the summer
		Task Completed:	07/15/2013
Implement	Percent Task Complete:		
	Objective Met:		
	9/10/2013 9/12/2013		
	Experience:		
	9/10/2013 We have compiled and communicated all expected information from this objective to our Shared Governance Team during our 2012-2013 school year.		
	Sustain:		
	9/10/2013 We will continue to track this critical data as we journey through every school year.		
	Evidence:		
	9/10/2013 Copies of this data were shared with our DOE support person Dr. Tucker, it has also been shared in our SGT monthly meetings. Numerous examples can be reviewed in our filing cabinet here in Indistar.		

Indicator	2. - Our school employs research-based strategies that provide an immediate and dramatic turnaround in student achievement. (984)		
Status	Objective Met 9/10/2013		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
		Objective Met - 09/10/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional Coaches work closely with their department to analyze data and provide professional development to address the needs of learners. The EWI team works closely with the teachers to target students for intervention in the areas of Attendance, Behavior, and Course Work (Math and Literacy). Other research-based strategies that are addressed are: Identifying similarities and differences; Summarizing and note taking - how to use interactive notebooks effectively; Reinforcing effort and providing recognition - Schoolwide Climate Program; Representing knowledge (nonlinguistic representation; Creating effective Learning Groups; Setting objectives and providing feedback; Cues, questions, and advance organizers	
Plan	Assigned to:	Johann Liljengren	
	How it will look when fully met:	Johns Hopkins University's Instructional Coaches along with Ruffner Academy's Coaches will assist teachers with research-based strategies that will result in immediate and dramatic turnaround in student achievement.	
	Target Date:	06/15/2013	
	Tasks:		
	1. Instructional coaches will provide training monthly on research-based strategies for sustained student academic gains.		
	Assigned to:	Richard Fraley	
	Added date:	11/20/2010	
	Target Completion Date:	06/15/2013	
	Comments:	Training Sessions during 2012 - 2013 School Year: HSS Department: November 14 - The Coaching Cycle (Whole Group) November 22 - Using Word Walls Effectively (w/ Mr. Lewis) December 6 - Classroom Management Strategies (6th Grade SS Team) January 24 - The Basic Steps Towards Differentiation (Whole Group) February 28 - What Strategy Works Best For You? (Whole Group w/veteran teacher input) March 21, 2013: Actively Building Academic Vocabulary, A Marzano Strategy March 28 - Why Are Collaborative Groups Important In The Classroom?	

April 25 - Strategies For Teaching Boys and Girls
May 2 - Effective Test Taking Strategies
June 13 - Yearly Wrap-Up (Next Steps for 2013-2014 School Year)

SPED Department:

November 13, 2012: Activating Prior Knowledge
January 17, 2013: Specially Designed Instruction Lesson Plans
March 21, 2013: Actively Building Academic Vocabulary, A Marzano Strategy
March 25, 2013: LINCing Vocabulary Strategy
March 27, 2013: LINCing Vocabulary Strategy (Special Education Paras)

ELA Department:

August 16, 2012: ELA Summer Institute
August 28, 2012: Pre-Service Week - Finding Your North
September 14, 2012: STAR Introduction
September 19, 2012: D2SC Reporting
September 20, 2012: Teacher Evaluation
October 2, 2012: D2SC Follow-Up - In-Depth Reporting for Remediation
October 3, 2012: STAR Reporting
November 11, 2012: Achieve 3000 Introduction
November 19, 2012: Questioning
January 7, 2013: Bloom's Taxonomy for Creating Assessments and Tiered Assignments
January 9, 2013: Second Semester Kick-Off - Question Stems for Instruction and Assessment
January 10, 2013: Strategies vs. Activities
February 25, 2013: MyAccess Introduction
February 26, 2013: MyAccess Reporting
March 15, 2013: TestNav for Reading
March 25, 2013: Using MyAccess to Write about Reading
April 9, 2013: Identifying Re-Teaching and Remediation Needs for SOL Review

Training Sessions during 2011 - 2012 School Year:

Science Department:

Team-Building 8/15/2011
Visual Literacy and Formative Assessments 8/15/11
Interactive Notebooks 8/15/11
Effective Team Planning 8/16/11
Word Connections and Learning Styles 10/20/11
Foldables vs Worksheets 11/7/11
Activity Before Content 12/12/11
The 5 Es of Inquiry-Based Learning 12/12/11
Common Formative Assessments 12/12/11
Activity Before Content 2/6/12
Peer Lesson plan Reviews 2/27/12
Reading and Writing Strategies for the Science Classroom 4/16/12

History Department:

Interactive Notebooks 8/16/11

Interactive Word Wall Strategies 8/16/11
Cooperative Groups 8/16/11
Interactive Notebooks 9/13/11
Pandy 9/21/11
Flocabulary 10/17/2011
Classroom Management 12/6-8/11
Webinar 2.0 - Technology in the classroom 12/6-8/11
Testing Strategies 12/6-8/11
Kagan Materials 1/4/12
Differentiated Instruction - Part 1 2/8-9/12
Photostory 3 - 2/15/12
Differentiated Instruction - Part 2 3/29/12

Math Department:

Seventh Grade Power Planning 9/19/11
Seventh Grade Power Planning 9/21/11
Seventh Grade Power Planning 9/24/11
Seventh Grade Power Planning 9/28/11
Seventh Grade Power Planning 10/1/11
ARDT Training 10/13/11
Cognitively Demanding Tasks 10/20/11
Sixth Grade Power Planning 10/24/11
Seventh Grade Power Planning 10/25/11
Eighth Grade Power Planning 10/26/11

English Department:

Interactive Notebooks 9/13/11
Tiered Instruction 9/28/11
iStation: Logging In and Intervening 10/5/11
D2SC: An Introduction 10/25/11
Planning for Tiered Instruction 10/26/11
iStation Interventions 10/27/11
Writing Quality Common Formative Assessments 10/28/11
D2SC: Pulling Quality Reports for Telling Data 10/31/11
iStation Interventions 11/1/11
The Detailed Map to the Road Ahead of Us: Putting it All Together 11/2/11
Writing Quality Common Formative Assessments 11/3/11
Power Planning, Grade 6, Focus: Writing Objectives 11/14/11
Power Planning, Grade 6, Focus: Writing Objectives 11/14/11
Power Planning, Grade 8, Focus: Writing Objectives 11/15/11

Organization / Climate

High Five As and Bs - October 4, 2011

Special Education Department:

Specially Designed Instruction 8/16/11, 10/6/11, and 1/10-12/12
Co-Planning / Co-Teaching 9/12/11, 9/12/11, and 1/10-12/12
Standards-Based Math Goals 9/16/11
SRA 9/21-22/11
VAAP 10/17/11
VAAP/VGLA Portfolio Review 10/21/11
ARDT 10/26/11
D2SC 10/26/11
Collaboration Symposium 10/27-28/11
MANDT 11/2-3/11
Kagan Strategies 11/3-4/11
FBA/BIP 11/7/11, 12/2/11, and 1/6/12

			iStation 11/10/11 LINC's Vocabulary 12/6-8/11 Transition 1/17/12 Roles and Responsibilities of Paraprofessionals 1/26/12 Data Collection 1/26/12 Self-Correcting Materials 1/10-12/12
		Task Completed:	05/31/2013
		2. Kathy Nelson, Lead Turnaround Partner facilitator for Johns Hopkins, will provide Ruffner's Instructional Coaches with research-based strategies that will result in immediate and dramatic turnaround in student achievement.	
		Assigned to:	Kathy Nelson
		Added date:	11/20/2010
		Target Completion Date:	01/14/2011
		Comments:	
		Task Completed:	01/31/2011
		3. Math District Coordinator, Alfreda Jernigan, will conduct a power planning for each grade level. Teachers will be taught research-based strategies to implement during classroom instruction.	
		Assigned to:	Marye Werling
		Added date:	11/14/2011
		Target Completion Date:	11/01/2011
		Comments:	Power planning sessions for each grade level were held.
		Task Completed:	10/26/2011
		4. History Instructional Improvement Coach Secondary will conduct a power planning for each grade level. Teachers will be taught researched based strategies to implement during classroom instruction.	
		Assigned to:	Heidi Davis
		Added date:	11/14/2011
		Target Completion Date:	10/06/2011
		Comments:	
		Task Completed:	10/06/2011
		5. A Professional Development Plan on best practice strategies to improve student engagement will be developed by the Instructional Leadership Team and provided to the entire staff.	
		Assigned to:	Marice Minor
		Added date:	11/28/2011
		Target Completion Date:	01/03/2012
		Comments:	Decide topics and dates to implement training. Instructional Coaches provided a professional development plan to their teachers based on department and specific teacher needs. A "school-wide" plan was not distributed to the entire staff.
		Task Completed:	02/01/2012
		6. Special Education Department training will be a focus for 2011-12 school year.	
		Assigned to:	Paula Chadwick
		Added date:	11/29/2011
		Target Completion Date:	06/01/2012

		Comments:	<p>The following trainings have been conducted for the Special Education Department:</p> <p>Specially Designed Instruction - September 16, October 6, and October 11 Co-Planning / Co-Teaching - September 12, September 22, January 10 -12 SRA - September 22 Standards-based Math Goals - September 16, October 20 VAAP - October 17 VAAP/VGLA Portfolio Review - October 21 Collaboration Symposium - October 27, October 28 MANDT - November 2 -3 Kagan Strategies - November 3, November 4 ARDT - October 26 D2SC - October 26 City-wide Staff Development - November 17 FBA/BIP - November 7 (Planned December 2, January 6) iStation - November 10 LINCS - December 6 - 8 Transition - January 17 Roles and responsibilities of paraprofessionals - January 26 Data Collection - January 26 Self-correcting materials - January 10-12</p> <p>Content Power Planning November 14 and 15 - English/Reading</p>
		Task Completed:	06/15/2012
	7. Teachers will implement brain-based strategies, Best practices for Social Studies (Pandy), and Marzano research-based strategies by utilizing the InterActive Notebook (IAN/INB).		
	Assigned to:	Heidi Davis	
	Added date:	01/13/2012	
	Target Completion Date:	02/01/2012	
	Comments:	Teachers were trained on how to effectively implement these strategies in their classrooms. On-going modeling of implementation will be done by the Instructional Coach.	
	Task Completed:	11/21/2011	
	8. Teachers will utilize manipulatives, including Nystrom Maps, Globes Kits, and content specific whiteboards in United States History I and II classes, during classroom instruction.		
	Assigned to:	Heidi Davis	
	Added date:	01/13/2012	
	Target Completion Date:	03/01/2012	
	Comments:		
	Task Completed:	10/01/2011	
	9. Teachers will utilize role-playing and real-world scenarios in classroom instruction.		
	Assigned to:	Heidi Davis	
	Added date:	01/13/2012	
	Target Completion Date:	03/01/2012	

		Comments:	History teachers are implementing strategy to enhance classroom instruction.
		Task Completed:	11/21/2011
	10. Teachers will provide additional support to students during History Breakfast Club.		
		Assigned to:	Heidi Davis
		Added date:	01/13/2012
		Target Completion Date:	03/01/2012
		Comments:	Each core content was assigned a computer lab from 6:45 AM - 7:45 AM. Students are able to work on remediation programs based on areas of need. Math - IXL Math History - BrainPop, SOLpass.org, Quia Reading - iStation
		Task Completed:	02/01/2012
	11. Administrators, science department chair, and science coach will monitor the implementation of students and teachers incorporating visual literacy and interactive word walls into their weekly lesson plans.		
		Assigned to:	Tekita Blackwell
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	Instructional Coach monitors this process through planning, observation, and coaching cycle.
		Task Completed:	01/09/2012
	12. Teachers will plan and implement vocabulary enrichment activities that enhance kinesthetic learners (i.e. learning stations, role play, constructing models, group games, choreography, etc.).		
		Assigned to:	Tekita Blackwell
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	Teachers recieved training from Instructional Coach at power planning sessions.
		Task Completed:	02/16/2012
	13. Teachers will provide weekly opportunities for students to explore content-related science problems via lab investigations (Inquiry Learning).		
		Assigned to:	Tekita Blackwell
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	
		Task Completed:	02/16/2012
	14. Teachers will provide student-centered, inquiry-based instruction through the use of experimentation before emphasizing content (Activity Before Content).		
		Assigned to:	Tekita Blackwell
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012

		Comments:	Instructional Coach trained, modeled, and co-taught with teachers how to successfully implement activity before content.
		Task Completed:	01/15/2012
	15. Teachers will maximize their time in co-taught classes and collaborative planning to provide services for SWD.		
		Assigned to:	Paula Chadwick
		Added date:	01/13/2012
		Target Completion Date:	02/01/2011
		Comments:	Monitored by SPED Department Chair and Instructional Coach.
		Task Completed:	11/30/2011
	16. Teachers will utilize a continuum of data to create specially designed instruction as it relates to students' specific disability-related needs.		
		Assigned to:	Paula Chadwick
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	Teachers were trained by SPED Instructional Coach on how to use a continuum of data to create specially designed instruction as it relates to students' specific disabilities.
		Task Completed:	02/01/2012
	17. Paraprofessionals will use data collection procedures to enhance SDI/student performance.		
		Assigned to:	Paula Chadwick
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	SPED Instructional Coach trained Paraprofessional on data collection procedures to enhance SDI/student performance.
		Task Completed:	02/08/2012
	18. Teachers will use a variety of direct vocabulary instruction that contains linguistic and non-linguistic representations.		
		Assigned to:	Paula Chadwick
		Added date:	01/13/2012
		Target Completion Date:	03/01/2012
		Comments:	
		Task Completed:	03/01/2012
	19. PBS Program will be implemented during the 2011-12 school year.		
		Assigned to:	Paula Chadwick
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	
		Task Completed:	06/15/2012
	20. SRA Corrective Reading bi-weekly assessments will be conducted.		
		Assigned to:	Paula Chadwick
		Added date:	01/13/2012

		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	21. Reading teachers will implement student team literature discussion guides (Johns Hopkins University) to teach all novels and anthologies.		
		Assigned to:	Amanda Schilling
		Added date:	01/13/2012
		Target Completion Date:	03/01/2012
		Comments:	Students literature discussion guides and novels have been distributed to the teachers. JHU Facilitator along with English Instructional coach has trained teachers on how to utilize them in the classroom.
		Task Completed:	01/13/2012
	22. Collaborate to develop tiered activities that students will complete through 30-minute learning centers. These activities will relate to the same objective(s), but students will be provided with reading material and activities that are appropriate for their reading levels.		
		Assigned to:	Amanda Schilling
		Added date:	01/13/2012
		Target Completion Date:	03/01/2012
		Comments:	Instructional Coach along with JHU Facilitator and District Coordinator trained teachers on how to develop and deliver tiered lessons. English teachers are beginning to implement tiered lessons in the classroom.
		Task Completed:	03/06/2012
	23. Reading teachers will provide 30 minutes of daily instructional time to "yellow" students, using the iStation computer program.		
		Assigned to:	Amanda Schilling
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	
		Task Completed:	01/05/2012
	24. Reading teachers will provide 30 minutes of daily instruction to "red" students, using the iStation intervention lessons or iStation computer program.		
		Assigned to:	Amanda Schilling
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	
		Task Completed:	01/05/2012
	25. ELA teachers will plan for instruction using the new planning agenda model.		
		Assigned to:	Amanda Schilling
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	English teachers implemented new planning agenda to plan for instruction.

		Task Completed:	01/09/2012
	26. ELA teachers will plan for remediation instruction, using individualized CFA data, to occur during regularly scheduled class time.		
	Assigned to:	Amanda Schilling	
	Added date:	01/13/2012	
	Target Completion Date:	02/01/2012	
	Comments:		
		Task Completed:	02/06/2012
	27. ELA teachers will plan for remediation instruction, using individualized CFA data, to occur during regularly scheduled class time.		
	Assigned to:	Amanda Schilling	
	Added date:	01/13/2012	
	Target Completion Date:	02/01/2012	
	Comments:	Students work with Instructional Coach to help plan for remediation.	
		Task Completed:	01/19/2012
	29. Teachers will utilize data portfolios to personalize student data and create student ownership.		
	Assigned to:	Marye Werling	
	Added date:	01/13/2012	
	Target Completion Date:	03/01/2012	
	Comments:	Students were trained on creating and utilizing student data books to increase student achievement.	
		Task Completed:	01/05/2012
	30. Teachers will use varied forms of formal assessments to include multiple choice and open ended items to align with the SOL format and use the data collected to plan for instruction.		
	Assigned to:	Marye Werling	
	Added date:	01/13/2012	
	Target Completion Date:	03/01/2012	
	Comments:	Teams will use the "backwards design" to align the level of rigor between instruction and assessment. Teachers will use stop-light data to monitor student progress on each assessment. Open-ended questions are now included in each test to help prepare students for SOL.	
		Task Completed:	03/02/2012
	31. Teachers will use various methods to routinely check for group understanding.		
	Assigned to:	Marye Werling	
	Added date:	01/13/2012	
	Target Completion Date:	02/01/2012	
	Comments:	Instructional Coach and JHU facilitator trained teachers on a variety of questioning techniques that will help teachers check for understanding.	
		Task Completed:	02/01/2012
	32. Teachers will use manipulatives and multiple representations to build students' conceptual understanding.		

		Assigned to:	Marye Werling
		Added date:	01/13/2012
		Target Completion Date:	03/01/2012
		Comments:	6th grade will use tree diagrams, lists, and the box method to find probability of dependent and independent events. 7th and 8th grade will use manipulatives, pictorial representations, and written descriptions to solve multi-step equations. Manipulatives have been purchased and teachers have been trained and are now utilizing manipulatives in class.
		Task Completed:	03/02/2012
	33. Teachers will implement interactive notebooks in all math classrooms.		
		Assigned to:	Marye Werling
		Added date:	01/13/2012
		Target Completion Date:	02/01/2011
		Comments:	Interactive notebooks were implemented in all math classes. Instructional Coach trained teachers on how to implement effectively.
		Task Completed:	11/07/2011
	35. Teachers will implement the use of interactive word walls during instruction.		
		Assigned to:	Marye Werling
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	Instructional Coach trained teachers how to integrate interactive word walls into instruction.
		Task Completed:	02/01/2012
	36. Instructional retreat to be held on April 4, 2012. Each department developed their Pre-SOL Plans, focusing on specific instructional strategies to be used during remediation and reteaching sessions. Data from CFAs, DBAs, iStation, and ARDT will be used to identify specific areas of need.		
		Assigned to:	Angelicia Speller
		Added date:	06/13/2012
		Target Completion Date:	04/05/2012
		Comments:	
		Task Completed:	06/15/2012
	37. Pre-SOL plans will include delivery of instruction in small groups using push-in and pull-out models, which will collaboratively be determined by the department chairs, instructional coaches, and teachers.		
		Assigned to:	Angelicia Speller
		Added date:	06/13/2012
		Target Completion Date:	04/05/2012
		Comments:	
		Task Completed:	06/15/2012
	38. The English, reading, and math teachers will participate in training and implement the strategies from the Data Driven Decision-Making Professional Development provided by Laurel Masterson, CPD Teacher Specialist.		

	Assigned to:	Sharon Mims
	Added date:	06/13/2012
	Target Completion Date:	06/15/2012
	Comments:	
	Task Completed:	06/15/2012
	39. All extended learning time programs will be restructured based on an evaluation of the existing programs, as well as linked directly to the identified needs of the students.	
	Assigned to:	Angelicia Speller
	Added date:	06/13/2012
	Target Completion Date:	03/15/2012
	Comments:	
	Task Completed:	06/15/2012
	40. Individual and group data team forms will be utilized to identify areas of students' needs and the specific instructional strategies being used to remediate and/or reteach.	
	Assigned to:	Sharon Mims
	Added date:	06/13/2012
	Target Completion Date:	06/15/2013
	Comments:	This task is repetitive of another listed task and has been closed after the dismissal of the former administration.
	Task Completed:	07/01/2012
	41. Special educators, department chair, and instructional coach will create a SDI chart, which identifies research-based strategies to address the disability-related needs of students receiving special education services.	
	Assigned to:	Paula Chadwick
	Added date:	06/13/2012
	Target Completion Date:	03/30/2012
	Comments:	
	Task Completed:	04/15/2012
	42. Teachers will analyze data and place students in either the Red, Yellow, or Green tiers. Teachers will plan collaboratively and implement lessons and enrichment activities that incorporate tiered interactive instruction that meets the needs of students identified through benchmark and common formative assessments.	
	Assigned to:	Richard Fraley
	Added date:	06/13/2012
	Target Completion Date:	06/15/2013
	Comments:	All teachers identify students in the readiness tiers at the close of each unit. This identification is used to plan for and implement remediation lessons. Tiered instruction will be mandatory at the start of semester 2.
	Task Completed:	01/22/2013
	43. All math teachers will be trained in SpringBoard for use during the 2012-13 school year.	
	Assigned to:	Daniel Board
	Added date:	06/21/2012
	Target Completion Date:	08/30/2012

		Comments:	Math teachers participated in a Math SpringBoard training on 8/20 - 8/22 from 8:00 - 3:00 each day.
		Task Completed:	08/31/2012
	44. An instructional retreat will be scheduled for the 2012-13 school year.		
		Assigned to:	LaTonya Durr
		Added date:	06/21/2012
		Target Completion Date:	10/30/2012
		Comments:	Funding restrictions do not permit an instructional retreat to be scheduled in the same way in which it was in previous years of the grant. Professional development for teachers will be scheduled per the other tasks.
		Task Completed:	07/01/2012
	47. Remediation pull-out groups will be used throughout the school year to allow for intensive, small group instruction on specific student weaknesses in math.		
		Assigned to:	Daniel Board
		Added date:	06/25/2012
		Target Completion Date:	06/15/2013
		Comments:	This task became a school-wide focus and can now be found under Indicator 15.
		Task Completed:	03/29/2013
	48. Special educators supporting math, reading, and writing will be scheduled the entire instructional block to provide specially designed instruction to students with disabilities and support remediation groups.		
		Assigned to:	Paula Chadwick
		Added date:	06/25/2012
		Target Completion Date:	10/15/2012
		Comments:	Staffing limitations did not afford the administration the opportunity to schedule special educators for the entire instructional block. However, contents that are SOL tested have a professional special educator a minimum of 45 minutes her instructional bell for co-taught classes. Most SOL tested contents have special educators available for the full 90 minute instructional bell for each co-taught classes, specifically in math, social studies, and reading.
		Task Completed:	09/30/2012
	49. Teachers will use questioning techniques that involve "higher-order" questions, which require students to apply, analyze, synthesize, and evaluate information.		
		Assigned to:	Richard Fraley
		Added date:	06/25/2012
		Target Completion Date:	06/15/2013
		Comments:	All teachers have been trained on higher-order questioning and are evaluated weekly using the Ruffner Middle School questioning rubric. Teachers continue to develop higher-order questions to accompany daily lesson plans and pose higher-order questions as part of the instructional process. This is an ongoing support need, and support will be provided by the administration, department chairs, and instructional coaches.
		Task Completed:	09/30/2012

		50. Instructional coaches will complete the coaching cycle with a minimum of three teachers per week.	
		Assigned to:	Richard Fraley
		Added date:	10/25/2012
		Target Completion Date:	11/30/2012
		Comments:	At the start of the second quarter, all Instructional Coaches were directed by Mr. Fraley to begin teacher observations, splitting the focus between content-team planning and classroom observations.
		Task Completed:	11/25/2012
		51. Johns Hopkins University Talent Development Secondary facilitators will plan and teach with Ruffner Academy core-content teachers once per month.	
		Assigned to:	Johann Liljengren
		Added date:	10/25/2012
		Target Completion Date:	06/15/2013
		Comments:	JHU facilitators began their monthly visits in September 2012. The facilitators have scheduled additional support sessions on a monthly basis for the remainder of the 2012-2013 school year.

		Task Completed:	11/01/2012
Implement	Percent Task Complete:		
	Objective Met:		9/10/2013
	Experience:		9/10/2013 Since assuming leadership, we have implemented the following strategies to create a laser light focus on standards based instruction and data driven instruction: We implemented a master schedule that allows all content teams to plan for standards based instruction for one hour per day. We have implemented a data review packet for every common formative assessment and district assessment we administer. These packets review student achievement on the standards being assessed by each test. They identify academic strength and weakness and define how we will re-teach and remediate for student mastery. We have introduced questioning as our high yield macro instructional strategy. We have done whole staff development training for autonomous learning, as well as differentiating instructional practice through content, process, product for student learning. We are currently discussing Marzano's other high yield strategies.
	Sustain:		9/10/2013 The work for defining staff development and implementation of high yield strategies will be on-going. With staff turnover as constant as it is there will be a need to train staff members on these high yield strategies every school year. We will present and develop the professional learning with "in house" leaders as well as bring in professional consultants for support in future professional development activities.
	Evidence:		9/10/2013 The evidence is kept here at Runner in our data room and evidence binders. We continue to define teacher and student needs daily and we explore opportunities to assist and support those needs in house as well as with professional outside services.

Indicator	3. - Our school works with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement. (985)		
Status	Objective Met 10/25/2012		
Assessment	Level of Development:		Initial: Limited Development 11/16/2010
			Objective Met - 10/25/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Principal and Assistant Principal attended summer job fair to recruit, recommend, and hire teachers as well as instructional coaches with a proven record of success of increasing student achievement. Principal interviewed current teachers, recommended, and placed positions within the building to

		support student achievement.
Plan	Assigned to:	Richard Fraley
	How it will look when fully met:	Principal conducts all interviews, develops all interview questions and protocol for interviews, and does follow-up and next steps for recommending individuals with a proven record of success of increasing student achievement
	Target Date:	09/08/2012
	Tasks:	
	1. Principal will conduct interviews for teacher and leader positions.	
	Assigned to:	Sharon Mims
	Added date:	11/20/2010
	Target Completion Date:	05/12/2011
	Comments:	Principal conducted interviews throughout the summer to fill vacant positions. Principal will continue to interview candidates for vacant positions.
	Task Completed:	08/31/2011
	2. During the interview session, questions will be centered around what the interviewee has done to improve student achievement in their present/prior school.	
	Assigned to:	Sharon Mims
	Added date:	11/28/2011
	Target Completion Date:	01/01/2012
	Comments:	
	Task Completed:	01/01/2012
	3. Norfolk Public Schools will hire a Shared Governance Team Principal to support the principal with the supervision of the school, emphasizing instructional leadership for the remainder of the 2011-12 school year.	
	Assigned to:	Sharon Byrdsong
	Added date:	06/13/2012
	Target Completion Date:	02/01/2012
	Comments:	
	Task Completed:	02/01/2012
	4. The principal will select a highly-qualified summer school staff for the Summer 2013 program.	
	Assigned to:	Richard Fraley
	Added date:	06/10/2013
	Target Completion Date:	06/21/2013
	Comments:	We attracted a staff that was highly effective and supported standards based instruction for students who qualified for the summer sessions. The staff supported approximately 130 students and demonstrated a 96% student academic pass rate for both sessions of our summer program.
	Task Completed:	07/24/2013
	5. The principal will select a highly-qualified Summer Enrichment Program staff for the Summer 2013 program.	
	Assigned to:	Richard Fraley
	Added date:	06/10/2013

		Target Completion Date:	06/21/2013
		Comments:	We selected highly qualified teachers from our core staff of educators. They created standards based lessons for our students who attended the enrichment program to extend their academic understandings.
		Task Completed:	07/24/2013
	6. The principal will select a highly-qualified Transition Program staff for the Summer 2013 program.		
		Assigned to:	Richard Fraley
		Added date:	06/10/2013
		Target Completion Date:	07/19/2013
		Comments:	The 6th grade transition program was lead by highly qualified core teachers from Ruffner Middle School.
		Task Completed:	08/08/2013
Implement	Percent Task Complete:		
	Objective Met:		10/25/2012
	Experience:		10/25/2012 Though we began the 2012-2013 school year without a full-time, contracted staff, all core content positions have now been filled. The school experienced particular difficulties in seeking Human Resources support to staff math and end-of-course positions as the application pool was limited.
	Sustain:		10/25/2012 Should a position open at Ruffner Academy due to teacher resignation or dismissal, the school will need assistance from Human Resources to identify, interview, and hire a qualified applicant.
	Evidence:		10/25/2012 All core content positions are fully staffed by highly-qualified teachers as of October 25, 2012 through the support of NPS Human Resources.

Indicator	4. - Our school recommends necessary restructuring of teacher and leader contracts. (986)		
Status	Objective Met 10/25/2012		
Assessment	Level of Development:	Initial: Limited Development 11/16/2010	
		Objective Met - 10/25/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	With the school improvement grant, there is a need to adjust the time for teachers and students to have an extended day.	
Plan	Assigned to:	Natalie Halloran	
	How it will look when fully met:	Members of the central administrative team are examining the full impact of the transformation model on existing NPS policies, practices, and/or procedures.	
	Target Date:	06/15/2013	
	Tasks:		
	1. The school will work with the school system to restructure teacher and leader contracts.		
	Assigned to:	Roni Myers-Daub	
	Added date:	11/28/2011	
	Target Completion Date:	06/15/2012	
	Comments:	To provide for additional learning time, teachers are compensated for hours beyond their contractual time.	
	Task Completed:	06/15/2011	
Implement	Percent Task Complete:		
	Objective Met:	10/25/2012	
	Experience:	10/25/2012 Funding was secured through the School Improvement Grant to provide teachers will pay beyond their contractual hours for academic support programming.	
	Sustain:	10/25/2012 The grant funds will continue to be managed to afford all teachers an equitable opportunity to participate in extended-day teaching opportunities.	
	Evidence:	10/25/2012 The budget for the 2012-2013 school year provides for funds for extended-day teaching. Teachers will receive these funds when they complete their agreed upon hours.	

Indicator	5. - Our school develops and engages teachers and the leader in professional development aligned to programmatic goals. (987)		
Status	Objective Met 1/22/2013		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
		Objective Met - 01/22/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional Coaches provide monthly professional development based on the identified needs of both teachers and students. Teachers, in addition to Instructional Coaches, will attend regional, state, and national conferences in their content area. The Principal and Assistant Principal will conduct monthly professional learning community activities for the staff based on data collected via teacher observations.	
Plan	Assigned to:	Johann Liljengren	
	How it will look when fully met:	Johns Hopkins will provide professional development to the leadership team that is aligned to programmatic goals.	
	Target Date:	06/15/2013	
	Tasks:		
	1. Administrators will meet with Kathy Nelson to develop training schedule and to design the Instructional Leadership Team Retreat.		
	Assigned to:	Kathy Nelson	
	Added date:	11/20/2010	
	Target Completion Date:	02/28/2011	
	Comments:		
	Task Completed:	01/30/2011	
	2. Administrators, Department Chairs, and Coaches will receive effective walkthrough training from Dr. Beers.		
	Assigned to:	Sharon Mims	
	Added date:	01/18/2011	
	Target Completion Date:	01/18/2011	
	Comments:		
	Task Completed:	01/17/2011	
	3. Teachers will participate in professional development activities provided by School Improvement Instructional Coaches.		
	Assigned to:	Marice Minor	
	Added date:	10/17/2011	
	Target Completion Date:	06/15/2012	
	Comments:		
	Task Completed:	06/15/2012	

	4. Instructional Leadership Team Retreat will be held.
	Assigned to: Sharon Mims
	Added date: 11/14/2011
	Target Completion Date: 08/09/2011
	Comments: Instructional Leadership Team Retreat held August 9, 2011 from 9:00 a.m. - 4:00 p.m. JHU Talent Development Secondary conducted mini-workshops for the leadership team. The overarching topic was standardizing Ruffner Academy.
	Task Completed: 08/09/2011
	5. Whole-school Instructional Retreat will be held. The purpose of the whole-school instructional retreat is to provide training and development of research-based strategies needed to support the transformation of the school.
	Assigned to: Sharon Mims
	Added date: 11/14/2011
	Target Completion Date: 08/16/2011
	Comments:
	Task Completed: 08/16/2011
	6. Instructional retreat will be held on April 4, 2012. Each department developed their Pre-SOL Plans, focusing on specific instructional strategies to be used during remediation and reteaching sessions. Data from CFAs, DBAs, iStation, and ARDT will be used to identify specific areas of need.
	Assigned to: Angelicia Speller
	Added date: 06/13/2012
	Target Completion Date: 04/05/2012
	Comments:
	Task Completed: 04/05/2012
	7. The Instructional Coaches will group the teachers in red, yellow, and green tiers to better plan structured support and professional development opportunities.
	Assigned to: Angelicia Speller
	Added date: 06/13/2012
	Target Completion Date: 04/20/2012
	Comments:
	Task Completed: 04/20/2012
	8. The special education instructional coach and special education department chair will provide training in specially designed instruction to assist special education teachers in meeting the disability-related needs of students identified for services.
	Assigned to: Paula Chadwick
	Added date: 06/13/2012
	Target Completion Date: 06/15/2013
	Comments: The special education team was provided with this training during pre-service week and through additional departmental meetings.
	Task Completed: 09/30/2012

	9. The instructional coaches will group the teachers in red, yellow, and green tiers to better plan structured support and professional development opportunities.
	Assigned to: Roni Myers-Daub
	Added date: 06/21/2012
	Target Completion Date: 06/15/2013
	Comments: Coaches have identified teacher needs and continue to adjust the tiers as needed. All teacher professional development needs have been evaluated.
	Task Completed: 10/25/2012
	10. Teacher needs will be identified by collecting data from observations, learning walks, and lesson plan reviews to plan for professional development.
	Assigned to: Richard Fraley
	Added date: 06/25/2012
	Target Completion Date: 06/15/2013
	Comments: The principal delegated this task to both Department Chairs and Instructional Coaches. Both parties provide monthly professional development based upon the aforementioned data through the scheduled department meetings and additional professional development sessions.
	Task Completed: 01/22/2012
	11. Teachers will receive content-specific professional development from the instructional coach, department chair, and/or teacher leader once per month in the department meeting.
	Assigned to: Richard Fraley
	Added date: 10/25/2012
	Target Completion Date: 06/15/2013
	Comments: All department chairs and coaches are providing instructional support and professional development through the monthly department meetings.
	Task Completed: 12/17/2012
	12. All employees will submit professional goals and will provide attendance documentation for development opportunities designed to meet those goals.
	Assigned to: Doris Langhorne
	Added date: 10/25/2012
	Target Completion Date: 06/01/2013
	Comments: All teachers submitted professional goals on October 15, 2012. The documentation for meeting those goals through professional development will be submitted June 2013.

		Task Completed:	10/15/2012
Implement	Percent Task Complete:		
	Objective Met:		1/22/2013
	Experience:		1/22/2013 Teachers initially received professional development based upon district or whole-school goals. In addition to this type of professional development, strategic professional development has been provided to grade-level content teams through monthly department meetings and special after-school or Saturday sessions.
	Sustain:		1/22/2013 All administrative and teacher-leader stakeholders must continue to evaluate teacher needs and design professional development to meet these needs. Observations, CFA and DBA data, and priority reviews must be continued in order for the professional development to maintain its productivity. In addition, once the instructional coaches have phased out, department chairs should be held accountable for holding one-on-one sessions with teachers to provide specific feedback and outlined "next steps" for success.
	Evidence:		1/22/2013 All department chairs and administrators conduct a minimum of three observations per week. Instructional coaches complete the same. All stakeholders - from administrators to classroom teachers - review CFA and DBA data in scheduled data team meetings. Teachers reflect upon this data to improve their own practices and glean strategies from their peers. Instructional coaches provide multiple one-on-one sessions per week to address individual teacher concerns, in addition to facilitating whole-team planning. Administrators also hold one-on-one conferences with all teachers on summative a minimum of three times per year. Administrators plan to provide this same support to teachers who are not on summative in order to best support the building as a whole.

Indicator	6. - Our school promotes student motivation for learning. (988)		
Status	Objective Met 9/10/2013		
Assessment	Level of Development:		Initial: Limited Development 10/24/2010
			Objective Met - 09/10/2013
	Index:		9 (Priority Score x Opportunity Score)
	Priority Score:		3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The following are being implemented this year: incentives for students passing the benchmark assessments; Principals Hall of Fame Wall (Students that obtain all A's will have their pictures placed on the wall. Students that make the honor roll will have their name placed on the wall.); lunch with the Principal for students that make all A's; 600 Club for students

		that make a 600 on SOL assessments; and A Club for students with all A's.
Plan	Assigned to:	LaTonya Durr
	How it will look when fully met:	Mastering the Middle Grades Curriculum will be implemented in our school. In addition, the following will be implemented: high Five As and Bs lessons will be taught; high Five As and Bs posters will be placed in all the classrooms and throughout the building; "Caught Doing Something Good" will be fully implemented; reflection room will be initiated; and student of the Month will be determined by demonstration of High Five As and Bs characteristics.
	Target Date:	06/15/2013
	Tasks:	
	1. High 5 posters will be placed in all classrooms and throughout the building.	
	Assigned to:	Stephanie Hazell
	Added date:	11/20/2010
	Target Completion Date:	12/15/2010
	Comments:	High 5 posters were placed in each classroom and on the walls throughout the building. Students are given "Caught Doing Something Good" tickets when they demonstrate the five appropriate behaviors.
	Task Completed:	12/07/2010
	2. Student of the Month Bulletin Boards will be displayed on each grade-level hall.	
	Assigned to:	Yolanda Brown
	Added date:	01/10/2011
	Target Completion Date:	12/01/2010
	Comments:	Each grade level has a "Student of the Month" board. Each teacher is given the opportunity to nominate a student. The names and pictures of the students are then placed on the board for everyone to see.
	Task Completed:	10/01/2010
	3. Students will be able to earn rewards for demonstrating the High Fives daily. Students will then be able to purchase items from the school store.	
	Assigned to:	Marice Minor
	Added date:	10/07/2011
	Target Completion Date:	10/15/2011
	Comments:	Orders for the school store was given to SIG office September 20, 2011. Bulldog Store has been fully implemented.
	Task Completed:	01/04/2012
	4. Grade level competitions based on the High Fives (Attendance, Achievement , Attitude, Accountability, and Awareness) will be held throughout the school year.	
	Assigned to:	LaTonya Durr
	Added date:	10/07/2011
	Target Completion Date:	06/15/2012
	Comments:	

		Task Completed:	06/15/2012
		5. Motivational posters will be placed throughout the building.	
		Assigned to:	Marice Minor
		Added date:	10/17/2011
		Target Completion Date:	10/20/2011
		Comments:	Posters were placed in the 1st floor.
		Task Completed:	11/04/2011
		6. Quarterly Honor Roll Celebrations will be held.	
		Assigned to:	Felecia Oliver
		Added date:	10/17/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	12/15/2010
		7. Bulldog Bucks will be created, and the criteria will be reviewed with teachers, regarding how students will earn bulldog bucks. Students will earn bucks based on the High Fives As and Bs program.	
		Assigned to:	LaTonya Durr
		Added date:	11/14/2011
		Target Completion Date:	11/15/2011
		Comments:	Mrs. Minor will create the bulldog bucks. Ms. Ingram will make copies of bucks. Bucks will be distributed to teachers during the November 15, 2011 EWI meetings.
		Task Completed:	11/07/2011
		9. Educational Empowerment Day will be held. Students will have the opportunity to meet with college representations, gain financial literacy, and hear a motivational speaker, Principal Kafele.	
		Assigned to:	Heidi Davis
		Added date:	11/14/2011
		Target Completion Date:	10/15/2011
		Comments:	Students participated in a college expo, financial literacy session, team building activities, and attended a session led by motivational speaker Principal Kafele. Milken National Educator, best-selling author, educational consultant and motivational speaker, Principal Kafele is on fire! He's on a mission to motivate, educate, and empower educators, parents, and children toward the elimination of the attitude gap, the world over. In these times of crisis-level drop-out rates, suspension rates and low academic performance, Principal Kafele brings an empowering message of attitude transformation. His message is inspiring, reinvigorating, thought-provoking, and candid. He inspires his audiences to expect nothing less than excellence.
		Task Completed:	10/12/2011

	10. The school transformation facilitator will organize report card conferences with sixth, seventh, and eighth grade students. Students will meet with non-teaching school personnel to discuss their progress and plan for improvement.
	Assigned to: Marice Minor
	Added date: 06/13/2012
	Target Completion Date: 06/15/2013
	Comments: The Climate Coach organized the first set of report card conferences for the 2012-2013 school year on December 13 and 14, 2012. Instructional coaches, day treatment personnel, guidance, and department chairs conferenced with students about their Quarter 1 report card performance and offered incentives.
	Task Completed: 12/14/2012
	11. Students will continue to receive recognition for demonstrating the High Five As and Bs using a variety of incentives.
	Assigned to: LaTonya Durr
	Added date: 06/13/2012
	Target Completion Date: 06/15/2012
	Comments:
	Task Completed: 06/15/2012
	12. Teachers will utilize data portfolios to personalize student data and create student ownership.
	Assigned to: Sharon Mims
	Added date: 06/13/2012
	Target Completion Date: 06/15/2013
	Comments: This task is no longer a focus due to the administrative change.
	Task Completed: 10/25/2012
	13. Student incentives will be used for class-to-class and grade level academic competitions.
	Assigned to: LaTonya Durr
	Added date: 06/21/2012
	Target Completion Date: 06/15/2013
	Comments: This task is no longer a focus. Other incentives have been designed and implemented, including Ruffner Bucks and floor-level incentives to promote a positive learning atmosphere.
	Task Completed: 01/22/2012
	14. The ELA instructional coach, with the support of the writing 8 team and administration, will create an SOL "Boot Camp" program designed around student incentives for learning.
	Assigned to: Amanda Schilling
	Added date: 01/22/2013
	Target Completion Date: 02/01/2012
	Comments: Final approval for the month-long "boot camp" program was secured on 1/22/2012. The program includes extended-day opportunities for students to practice writing skills. Students can earn points by participating in before-school, after-school, and Saturday sessions. Incentives include prizes, extra credit in the content course, and field trips.

		Task Completed:	01/22/2012
Implement	Percent Task Complete:		
	Objective Met:		9/10/2013
	Experience:		9/10/2013 Our SOL boot camp to provide focused standards based instruction for our eight graders was created and facilitated by our academic coach for English instruction. Students received tokens and rewards for attending and participating in the instructional program.
	Sustain:		9/10/2013 We will continue to offer programs that will provide a focused academic element to them with built in student rewards and tokens. These programs were well attended, supported standards based instruction, and promoted a "we are all in this together" attitude with the staff and students.
	Evidence:		9/10/2013 We have a positive behavior interventions program formally established here at school. We created formal, organized learning opportunities for students that also come with rewards.

Indicator	7. - Our school secures parental commitment and involvement through school choice. (990)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 11/16/2010	
	Explain why not a Priority or Interest:	Currently, Ruffner is not a school of choice.	

Indicator	8. - Our school promotes parental capacity to support student engagement, motivation, and learning within school, at home and in the community. (991)		
Status	Objective Met 9/10/2013		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
		Objective Met - 09/10/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Parental involvement activities include the following: eSembler - allows the parents to view their students grades, homework, and missing assignments; Edulink - a notification system put in place that allows parents to stay in touch with information disseminated from the school; SOL Parent Information Night - parents are informed about SOL scores and verified credits, they choose their child's elective class for the next school year, and they are given strategies for each content that helps their students with their SOL assessments; Gifted & Talented Information Night - information is shared with the parents on how students are assessed and evaluated for the gifted & talented program; Young Scholar Information Night - forums are provided for the parents, guest speakers come in to present information related to multiple intelligences and career exploration; Parent Conferences- held weekly with the assistance of the Guidance Department; Exceptional Children Parent Workshop - parents that have students with special needs are provided workshops that focus on how to better assist their child with their academic needs; and communication occurs through the Pawprints newsletter.	
Plan	Assigned to:	LaTonya Durr	
	How it will look when fully met:	Our school will work with Marsha Greenfeld, Senior Program Facilitator of National Network of Partnership Schools, to promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community. Our school will work with the PTSA to schedule parent activities.	
	Target Date:	06/15/2012	
	Tasks:		
	1. A parent "Back to School Day" will be scheduled to provide parents an opportunity to see what it feels like to be a middle school student for a day.		
	Assigned to:	Sharon Mims	
	Added date:	11/20/2010	
	Target Completion Date:	11/15/2010	

		Comments:	More than 40 parents visited during the two "Back to School Day" events. Mrs. Oliver, Guidance Counselor, conducted a workshop on "How to be a Successful Middle School Parent" in the morning on both days. Mrs. Mims, Principal, conducted a debriefing with parents both afternoons to answer questions and discuss any concerns.
		Task Completed:	11/16/2010
		2. Speciality Programs potluck informational night will be scheduled.	
		Assigned to:	Felecia Oliver
		Added date:	11/20/2010
		Target Completion Date:	11/16/2010
		Comments:	Young Scholars information night
		Task Completed:	11/16/2011
		3. Parent SOL Information Night Grade 8 will be scheduled.	
		Assigned to:	Tammi Hinton
		Added date:	11/20/2010
		Target Completion Date:	05/30/2011
		Comments:	
		Task Completed:	05/30/2011
		4. Parent SOL Information Night Grade 7 will be scheduled.	
		Assigned to:	Robert Wylie
		Added date:	11/20/2010
		Target Completion Date:	04/30/2011
		Comments:	
		Task Completed:	04/30/2011
		5. Parent SOL Information Night Grade 6 will be scheduled.	
		Assigned to:	Carolyn Jones
		Added date:	11/20/2010
		Target Completion Date:	04/30/2011
		Comments:	
		Task Completed:	04/30/2011
		6. Action Team Members Training will be scheduled.	
		Assigned to:	Marsha Greenfeld
		Added date:	01/10/2011
		Target Completion Date:	01/05/2011
		Comments:	Marsha Greenfeld of National Network of Partnership Schools will conduct training entitled Goal-Oriented Partnership Programs. The pupose of the training is to train and form an team Action Team whose main goal is to build partnerships with the community and promote parentral capacity to support student engagement.
		Task Completed:	01/05/2011
		7. Parent Academy will be scheduled.	

		Assigned to:	Stephanie Hazell
		Added date:	03/09/2011
		Target Completion Date:	03/09/2011
		Comments:	<p>Parent Academy participants received classroom training for specific skills needed to apply for and retain employment. This training was a 12-hour structured learning experience covered in a four-week period, taught for a 1-1/2 hour time period twice a week.</p> <p>Learning strategies included discussion, role play, oral presentations, guest speakers, and written assignments.</p> <p>Upon successful completion of Parent Academy, participants received a certificate which was presented to prospective employers as proof of training.</p> <p>Brief Descriptions of the Sessions:</p> <p>“Getting to Know Yourself” Participants develop a personal inventory that will help them learn about their strengths, weaknesses, and interests.</p> <p>“The Right Job-Just for You” Participants learn to set goals and discover the important steps for searching successfully for the job best suited to them.</p> <p>“Marketing Yourself” Participants learn proven ways to help them connect with the right job, company or employer.</p> <p>“Preparing Your Resume” Participants learn the proper way to prepare a resume that fits them to the job they are interested in.</p> <p>“Writing the Cover Letter” Participants learn how to write a cover letter that tells a prospective employer what to look for in the resume.</p> <p>“Planning the Interview” Participants learn how to anticipate and respond to interview questions, how to dress, and the importance of body language.</p> <p>“Job Seeking Strategies” Participants receive information on the best ways to look for a job and fill out an application.</p> <p>“Staying on the Job Once You Are Hired” Participants learn how to become a successful employee who works well with others and can look forward to advancement.</p>
		Task Completed:	03/09/2011
		8. Breakfast with the Principal will be scheduled. Parents and Principal will discuss important issues pertaining to the improvement of student achievement.	
		Assigned to:	Sharon Mims

		Added date:	10/17/2011
		Target Completion Date:	10/15/2011
		Comments:	10 parents attended breakfast with the principal. Principal listened to and addressed parental concerns.
		Task Completed:	10/15/2011
	9. Lunch with the Principal will be scheduled. Parents and Principal will discuss important issues pertaining to the improvement of student achievement.		
		Assigned to:	Sharon Mims
		Added date:	10/17/2011
		Target Completion Date:	12/12/2011
		Comments:	
		Task Completed:	12/12/2011
	10. Dinner with the Principal will be scheduled. Parents and Principal will discuss important issues pertaining to the improvement of student achievement.		
		Assigned to:	Sharon Mims
		Added date:	10/17/2011
		Target Completion Date:	02/22/2012
		Comments:	
		Task Completed:	02/22/2012
	11. November 2011 Parent Academy will be scheduled.		
		Assigned to:	LaTonya Durr
		Added date:	10/17/2011
		Target Completion Date:	11/30/2011
		Comments:	The focus of the November 8 and 14, 2011 Parent Academy was to discuss with parents what help they needed from school staff in helping their child be successful in middle school. Parents also gave ideas on how to help gain more parental support.
		Task Completed:	11/14/2011
	12. A six-session parent academy will be developed to address parenting skills, bullying prevention, preparing your child for school, assistance with homework, and test taking strategies.		
		Assigned to:	LaTonya Durr
		Added date:	11/28/2011
		Target Completion Date:	01/03/2012
		Comments:	The Climate Coach, Mrs. Durr, attends the monthly community meetings to meet with the parents to discuss the above topics.
		Task Completed:	02/20/2012
	13. Parent SOL Night will be held on April 18, 2012. Parents and students will receive information regarding strategies to ensure student success on the SOL assessments.		
		Assigned to:	Sharon Mims
		Added date:	06/13/2012
		Target Completion Date:	04/20/2012
		Comments:	
		Task Completed:	04/18/2012

	14. The school will communicate with parents the importance of the tutoring support provided at Ruffner through emails, webpage, Newsletters, and Edulink.
	Assigned to: LaTonya Durr
	Added date: 06/13/2012
	Target Completion Date: 06/15/2012
	Comments:
	Task Completed: 06/15/2012
	15. School staff members will attend local housing meetings to increase parent awareness of the academic supports that are offered at Ruffner Academy.
	Assigned to: LaTonya Durr
	Added date: 06/13/2012
	Target Completion Date: 06/15/2012
	Comments:
	Task Completed: 06/15/2012
	16. Parent SOL Night will be scheduled earlier this year and advertised to ensure increased parent participation. Parents and students will receive information regarding strategies to ensure student success on the SOL assessments.
	Assigned to: LaTonya Durr
	Added date: 06/25/2012
	Target Completion Date: 01/30/2013
	Comments: Parent SOL Night was hosted on April 16, 2013.
	Task Completed: 04/16/2013
	17. School staff members will continue to attend local housing meetings to increase parent awareness of the academic supports that are offered at Ruffner.
	Assigned to: LaTonya Durr
	Added date: 06/25/2012
	Target Completion Date: 06/15/2013
	Comments:
	Task Completed: 01/22/2012
	18. Ruffner parents will be directly notified of all NPS Parent Academy opportunities via newsletter and the edu-link phone system.
	Assigned to: LaTonya Durr
	Added date: 10/25/2012
	Target Completion Date: 06/01/2013
	Comments: The edu-link phone system is used to relay important information to parents and guardians. Information update opportunities are being provided at every in-house parent event via the Parent Information Table. Newsletters - including Save the Date fliers - go home with every report card.
	Task Completed: 02/07/2013
	19. The Climate Coach and Guidance Department will provide all parents and/or guardians with Achieve 3000 log-in information so that parents can monitor student progress and support learning from home.
	Assigned to: LaTonya Durr

		Added date:	12/04/2012
		Target Completion Date:	01/15/2013
		Comments:	The information has been provided to students and parents upon request through guidance or the Climate Coach.
		Task Completed:	01/22/2012
	20. All parents will receive notification of summer Achieve 3000 opportunities, including a parent letter, student and parent log-in information, and tips for summer reading.		
		Assigned to:	Amanda Schilling
		Added date:	05/31/2013
		Target Completion Date:	05/31/2013
		Comments:	Print parent letters, provide log-ins, and create summer reading packets.
		Task Completed:	05/31/2013
Implement	Percent Task Complete:		
	Objective Met:		9/10/2013
	Experience:		9/10/2013 Parent notice and notification to all events was pursued this school year. We notified parents through our automated phone system (Parent link) every time we had a school activity or event.
	Sustain:		9/10/2013 We will continue to notify parents using our automated phone system about all school related activities. The feedback we received from returning teachers was that more parents and family members appeared to attend our events this school year.
	Evidence:		9/10/2013 We have parent sign in logs from our events, we have feedback from our returning teachers that are events are better attended.

Indicator	9. - Our school works with the school division to expand community support to garner human resources needed for reform. (993)		
Status	Objective Met 12/18/2012		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
		Objective Met - 12/18/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The following programs are implemented to expand community support: RAMP - Ruffner Academy Mentor Program; Navy League Support; PTSA; Young Scholars - Parent Forum, Job Shadowing Program; Career Day; and Delta Academy.	
Plan	Assigned to:	LaTonya Durr	
	How it will look when fully met:	Our school will work with PTSA President to develop community partnerships for reform.	
	Target Date:	04/30/2011	
	Tasks:		
	1. Training will be conducted for individuals in the RAMP Mentoring Program.		
	Assigned to:	Karen Vagnarelli	
	Added date:	11/20/2010	
	Target Completion Date:	04/30/2011	
	Comments:		
	Task Completed:	02/15/2011	
	2. Training will be conducted for Navy League Cadet Leaders.		
	Assigned to:	Jamel Hobson	
	Added date:	11/20/2010	
	Target Completion Date:	04/30/2011	
	Comments:		
	Task Completed:	12/15/2011	
	3. Training will be conducted for individuals responsible for Delta Academy.		
	Assigned to:	Priscilla Scott-Thomas	
	Added date:	11/20/2010	
	Target Completion Date:	04/30/2011	
	Comments:		
	Task Completed:	05/15/2011	
	4. Training will be conducted for individuals responsible for the Boys II Men group.		
	Assigned to:	Rodrick Barnes and Horace Hines	
	Added date:	11/20/2010	

		Target Completion Date:	04/30/2011
		Comments:	
		Task Completed:	02/01/2011
	5. Training will be conducted for individuals responsible for Men of Excellence.		
		Assigned to:	Randy Green, Sean Blackwell and Jamel Hobson
		Added date:	11/20/2010
		Target Completion Date:	04/30/2011
		Comments:	
		Task Completed:	04/30/2011
	6. Climate Coach serves on the Choice Schools Committee to bridge the gap with parent connection.		
		Assigned to:	LaTonya Durr
		Added date:	10/17/2011
		Target Completion Date:	10/10/2011
		Comments:	
		Task Completed:	10/30/2011
	7. Tutors from community organizers will be secured to provide academic support for our students from their community members.		
		Assigned to:	LaTonya Durr
		Added date:	10/25/2012
		Target Completion Date:	11/30/2012
		Comments:	Partners will include Norfolk State University, Regent University, and military options. Partnerships have been developed and tutoring will commence upon central office approval (background checks).
		Task Completed:	10/25/2012
Implement	Percent Task Complete:		
	Objective Met:	12/18/2012	
	Experience:	12/18/2012 We met this objective by maintaining relationships with outside resources to improve overall academic support. Tutors were secured through local universities, and tutors hired through Tutor.com for the purposes of Ruffner Academy support were put in place for the 2012-2013 school year.	
	Sustain:	12/18/2012 We will continue to need volunteer and paid human resources. With the removal of grant status for the 2013-2014 school year, volunteer human resources (i.e. local university student tutors) will be more important than ever.	
	Evidence:	12/18/2012 Ruffner Academy reached out to outside sources over the course of the grant, but it was particularly strong at the start of the 2012-2013 school year and our plan is to maintain this support system. Financial supporters include Wal-Mart, Target, Buffalo Wild Wings, Regent University, and Norfolk State University.	

Indicator	10. - Our school evaluates teacher and leader performance and outcomes and makes staffing recommendations accordingly. (994)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 11/16/2010	
	Evidence:	If teachers are found not meeting standards through formative or summative observations, the following steps can be implemented: training; peer observations within the building and district; Professional Review Board - district committee that helps coordinate further support to develop capacity of teachers; and plans of action.	

Indicator	11. - Our school develops constructive relationships with existing school personnel. (995)		
Status	Objective Met 11/28/2011 2/7/2013		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
		Objective Met - 11/28/2011 02/07/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The following are being implemented at Ruffner: lapel pins - for individuals that have completed one year at Ruffner and have returned; school family pictures; birthday club; perfect attendance incentives; Bulldog Bistro - morning cafe; and Paw Print - weekly newsletter that provides information about the staff.	
Plan	Assigned to:	Richard Fraley	
	How it will look when fully met:	Principal will collaborate with staff members to boost morale through teacher recognition and incentives.	
	Target Date:	06/15/2013	
	Tasks:		
	1. Recognition of teachers for perfect attendance will be completed.		
	Assigned to:	Sharon Mims	
	Added date:	11/20/2010	
	Target Completion Date:	11/08/2010	
	Comments:	Teachers having perfect attendance for quarter one were recognized and given a certificate during the faculty meeting.	
	Task Completed:	11/08/2010	
	2. Principal will co-teach lesson with teachers.		
	Assigned to:	Sharon Mims	
	Added date:	11/20/2010	
	Target Completion Date:	11/24/2010	
	Comments:	Principal co-taught lesson on reasons for taxation (SOL US1 5) with a grade 6 History teacher.	

		Task Completed:	11/24/2010
	3. Recognition of custodial and classified staff will be completed.		
		Assigned to:	Sharon Mims
		Added date:	11/20/2010
		Target Completion Date:	09/03/2010
		Comments:	
		Task Completed:	09/13/2010
	4. Staff welcome back breakfast will be held, and the Teachers Walk of Fame will be done.		
		Assigned to:	Sharon Mims
		Added date:	11/20/2010
		Target Completion Date:	08/31/2010
		Comments:	
		Task Completed:	08/31/2010
	5. Staff lunch fiesta and recognition ceremony will be held.		
		Assigned to:	Sharon Mims
		Added date:	11/20/2010
		Target Completion Date:	09/03/2010
		Comments:	Teachers who received advanced degrees, the teacher of the year, and the assistant principal were honored for their accomplishments. All faculty and staff members who have been at Ruffner for more than 1 year received a Ruffner pin containing the newly created Ruffner crest.
		Task Completed:	09/03/2010
	6. Birthday cards for all teachers will be distributed.		
		Assigned to:	Sharon Mims
		Added date:	11/20/2010
		Target Completion Date:	10/30/2010
		Comments:	A monthly birthday list is sent to the entire staff. Teachers receive birthday cards from the principal.
		Task Completed:	10/01/2010
	7. The planning schedule will be adjusted to allow teachers to have collaborative planning five days per week and individual planning four days per week.		
		Assigned to:	Sharon Mims
		Added date:	06/13/2012
		Target Completion Date:	03/30/2012
		Comments:	
		Task Completed:	04/15/2012
	8. Weekly instructional leadership team meetings, including building administrators, Shared Governance Team Principal, Project Manager, department chairs, and instructional coaches will be held to ensure the systematic use of formative assessments data to drive instruction.		
		Assigned to:	Angelicia Speller
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012

		Comments:	
		Task Completed:	06/15/2012
		9. Weekly instructional coaches meetings will be held with the Shared Governance Team Principal and Project Manager to plan grant-supported activities and to identify support needs to facilitate teaching and learning.	
		Assigned to:	Angelicia Speller
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
		10. The principal will continue to provide opportunities for collaboration via data and planning team meetings throughout the school year.	
		Assigned to:	Sharon Mims
		Added date:	06/21/2012
		Target Completion Date:	06/15/2013
		Comments:	Team planning is scheduled daily for 60 minutes.
		Task Completed:	10/25/2012
		11. The principal will maintain an "open door" policy for teacher and administration communication.	
		Assigned to:	Richard Fraley
		Added date:	10/25/2012
		Target Completion Date:	09/30/2012
		Comments:	Mr. Fraley posted office hours on the door leading to his office on November 1, 2012. Mr. Fraley communicated to the custodial staff that the door to his office is to remain unlocked between the hours of 7:00 a.m. and 4:30 p.m. The custodial staff adhered to this request, and the team uses Fraley's office hours to communicate timely information about student academic success.
		Task Completed:	11/01/2012
		12. The principal and assistant principal will recognize individual staff members for their contributions at monthly faculty meetings.	
		Assigned to:	Richard Fraley
		Added date:	10/25/2012
		Target Completion Date:	06/15/2013
		Comments:	Beginning with the 12/3/2012 faculty meeting, individual teachers and teacher teams will be recognized at the meetings for their contributions to whole-school or individual student success.
		Task Completed:	12/03/2012
		13. The Hospitality Committee will provide quarterly team-building activities for all staff members.	
		Assigned to:	Melissa Castle
		Added date:	10/25/2012
		Target Completion Date:	06/15/2013

		Comments:	The Hospitality Committee planned and partially funded an all-staff holiday party in December of 2012. The committee continues to send flowers and other gifts for bereavement, illness, and other out-of-work experiences. Another activity is planned for second semester.
		Task Completed:	01/23/2012
Implement	Percent Task Complete:		
	Objective Met:		11/28/2011 2/7/2013
	Experience:		<p>11/28/2011 All Teacher/Staff appreciation tasks were completed during the first year.</p> <p>2/7/2013 Planned opportunities for recognition and fellowship were key to building relationships with staff. Staff members received gifts at faculty meetings and on a one-on-one basis as meritorious behaviors were observed by the administration. In addition, the principal sends "Data to Praise" e-mails to the entire building when teams submit data packets that reveal student performance above the SOL benchmark. Finally, teachers who have submitted all grades prior to or early on Teacher Records Days have been rewarded with unencumbered personal planning time.</p>
	Sustain:		<p>11/28/2011 All Teacher/Staff appreciation tasks will be repeated annually to maintain positive school climate.</p> <p>2/7/2013 Planning time will need to be part of the school improvement process. Discussions must be held to determine the most impactful rewards and methods of recognition. At this time, recognition in front of the entire staff has been most successful. Money must be allotted for staff rewards, such as gift cards and other incentives. Concessions must continue to be made to allow teachers the time for unencumbered personal planning on Teacher Records Days.</p>
	Evidence:		<p>11/28/2011 Review pre-inservice week calendar, Ruffner school calendar</p> <p>2/7/2013 Faculty meeting agendas and Power Points will serve as evidence of whole-group recognition opportunities. E-mails have been documented to show praise for student learning data. Documentation has been maintained in terms of teacher grade submission.</p>

Indicator	12. - Our school recommends changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day. (996)		
Status	Objective Met 9/10/2013 9/10/2013		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
		Objective Met - 09/10/2013 09/10/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Extended school day activities: Saturday school remediation from 8 am - 11 am; before school remediation from 6:45 am - 8 am; SOL Institute: access to academic improvement after school from 3 pm - 5 pm; Bulldog Academic Boot Camp: specifically targets students that need more intense academic intervention; and Pullout Program: students are pulled out of their Elective class and given additional time to improve academic achievement.	
Plan	Assigned to:	Richard Fraley	
	How it will look when fully met:	Selected teachers will be available for academic support Tuesday - Thursday, weekly. In addition, Saturday remediation opportunities will be available beginning second semester of the 2012-2013 school year.	
	Target Date:	01/30/2013	
	Tasks:		
	1. Recruit teachers for extended day.		
	Assigned to:	Marice Minor	
	Added date:	11/20/2010	
	Target Completion Date:	01/27/2010	
	Comments:	Instructional Coaches and Department Chairs met with teachers to discuss the extended day program.	
	Task Completed:	12/21/2010	
	2. Invitation and Edulink messages will be sent to parents regarding extended day.		
	Assigned to:	Marice Minor	
	Added date:	11/20/2010	
	Target Completion Date:	01/21/2011	
	Comments:	Parents received Edulink messages will be sent regarding the Breakfast Club and Bulldog Believers program. Breakfast Club: Monday - Friday (6:45 a.m. - 7:45 a.m.) Bulldog Believers: Tues - Thurs (3:00 p.m. - 5:00 p.m.)	
	Task Completed:	10/31/2011	
	4. Training for the IXL program will be provided to all math teachers working during the extended day.		
	Assigned to:	Marye Werling	

		Added date:	11/28/2011
		Target Completion Date:	01/31/2012
		Comments:	Purchase of program was approved on November 23, 2011. Ms. Werling will contact the company to arrange for training for each math teacher in the building. All teachers will be trained by February 1, 2012.
		Task Completed:	02/01/2012
	5. A Tutor.com coordinator will assist students from 3:00 p.m. until 5:00 p.m. on Tuesdays and Thursdays in the media center.		
		Assigned to:	Sharon Mims
		Added date:	06/13/2012
		Target Completion Date:	01/30/2012
		Comments:	
		Task Completed:	06/15/2012
	6. A fully-staffed after-school remediation program will be created and implemented to assist students who are experiencing academic difficulties.		
		Assigned to:	LaTonya Durr
		Added date:	10/25/2012
		Target Completion Date:	11/30/2012
		Comments:	An extended-day learning program was developed and planned for the first week of November 2012. Extended-day learning opportunities are currently offered from 7:00 a.m. to 8:00 a.m. Monday through Friday and 3:00 p.m. to 4:00 p.m. on Tuesdays and Thursdays. Parents were notified of this extended day programming via a letter sent home on November 5, 2012.
		Task Completed:	11/05/2012
	7. A fully-staffed Saturday remediation program will be created and implemented for all students beginning second semester of the 2012-2013 school year.		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	01/30/2013
		Comments:	Writing SOL Saturday remediation was held on February 9, February 23, March 2, and March 9. Reading and science SOL Saturday remediation will be held on April 20, April 27, May 4, and May 10.
		Task Completed:	03/29/2013
	8. A fully-staffed Summer School program will be offered for all students failing one or more core academic classes from June 24, 2013 - July 24, 2013.		
		Assigned to:	Richard Fraley
		Added date:	06/10/2013
		Target Completion Date:	06/28/2013
		Comments:	We had 130 students attend summer school, we were fortunate to run a 96% pass rate for academic promotion this summer.
		Task Completed:	07/24/2013

	9. A fully-staffed Summer Enrichment Program will be offered to all rising sixth, seventh, and eighth grade students who are not required to participate in Summer School from June 24, 2013 - July 24, 2013.
	Assigned to: Richard Fraley
	Added date: 06/10/2013
	Target Completion Date: 06/28/2013
	Comments: We offered a summer enrichment program to all Ruffner Academy students. We had approximately 100 students attend some or all of the month long academic camp.
	Task Completed: 07/24/2013
	10. A Reading Readiness Assessment and Instruction program will be offered to all rising sixth grade students from July 29, 2013 - August 1, 2013. The purpose of this program is to generate baseline data and equip students with middle school reading strategies.
	Assigned to: Richard Fraley
	Added date: 06/10/2013
	Target Completion Date: 08/05/2013
	Comments: We used incoming reading lexile scores from the 5th grade "My Access" lexile assessments to review incoming reading abilities. We did not have to create this program because of our access to their existing reading lexile scores.
	Task Completed: 07/24/2013
	11. A fully-staffed Transition Program will be offered to all rising sixth grade students from August 5, 2013 - August 8, 2013. This program will utilize JHU's Mastering the Middle Grades resources to prepare students for life in middle school.
	Assigned to: Richard Fraley
	Added date: 06/10/2013
	Target Completion Date: 08/08/2013
	Comments: We offered this transition program to all incoming 6th graders. It was well attended, students participated in numerous academic opportunities for all content areas.

		Task Completed:	08/08/2013
Implement	Percent Task Complete:		
	Objective Met:		9/10/2013 9/10/2013
	Experience:		<p>9/10/2013 We facilitated summer school and the 6th grade transition program as per our school districts directives. These are established programs that support academic focus outside the standard school year. The summer enrichment program was created by our teaching staff and facilitated by them. Students participated in academic supports for our core instructional program as well as other extracurricular activities.</p> <p>9/10/2013 We facilitated summer school and the 6th grade transition program as per our school districts directives. These are established programs that support academic focus outside the standard school year. The summer enrichment program was created by our teaching staff and facilitated by them. Students participated in academic supports for our core instructional program as well as other extracurricular activities.</p>
	Sustain:		<p>9/10/2013 WE will continue our district initiatives and also create academic support activities that we will have here at Ruffner. We will offer Re-teach/ remediation sessions before school and after school using existing support staff members. We will use teaching staff members to create academic "Recovery" session after school from 3:00 pm to 5:00 PM on Tuesdays and Thursdays at the end of the 2nd and 4th quarters of each school year. This will offer struggling academic students a chance to recover standards based instruction that they were assessed as failing in previous quarters of reporting.</p> <p>9/10/2013 WE will continue our district initiatives and also create academic support activities that we will have here at Ruffner. We will offer Re-teach/ remediation sessions before school and after school using existing support staff members. We will use teaching staff members to create academic "Recovery" session after school from 3:00 pm to 5:00 PM on Tuesdays and Thursdays at the end of the 2nd and 4th quarters of each school year. This will offer struggling academic students a chance to recover standards based instruction that they were assessed as failing in previous quarters of reporting.</p>
	Evidence:		<p>9/10/2013 WE created and facilitated these programs that were mandated by our division as well as created the enrichment summer academic sessions that were supported by our SIG funding sources and our turnaround partners.</p> <p>9/10/2013 WE created and facilitated these programs that were mandated by our division as well as created the enrichment summer academic sessions that were supported by our SIG funding sources and our turnaround partners.</p>

Indicator **13. - Our school requires commitment from parents to allow for additional time for**

Indicator	instruction (such as after school support). (997)		
Status	Objective Met 2/25/2011 11/26/2012		
Assessment	Level of Development:	Initial: Limited Development 11/16/2010	
		Objective Met - 02/25/2011 11/26/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Parents are asked to allow students needing additional support to take advantage of the extended day and Saturday school program.	
Plan	Assigned to:	Doris Langhorne	
	How it will look when fully met:	Parents will be notified of and will provide written permission for all extended day programs.	
	Target Date:	11/30/2012	
	Tasks:		
	1. Invitations, postcards, and contracts will be sent to parents to allow students to attend extended day program.		
	Assigned to:	Marice Minor	
	Added date:	11/20/2010	
	Target Completion Date:	02/01/2011	
	Comments:	Instructional Coaches and Department Chairs will meet to decide which students will be primary target for the after-school remediation program. Parents will be sent information and will be asked to sign a commitment letter for students to remain after-school. Other students will be afforded opportunity to attend as well.	
	Task Completed:	01/25/2011	
	2. Obtain list of targeted students from Instructional Coaches.		
	Assigned to:	Marice Minor	
	Added date:	01/19/2011	
	Target Completion Date:	01/19/2011	
	Comments:		
	Task Completed:	01/14/2011	
	3. Obtain written parental permission for students to attend extended day program.		
	Assigned to:	Marice Minor	
	Added date:	01/19/2011	
	Target Completion Date:	01/28/2011	
	Comments:		
	Task Completed:	02/01/2011	
	4. Assign students to an extended day class.		

		Assigned to:	Marice Minor
		Added date:	01/19/2011
		Target Completion Date:	01/31/2010
		Comments:	
		Task Completed:	01/31/2011
	5. Bulldog Believers Program planning meeting will be scheduled.		
		Assigned to:	Marice Minor
		Added date:	03/09/2011
		Target Completion Date:	01/21/2011
		Comments:	Meeting was held on Friday, January 21, 2011.
		Task Completed:	01/21/2011
	6. Bulldog Believers and Breakfast Club will begin October 25, 2011 for the 2011 - 2012 School Year.		
		Assigned to:	Marice Minor
		Added date:	11/14/2011
		Target Completion Date:	10/31/2011
		Comments:	Recruit teachers for both programs. Advertise for both programs.
		Task Completed:	10/25/2011
	7. Students will attend Saturday remediation for Math, Reading, and Science.		
		Assigned to:	Marice Minor
		Added date:	11/14/2011
		Target Completion Date:	01/14/2011
		Comments:	Saturday Remediation for all subjects did begin February 25, 2012.
		Task Completed:	02/25/2011
	10. Summer camp was planned for summer 2012.		
		Assigned to:	Heidi Davis
		Added date:	06/12/2012
		Target Completion Date:	06/01/2012
		Comments:	Summer camp was planned, teachers were hired, and student enrollment is complete.
		Task Completed:	06/08/2012
	11. Written permission will be obtained for all extended day programming activities via a whole-school mailer and flier distributed with quarter one report cards.		
		Assigned to:	Doris Langhorne
		Added date:	10/25/2012
		Target Completion Date:	11/15/2012

		Comments:	An extended-day learning program was developed and planned for the first week of November 2012. Extended-day learning opportunities are currently offered from 7:00 a.m. to 8:00 a.m. Monday through Friday and 3:00 p.m. to 4:00 p.m. on Tuesdays and Thursdays. Parents were notified of this extended day programming via a letter sent home on November 5, 2012.
		Task Completed:	11/05/2012
Implement	Percent Task Complete:		
	Objective Met:		2/25/2011 11/26/2012
	Experience:		<p>6/8/2012</p> <p>Instructional Coaches worked closely with Department Chair to target students in need of additional support. Students that consistently score between a 50-69 on all Common Formative Assessments and District Benchmark test were invited to attend the acceleration program. Teachers then looked at specific objectives and worked with students that did not master the specific objectives during the acceleration program. The hours of the program are 3:00pm-5:00pm. Students do receive a snack.</p> <p>Tuesdays - Math Wednesdays - Reading and Writing Thursdays - History and Science</p> <p>During this time, students are provided the opportunity to work with teacher one-on-one, to work in cooperative learning groups, and to work on remedial software based on their weaknesses.</p> <p>Barriers included obtaining teachers that were willing to provide additional instruction until 5:00 pm.</p> <p>11/26/2012</p> <p>Instructional coaches and department chairs worked with the school's Climate Coach to staff the extended-day program. As of November 26, 2012, Math and ELA provide before-school hours, and all contents provide after-school extended-day opportunities on Tuesdays and Thursdays. During these scheduled extended-day opportunities, the responsible teacher will remediate lowest-scored objectives from the most recent CFA. All students are invited. Teachers are expected to use instructional strategies that reflect best practices, including but not limited to technology, cooperative learning, higher-level questioning, and manipulatives.</p>
	Sustain:		<p>6/8/2012</p> <p>Teachers will need to follow-up with parents whose students are not staying back. We must continue to advertise the extended day program to students, parents, and teachers. Observations will need to be conducted to ensure students continue to get rigorous lessons during the program.</p> <p>11/26/2012</p> <p>Teachers will need to provide students with a formal invitation to attend the extended-day programs. Parents must be notified of the continuing extended-day opportunities through the monthly school newsletter. Incentives should be provided for students who take advantage of the extended-day opportunities.</p>

Evidence:

2/25/2011

The extended day program was fully implemented February 1, 2011.

Math

Week One: 97 Students

Week Two: 83 Students

Week Three: 78

English

Week One: 94 Students

Week Two: 100 Students

Week Three: 73 Students

Science

Week One: 34 Students

Week Two: Snow Day

Week Three: Early Release

History

Week One: 71 Students

Week Two: Snow Day

Week Three: Early Release

11/26/2012

Extended day opportunities will be offered on a daily basis. Math and ELA began before-school hours on November 26, 2012 and will continue to do so until May 15, 2013. The scheduled hours are from 7:00 a.m. to 8:00 a.m. Monday - Friday. After-school hours are offered in every core content area on Tuesdays and Thursdays from 3:00 p.m. to 4:00 p.m. The Climate Coach is responsible for staffing and completing payroll for these extended-day hours with the support of the instructional coaches and department chairs.

Indicator	14. - Our school works with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development. (998)		
Status	Objective Met 9/12/2013		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
		Objective Met - 09/12/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Division provides power planning sessions throughout the school year for all content areas. Staff Development Days are provided to for all schools. Early Release Days are used to provide professional development to teachers for 2 1/2 hours based on areas of need. Teachers are allowed to attend local, regional, state, and national conferences during the school year.	
Plan	Assigned to:	Richard Fraley	
	How it will look when fully met:	Teachers will work with students after normal school hours to improve academic achievement.	
	Target Date:	11/30/2012	
	Tasks:		
	1. Teachers will be recruited to teach in the extended day program.		
	Assigned to:	Marice Minor	
	Added date:	11/20/2010	
	Target Completion Date:	01/03/2011	
	Comments:	Teachers will work with targeted students after school to provide additional instruction: Math - Tuesdays Reading/Writing - Wednesdays Science and History - Thursdays. Students will have 50 minutes of computer time and 50 minutes of direct instruction based on their area weakness.	
	Task Completed:	01/10/2011	
	2. Breakfast Club history teacher will use Tutor.com to address student weaknesses indicated by D2SC for CFAs and Benchmark tests.		
	Assigned to:	Heidi Davis	
	Added date:	11/28/2011	
	Target Completion Date:	02/01/2012	
	Comments:	Teachers are using BrainPop, Quia and SOLPass.org to address the weak areas during the Breakfast Club.	
	Task Completed:	02/06/2012	
	3. A fully-staffed Saturday remediation program will be created and implemented for all students beginning second semester of the 2012-2013 school year.		

		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	01/30/2013
		Comments:	<p>Writing Saturday SOL remediation was held on the following dates: February 9, February 16, March 2, and March 9. Student attendance averaged 11 students each Saturday.</p> <p>Reading and Science Saturday SOL remediation will be held on April 20, April 27, May 4, and May 11.</p>
		Task Completed:	03/09/2013
	4. A fully-staffed after-school remediation program will be created and implemented to assist students who are experiencing academic difficulties.		
		Assigned to:	LaTonya Durr
		Added date:	10/25/2012
		Target Completion Date:	11/30/2012
		Comments:	An extended-day learning program was developed and planned for the first week of November 2012. Extended-day learning opportunities are currently offered from 7:00 a.m. to 8:00 a.m. Monday through Friday and 3:00 p.m. to 4:00 p.m. on Tuesdays and Thursdays. Parents were notified of this extended day programming via a letter sent home on November 5, 2012.

		Task Completed:	11/19/2012
Implement	Percent Task Complete:		
	Objective Met:		9/12/2013
	Experience:		9/12/2013 We implemented numerous extended learning opportunities to assist students. We had our re-teach program where grade level students were extended during regular school hours by their content teachers. The time was created by keeping those students in core instead of sending them to their non-credit bearing electives. We opened up our two computer labs for 60 minutes before school every day and for 60 minutes after school on Tuesdays, Wednesdays, and Thursdays. Students received web-based support on IXL for Math, or they received Reading and Writing support from the "My Access" and "Achieve 3000" web based support programs. We also created a credit recovery program for students to recover failed academic course work that led to failed academic standing on their report cards. We opened this program up during the second semester to qualify students into summer school and or into a passing academic grade to set them up for promotion.
	Sustain:		9/12/2013 All of the above noted programs will continue provided the funding sources can be identified to do so. All of the programs proved to motivate students to take ownership of their academic status and participate in changing their academic outcomes. The teachers who participated were motivated by student need and creating positive student outcomes. They were very appreciative to be financially compensated for this focused work due to our grant funding...
	Evidence:		9/12/2013 We had an academic pass percentage this year of 94.4%; our failure rate then was at 5.6%. This is significantly below the NPS district expectation of less than 10%.

Indicator	15. - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs. (999)		
Status	Objective Met 2/7/2013 9/12/2013		
Assessment	Level of Development:		Initial: Limited Development 11/16/2010
			Objective Met - 02/07/2013 09/12/2013
	Index:		9 (Priority Score x Opportunity Score)
	Priority Score:		3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:		3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		The school provides students with before and after school programs to provide additional support. Programs are as follows: RAMP - student mentoring program; before and after school computer lab, and extended learning time opportunities.
Plan	Assigned to:		

Plan	Assigned to:	Richard Fraley
	How it will look when fully met:	The support programs offered by Ruffner Academy include YCAPP, Compasion, and Agape. The school will continue to address instructional support through other indicators.
	Target Date:	06/15/2013
	Tasks:	
	1. Meeting will be held with parents to discuss internal and external support services for students needing additional support.	
	Assigned to:	Elizabeth Layton
	Added date:	11/20/2010
	Target Completion Date:	06/15/2012
	Comments:	Sharing of internal and external support services has been done by the principal at events where parents have attended, as well as on an as-needed basis with parents one-on-one by the guidance counselors. Edulink has been used to share information about these resources too. This will continue to be done at various events to ensure that parents are aware of all services.
	Task Completed:	06/15/2012
	2. Students will participate in before- and after-school remediation programs. Data will be used to differentiate lessons to address students' needs.	
	Assigned to:	Sharon Mims
	Added date:	06/13/2012
	Target Completion Date:	06/15/2013
	Comments:	Remediation programs were provided before and after school during the 2011-2012 school year under the guidance of Sharon Mims.
	Task Completed:	06/30/2012
	3. Each core content area will effectively utilize computer-based programs to support increases in student achievement (IXL Math, Tutor.com, BrainPop, SOL Pass, ARDT, iStation).	
	Assigned to:	Richard Fraley
	Added date:	06/13/2012
	Target Completion Date:	06/15/2013
	Comments:	The core content teams are using the following programs appropriately: Achieve 3000, READ 180, Reflex, IXL, STAR, Brain Pop, Study Island, TEST NAV training site(s), and Interactive Achievement.
	Task Completed:	12/03/2012
	4. ARDT will be administered to all students attending summer school.	
	Assigned to:	Marye Werling
	Added date:	06/21/2012
	Target Completion Date:	07/15/2012
	Comments:	ARDT was administered during the summer school program.
	Task Completed:	08/30/2012
	5. Teachers in all content areas will incorporate use of remediation centers to review objectives not mastered on CFAs and DBAs.	

		Assigned to:	Richard Fraley
		Added date:	06/21/2012
		Target Completion Date:	06/15/2013
		Comments:	
		Task Completed:	01/22/2012
		6. The ELA Coach will provide the principal, assistant principal, and reading department chair with weekly reports on Achieve 3000 usage and performance.	
		Assigned to:	Amanda Schilling
		Added date:	12/18/2012
		Target Completion Date:	12/21/2012
		Comments:	<p>The ELA Coach provided the parties with the first weekly report on December 17, 2012. Subsequent weekly reports will be provided per the outlined parameters.</p> <p>For the week of 3/4-3/8, the stats are: Total Log-Ins: 615 Total Activities: 1039 Average Activity Score: 59% Total Program Hours: 392 hours and 37 minutes Mail (Poll Response) Program Hours: 4% (942 minutes) News (Articles) Program Hours: 28% (6596 minutes) Activities Program Hours: 36% (8481 minutes) Thought Questions Program Hours: 10% (2356 minutes) Other Program Hours (Games or Videos): 22% (5183 minutes)</p> <p>For the week of 2/25 - 3/1, the stats are: Total Log-Ins: 435 Total Activities: 695 Average Activity Score: 53% Total Program Hours: 261 hours and 44 minutes Mail (Poll Response) Program Hours: 5% (785 minutes) News (Articles) Program Hours: 26% (4083 minutes) Activities Program Hours: 35% (5496 minutes) Thought Questions Program Hours: 9% (1413 minutes) Other Program Hours (Games or Videos): 25% (3926 minutes)</p> <p>For the week of 2/18 - 2/22, the stats are: Total Log-Ins: 505 Total Activities: 853 Average Activity Score: 52% Total Program Hours: 298 hours and 13 minutes Mail (Poll Response) Program Hours: 3% (537 minutes) News (Articles) Program Hours: 30% (5368 minutes) Activities Program Hours: 38% (6799 minutes) Thought Questions Program Hours: 10% (1789 minutes) Other Program Hours (Games or Videos): 18% (3221 minutes)</p> <p>For the week of 2/11 - 2/15, the stats are: Total Log-Ins: 725 Total Activities: 1181 Average Activity Score: 56%</p>

Total Program Hours: 440 hours and 8 minutes
Mail (Poll Response) Program Hours: 3% (792 minutes)
News (Articles) Program Hours: 27% (7130 minutes)
Activities Program Hours: 34% (8979 minutes)
Thought Questions Program Hours: 9% (2377 minutes)
Other Program Hours (Games or Videos): 26% (6866 minutes)

For the week of 2/4-2/8, the stats are:

Total Log-Ins: 26
Total Activities: 30
Average Activity Score: 50%
Total Program Hours: 10 hours and 19 minutes
Mail (Poll Response) Program Hours: 22% (136 minutes)
News (Articles) Program Hours: 28% (173 minutes)
Activities Program Hours: 30% (186 minutes)
Thought Questions Program Hours: 11% (68 minutes)
Other Program Hours (Games or Videos): 9% (56 minutes)

For the week of 1/28-2/1, the stats are:

Total Log-Ins: 42
Total Activities: 24
Average Activity Score: 52%
Total Program Hours: 15 hours and 59 minutes
Mail (Poll Response) Program Hours: 4% (38 minutes)
News (Articles) Program Hours: 34% (326 minutes)
Activities Program Hours: 19% (182 minutes)
Thought Questions Program Hours: 13% (125 minutes)
Other Program Hours (Games or Videos): 24% (230 minutes)

For the week of 1/21-1/24, the stats are:

Total Log-Ins: 546
Total Activities: 872
Average Activity Score: 62%
Total Program Hours: 343 hours and 13 minutes
Mail (Poll Response) Program Hours: 4% (824 minutes)
News (Articles) Program Hours: 30% (6178 minutes)
Activities Program Hours: 35% (7208 minutes)
Thought Questions Program Hours: 9% (1853 minutes)
Other Program Hours (Games or Videos): 22% (4530 minutes)

For the week of 1/14-1/18, the stats are:

Total Log-Ins: 606
Total Activities: 931
Average Activity Score: 58%
Total Program Hours: 383 hours and 4 minutes
Mail (Poll Response) Program Hours: 5% (1149 minutes)
News (Articles) Program Hours: 28% (6436 minutes)
Activities Program Hours: 35% (8044 minutes)
Thought Questions Program Hours: 10% (2298 minutes)
Other Program Hours (Games or Videos): 23% (5286 minutes)

For the week of 1/2-1/4, the stats are:

Total Log-Ins: 218
Total Activities: 325

Average Activity Score: 55%
 Total Program Hours: 128 hours and 21 minutes
 Mail (Poll Response) Program Hours: 3% (231 minutes)
 News (Articles) Program Hours: 21% (1617 minutes)
 Activities Program Hours: 30% (2310 minutes)
 Thought Questions Program Hours: 11% (847 minutes)
 Other Program Hours (Games or Videos): 33% (2541 minutes)

For the week of 1/7-1/11, the stats are:
 Total Log-Ins: 992
 Total Activities: 1484
 Average Activity Score: 57%
 Total Program Hours: 628 hours and 40 minutes
 Mail (Poll Response) Program Hours: 5% (1884 minutes)
 News (Articles) Program Hours: 31% (11681 minutes)
 Activities Program Hours: 32% (12058 minutes)
 Thought Questions Program Hours: 10% (3768 minutes)
 Other Program Hours (Games or Videos): 22% (8290 minutes)

For the week of 12/17 - 12/21, the stats are:
 Total Log-Ins: 304
 Total Activities: 322
 Average Activity Score: 56%
 Total Program Hours: 162 hours and 14 minutes
 Mail (Poll Response) Program Hours: 5% (487 minutes)
 News (Articles) Program Hours: 24% (2336 minutes)
 Activities Program Hours: 27% (2628 minutes)
 Thought Questions Program Hours: 13% (1265 minutes)
 Other Program Hours (Games or Videos): 32% (3115 minutes)

Total Log-Ins: 771
 Total Activities: 816
 Average Activity Score: 59%
 Total Program Hours: 420 hours and 45 minutes
 Mail (Poll Response) Program Hours: 7% (1767 minutes)
 News (Articles) Program Hours: 30% (7574 minutes)
 Activities Program Hours: 24% (6059 minutes)
 Thought Questions Program Hours: 12% (3029 minutes)
 Other Program Hours (Games or Videos): 27% (6816 minutes)

		Task Completed:	12/18/2012
	7. The ELA Instructional Coach will train writing 8 teachers and students on the use of the MyAccess writing software program and monitor its use for the months of February and March.		
		Assigned to:	Amanda Schilling
		Added date:	02/07/2013
		Target Completion Date:	03/14/2013
		Comments:	Training for all students and teachers has been scheduled. The ELA Instructional Coach attended a two-day MyAccess training session on January 26 and 27 and will attend part two on February 27 and 28.
		Task Completed:	02/07/2013

	8. Students failing math or reading for both first semester quarters will have the opportunity to participate in a Credit Recovery program.
	Assigned to: Thomas Cervola
	Added date: 03/29/2013
	Target Completion Date: 05/20/2013
	Comments: This program will begin on April 15 and will end on May 10. Students will participate in math credit recovery Mondays and Wednesdays from 3-5 p.m. Students will participate in reading credit recovery Tuesdays and Thursdays from 3-5 p.m.
	Task Completed: 04/12/2013
	9. All core content team teachers will begin performing remediation pull-outs on a rotating basis during student elective and teacher duty bells.
	Assigned to: Richard Fraley
	Added date: 03/29/2013
	Target Completion Date: 05/13/2013
	Comments: A schedule has been created that allows for each core content to pull students out of electives 4x a week. Students will be held in core classes before reporting to their electives in order to ensure student attendance. Two contents will be remediated per day on a 40-minute, split bell.
	Task Completed: 04/09/2013
	10. Students who are eligible for expedited retakes for end-of-course SOL assessments will receive daily re-teaching and remediation between the date of the failure notice and the beginning of expedited retakes on June 5, 2013.
	Assigned to: Doris Langhorne
	Added date: 05/31/2013
	Target Completion Date: 06/05/2013
	Comments: Re-teaching and remediation should be planned for by the end-of-course teachers and offered to all eligible students.
	Task Completed: 05/31/2013
Implement	Percent Task Complete:
	Objective Met: 2/7/2013 9/12/2013

Experience:	<p>2/7/2013 Focus had to shift from global student performance to individual student performance. Once this transition was made successfully, teachers were able to make more informed decisions about the kinds of support individual students need and may continue to need. Decisions had to be made regarding which programs were effective and which were not. Energy was concentrated into those programs deemed effective in order to move them to highly effective efforts.</p> <p>9/12/2013 We implemented with fidelity true data driven instruction to take a laser like look at whole group results and individual student skill gaps. This system was implemented for all 5 content teams, Math, Science, History, Reading, and English. Content teachers were placed into master schedules that allowed for 60 daily minutes of team planning. In those planning sessions teachers were to develop focused unit plans that were aligned to standards based instruction, they then created daily lesson plans to facilitate sequenced learning. The content teams created common formative assessments to assess student understandings. This data was used to define success and student learning gaps by standard. The exposed gaps were then re-taught in daily warm up activities during content instruction time. Students who needed more support were invited to the re-teach and remediate sessions we offered before, during, and after school.</p>
Sustain:	<p>2/7/2013 The administration, through staff collaboration, must continually evaluate program effectiveness and correlation to SOL standards. Teachers must continue to be held accountable for individual student performance and growth, and they must show evidence of this planning for student success through daily lesson plans and CFA data packets. Money must be allocated to continue to fund those programs that are deemed highly effective. At least one staff member must be tasked with monitoring the program outcomes (data collection).</p> <p>9/12/2013 Data driven instruction is now a standard practice, it is here to stay as long as I lead this building. Reviewing students academic and formative assessment data will continue our focus on eliminating student skill gaps with our system of standards based instruction.</p>

Evidence:	<p>2/7/2013 Each core content utilizes a minimum of one web-based instructional program, including MyAccess, Achieve 3000, IXL, and Reflect Math. All teachers are tasked with creating re-teaching opportunities based upon CFA data. Before-, after-, and Saturday school opportunities are in place, and attendance is being tracked. Parents have been asked to involve themselves in the students' academic well-being through newsletters, parent log-ins for programs, and one-on-one communication.</p> <p>9/12/2013 Our content data books are located in the principals office and are available for review at any time.</p>
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Indicator	16. - Our school recommends which existing programs are to be continued and which programs are to be eliminated. (1000)		
Status	Objective Met 12/18/2012		
Assessment	Level of Development:	Initial: Limited Development 11/16/2010	
		Objective Met - 12/18/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Monitoring of program effectiveness will continue each year.	
Plan	Assigned to:	Richard Fraley	
	How it will look when fully met:	Existing programs will be evaluated based on impact of student achievement.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Extended learning opportunities will be evaluated for effectiveness.		
	Assigned to:	Angelica Speller	
	Added date:	06/13/2012	
	Target Completion Date:	03/30/2012	
	Comments:	All extended learning time opportunities will be restructured to ensure that data is being used to drive teaching and instructional practices.	
	Task Completed:	04/15/2012	
	2. A comprehensive remedial reading and writing program will be evaluated and implemented. Pre-existing programs will be eliminated in favor of this decision.		
	Assigned to:	Amanda Schilling	
	Added date:	10/25/2012	
	Target Completion Date:	11/30/2012	

		Comments:	Norfolk Public Schools determined - at the district level - that ELA support will be provided through Achieve 3000 programming. Read 180 will be added by the district second semester; an Indistar task will be created when this is done. Achieve 3000 provides students with manageable non fiction reading at their individual Lexile levels. Students are required to complete a set of multiple-choice questions to demonstrate their understanding as well as an extension piece of writing. Teachers will monitor the data once per month to assess student growth and progress.
		Task Completed:	11/01/2012
Implement	Percent Task Complete:		
	Objective Met:		12/18/2012
	Experience:		12/18/2012 The programming and other academic opportunities became overwhelming for the staff and student populations. In the Spring of the 2011-2012 school year, programs were evaluated by a team of staff, including central office personnel and in-house team members. Programs that were viewed as "highly effective" were continued. All others were ceased in favor of fully supporting the more effective programming. These efforts continued over the course of the 2012-2013 school year, and more structured opportunities were provided for the same highly effective programs.
	Sustain:		12/18/2012 Each semester, it would benefit the school's staff and students to evaluate program effectiveness through the use of a team similar to the initial incarnation. Efforts to fully support effective programs and decrease or eliminate support for ineffective programs must be continued.
	Evidence:		12/18/2012 Data is reviewed after each CFA and District Benchmark Assessment. This data drives the focus and content of the academic programming provided to our students. Reading and math continue to be focus areas and are thus offered extended school day opportunities.

Indicator	17. - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students. (1001)		
Status	Objective Met 12/18/2012		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
		Objective Met - 12/18/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>District Coordinators work closely with teachers to ensure the following: curriculum is closely aligned to state standards; benchmarks assess what students have learned; and teachers know how to create rigorous learning activities that engage and motivate students to learn.</p> <p>Building administrators, department chairs, and instructional coaches monitor instruction through informal and formal observations. Based on observations, professional development is designed to address both group and individual needs.</p>	
Plan	Assigned to:	Richard Fraley	
	How it will look when fully met:	All teachers will have measurable daily learning objectives which will drive the delivery of instruction, selection of student activities, and creation of assessments for each SOL objective taught on a specific day in their assigned content area.	
	Target Date:	06/15/2013	
	Tasks:		
	1. Administrators, department chairs, and instructional coaches will conduct walkthroughs to determine the ability of Ruffner's teachers to write a daily learning objective according to required criteria.		
	Assigned to:	Marice Minor	
	Added date:	11/22/2010	
	Target Completion Date:	09/30/2010	
	Comments:	It was determined that less than 30% of the Ruffner's teachers were writing daily learning objectives according to the following criteria: daily, student friendly, narrow in focus, measurable by the end of the class period, uses an appropriate verb from Bloom's taxonomy, and aligned with the curriculum.	
	Task Completed:	09/29/2010	
	2. A professional development opportunity was planned to develop the teachers' capacity for writing daily learning objectives. The Ruffner administration and instructional coaches created a powerpoint and cooperative learning activities to define, establish criteria, develop daily learning objectives, and evaluate and make suggestions for improving daily learning objectives.		

		Assigned to:	Sharon Mims
		Added date:	11/22/2010
		Target Completion Date:	10/14/2010
		Comments:	
		Task Completed:	10/14/2010
	3. A walkthrough tool for evaluating the progress of implementation of well written daily learning objectives will be utilized monthly by instructional coaches.		
		Assigned to:	Marice Minor
		Added date:	11/22/2010
		Target Completion Date:	10/28/2010
		Comments:	Dr. Beers conducted a Learning Walks inservice for administrators, instructional coaches, and department chairs.
		Task Completed:	01/18/2011
	4. A professional development plan will be developed by the instructional team to enhance the level of student engagement observed in the classroom.		
		Assigned to:	Sharon Mims
		Added date:	11/28/2011
		Target Completion Date:	06/15/2013
		Comments:	The professional development plan and topics to be addressed will be decided upon and dates for professional development implementation will be determined by 1/3/12. Instructional coaches will work with John Hopkins Talent Development to provide teachers with professional development activities based on teacher and student needs. The support dates were determined and have been provided as of 10/25/2012.
		Task Completed:	06/30/2012
	6. Department chairs and administrators will conduct weekly lesson plan reviews to ensure all lessons are aligned to state standards and on pace with the district's curriculum and pacing guides. Weekly written feedback will be provided by department chair and administrators.		
		Assigned to:	Richard Fraley
		Added date:	06/13/2012
		Target Completion Date:	06/15/2013
		Comments:	Department chairs provide feedback to teachers on a weekly basis. Revised and approved lesson plans are posted to our file-share system, Novell. From Novell, teachers, administrators, and other staff can access their approved plans. Lesson plans are due to department chairs on Wednesdays by 5:00 p.m. Feedback is due from the department chairs to the teacher teams by 12:00 p.m. on Fridays. All revised plans must be posted by 8:00 a.m. on Mondays.
		Task Completed:	10/15/2012
	7. Teachscape, an informal observation tool, will be utilized by the Shared Governance Team Principal and Project Manager to gather data to monitor instruction in all core content areas.		
		Assigned to:	Roni Myers-Daub
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012

		Comments:	
		Task Completed:	06/15/2012
		8. Math teachers will attend both the TCTM and VCTM Conferences where Dr. Michael Bolling will speak about the new types of Technology Enhanced Items on the SOL assessments this year.	
		Assigned to:	Marye Werling
		Added date:	06/13/2012
		Target Completion Date:	03/30/2012
		Comments:	
		Task Completed:	06/15/2012
		9. In all science classes, scientific investigation labs/discovery activities will be implemented into daily instruction to support student mastery of scientific investigation objectives.	
		Assigned to:	Tekita Blackwell
		Added date:	06/21/2012
		Target Completion Date:	10/30/2012
		Comments:	All science classes utilize activity before content, visual literacy, and scientific investigation labs as of 10/25/2012.
		Task Completed:	10/25/2012
		10. Department chairs will conduct a minimum of three teacher observations per week to evaluate student engagement.	
		Assigned to:	Richard Fraley
		Added date:	10/25/2012
		Target Completion Date:	11/30/2012
		Comments:	Department chairs are required to submit three informal observation forms - with accompanying questioning rubrics - to Mr. Fraley each Friday. Mr. Fraley monitors the number of observations conducted by each department chair by keeping this data in a master matrix. Mr. Fraley provides this matrix to the leadership team once per month for reflection purposes. (i.e. Have I observed everyone on my team equitably? Did I meet the mandated number of observations?)

		Task Completed:	11/16/2012
Implement	Percent Task Complete:		
	Objective Met:		12/18/2012
	Experience:		12/18/2012 The school initially struggled to use a singular tool by which to evaluate teachers. Many programs were provided as options to evaluative employees. However, for the 2012-2013 school year, all teachers and staff were provided training on the informal teacher evaluation document and questioning rubric. Department chairs are responsible for evaluating teachers using those documents. The administrative team uses the newly-designed NPS evaluation document for all formal observations.
	Sustain:		12/18/2012 Teachers will need to be trained on and made aware of the instrument by which they will be evaluated for student learning. It would benefit the team as a whole to maintain the current documents with few or no changes to reiterate the value of the same.
	Evidence:		12/18/2012 All department chairs conduct a minimum of three informal observations for week. The administrative team conducts - at a minimum - the number of formal observations required of all probationary and continuing contract teachers scheduled for summative evaluation. All teachers were required to submit their student-driven goals and plans by November 26, 2012. All goals and tasks are in the process of being approved. The first "check-up" will be conducted at the close of semester one.

Indicator	18. - Our school organizes programming to engage students' sense of adventure, camaraderie, and competition. (1002)		
Status	Objective Met 9/12/2013		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
		Objective Met - 09/12/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School-wide Climate Program will be implemented to address the following: perfect attendance competition between grade levels and homerooms; fields trips that are educational and motivational for all students; and competitions among grade levels and content areas for the number of students passing benchmark assessments.	
Plan	Assigned to:	LaTonya Durr	
	How it will look when fully met:	School-wide Climate Program will be implemented based on Johns Hopkins Talent Development Secondary High Five Program.	

	Target Date:	01/30/2012
	Tasks:	
	1. High Five As and Bs curriculum will be introduced to teachers.	
	Assigned to:	Stephanie Hazell
	Added date:	11/20/2010
	Target Completion Date:	11/23/2010
	Comments:	Mrs. Hazell introduced the teachers to the High Five As and Bs program during their planning block. Teachers were told the importance of the High Five program and how it will be implemented throughout the school. Teachers discussed when to teach the curriculum to the students.
	Task Completed:	11/23/2010
	2. Teachers will implement the Master High Five As and Bs program and use the curriculum to assist with building positive student behavior.	
	Assigned to:	Stephanie Hazell
	Added date:	11/20/2010
	Target Completion Date:	11/29/2010
	Comments:	Teachers taught the High Five As and Bs curriculum to students. The High Five curriculum is a positive behavior support system for middle grades schools. Students are explicitly taught appropriate behaviors and their success is celebrated. Students who consistently display inappropriate behaviors are provided extra support to help modify their behavior and remain on task.
	Task Completed:	12/10/2010
	3. A full day of discussion on student expectations and achievement will be implemented school wide.	
	Assigned to:	Sharon Mims
	Added date:	11/28/2011
	Target Completion Date:	01/30/2012
	Comments:	This has been recommended by the SMART Team as well as the leadership team in the building. Staff implemented a Climate Day (Changing the Weather at Ruffner Acacademy) to reinforce school rules.
	Task Completed:	01/06/2012
Implement	Percent Task Complete:	
	Objective Met:	9/12/2013
	Experience:	9/12/2013 We did not continue this objective
	Sustain:	9/12/2013 We have created a positive behavior improvement program to supplant this objective
	Evidence:	9/12/2013 This was not reviewed or work on this school year.

Indicator	19. - Our school develops and implements evidence-based discipline programs that minimize time out of school and/or class. (1003)
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Status	Objective Met 10/25/2012 11/19/2012		
Assessment	Level of Development:	Initial: Limited Development 11/16/2010	
		Objective Met - 10/25/2012 11/19/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are in the process of developing a discipline committee to include deans, cluster leaders, lead teachers, and administrators. This committee will analyze data, survey teachers, and make recommendations to implement a consistent school-wide discipline plan. Through funding of the grant we have been able to re-implement an ISA program with a staff person to avoid use of out of school suspensions. A school-wide positive behavior support system is in place, as well.	
Plan	Assigned to:	Richard Fraley	
	How it will look when fully met:	The Mastering the Middle Grades curriculum will be implemented in grade six and seven writing classrooms once per week for 45 minutes. The MMG curriculum will also be provided to the overage for grade population through their elective course. In addition, the PAWS suspension recovery program will be provided to students who receive an out-of-school suspension so that they have the opportunity to recover attendance and academic assignments.	
	Target Date:	06/15/2013	
	Tasks:		
	1. Teachers will be introduced to the JHU Talent Development Secondary High Five As and Bs program.		
	Assigned to:	Stephanie Hazell	
	Added date:	11/20/2010	
	Target Completion Date:	11/23/2010	
	Comments:		
	Task Completed:	11/23/2010	
	2. Instructional team will reinforce the use of the effective use of the High Five As and Bs program.		
	Assigned to:	LaTonya Durr	
	Added date:	10/07/2011	
	Target Completion Date:	11/01/2011	
	Comments:	Climate Coach, LaTonya Durr, introduced the High Fives As and Bs to the staff. She reviewed the curriculum and gave teachers an outline of how the program would be taught. Each content was responsible for teaching a lesson each week. Every month each content will be responsible to touch on a different lesson. This will ensure every content will have the opportunity to teach each of the High Five lessons.	

		Task Completed:	10/03/2011
	3. Owsellss Bullying program will be implemented.		
		Assigned to:	Elizabeth Layton
		Added date:	10/07/2011
		Target Completion Date:	10/30/2012
		Comments:	This program was not implemented under the previous administration and is no longer a focus.
		Task Completed:	10/25/2012
	4. A positive reinforcement level system will be implemented uniformly between grade levels and subject areas to improve behavior in self-contained classes.		
		Assigned to:	Paula Chadwick
		Added date:	11/28/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	6. Monthly meetings of the discipline team will be held with representation from each grade level, subject area, and department to target and discuss specific behaviors, time, and school zones for reduction in discipline infractions.		
		Assigned to:	Elizabeth Layton
		Added date:	11/28/2011
		Target Completion Date:	06/15/2013
		Comments:	This is no longer an area of focus.
		Task Completed:	10/25/2012
	7. The suspension recovery program (PAWS) will be staffed and implemented to permit students to recover school attendance and academic assignments.		
		Assigned to:	Lavonya Blowe
		Added date:	10/25/2012
		Target Completion Date:	10/30/2012
		Comments:	The PAWS program was staffed and implemented the first week of October 2012.
		Task Completed:	10/25/2012
	8. JHU's Mastering the Middle Grades curriculum will be integrated into core writing 6 and 7 classes a minimum of once per week for 45 minutes.		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	10/30/2012
		Comments:	All writing 6 and 7 teams are writing lesson plans that incorporate the MMG curriculum an average of once per week for 30 minutes.

		Task Completed:	10/25/2012
Implement	Percent Task Complete:		
	Objective Met:		10/25/2012 11/19/2012
	Experience:		10/25/2012 At the beginning of the 2012-2013 school year, school-wide rules and procedures were implemented in each classroom. Behavior infractions have been addressed accordingly since this implementation - compared to the 2010-2011 and 2011-2012 school year. In order to limit time out of class for students who do not meet the requirements, the PAWS program was implemented the first week of October 2012. Through this program, students are able to recover both attendance and academic assignments from days assigned out-of-school for suspension.
	Sustain:		10/25/2012 The PAWS program will continue to be an area of focus to minimize the impact of behavior on academics. The PAWS program coordinator, Lavonya Blowe, will continue to communicate with the administration about program needs. A quarterly report will be completed to evaluate program effectiveness and will be submitted to the central office.
	Evidence:		10/25/2012 In order to limit time out of class for students who do not meet the requirements, the PAWS program was implemented the first week of October 2012. Through this program, students are able to recover both attendance and academic assignments from days assigned out-of-school for suspension.

Indicator	20. - Our school identifies and recommends supporting partners to address social, emotional and behavioral issues (e.g., over-age students). (1004)		
Status	Objective Met 10/25/2012		
Assessment	Level of Development:		Initial: Limited Development 10/24/2010
			Objective Met - 10/25/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Youth and Community Accountability and Prevention Program (YCAPP) helps students develop coping and problem solving strategies. They work closely with students demonstrating continued inappropriate behavior. Students are referred by teachers, parents, and guidance counselors. Guidance counselors offer group and individual counseling sessions in conflict remediation and academics.
Plan	Assigned to:		Richard Fraley
	How it will look when fully met:		Mrs. Avery will be the teacher of record for grade-level overage-for-grade students. This course will be a year-long course in which the students will receive academic, social, emotional, and behavioral support. The Mastering the Middle

		Grades curriculum will be implemented to address the social-emotional piece.
	Target Date:	06/15/2012
	Tasks:	
	1. Parent Awareness Day will be scheduled. Parents will gain information regarding internal and external partners to support their child.	
	Assigned to:	Felecia Oliver
	Added date:	11/20/2010
	Target Completion Date:	12/01/2010
	Comments:	
	Task Completed:	12/01/2010
	2. Project Pass will be implemented. Overage students will be given the opportunity to move up a grade level after first quarter. Students will be promoted based on academics, behavior, and attendance. Students' progress will be monitored throughout the school year.	
	Assigned to:	Felecia Oliver
	Added date:	11/20/2010
	Target Completion Date:	11/15/2010
	Comments:	
	Task Completed:	11/15/2010
	3. Mrs. Durr has introduced the "Mastering the Middle Grades" program to Mrs. Avery for the overage students. It is being implemented with 2 classes of overage 7th grade students.	
	Assigned to:	Audrey Avery
	Added date:	11/28/2011
	Target Completion Date:	06/15/2012
	Comments:	The "Mastering the Middle Grades" curriculum to the overage 7th grader students.
	Task Completed:	10/31/2012
	4. Overage for Grade courses will be scheduled for every students two or more years behind. Promotion opportunities will be provided to increase social and emotional well-being.	
	Assigned to:	Doris Langhorne
	Added date:	10/25/2012
	Target Completion Date:	09/30/2012
	Comments:	The appropriate courses were scheduled with the assistance of the Assistant Principal and the guidance team. Mrs. Avery currently teaches these courses.
	Task Completed:	09/01/2012
Implement	Percent Task Complete:	
	Objective Met:	10/25/2012

Experience:	10/25/2012 Day service providers continue to support students during the regularly scheduled school day. These service providers include Compassion, YCAPP, and Agape. Though alignment of services was sometimes a challenge, student needs are consistently addressed. Students who are overage for grade by two or more years have been scheduled for an overage for grade course. Students meeting all requirements outlined by the course agreement were promoted at Interim 1. Not all students were promoted, which revealed an additional need for parental and community engagement to increase student motivation. The program was implemented with fidelity at the start of the 2012-2013 school year. Prior attempts were successful in a limited manner, particularly because students who were promoted were demoted as the administration deemed necessary.
Sustain:	10/25/2012 Students receiving day-treatment services and those who are OAG will continue to be discussed in monthly EWI meetings. This is an opportunity for teachers to collaborate and define the supports they can offer through their instructional bell and after school.
Evidence:	10/25/2012 Day service providers continue to support students during the regularly scheduled school day. Students who are overage for grade by two or more years have been scheduled for an overage for grade course. Students meeting all requirements outlined by the course agreement were promoted at Interim 1.

Indicator	21. - Our school identifies and obtains adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments). (1006)		
Status	Objective Met 9/12/2013		
Assessment	Level of Development:	Initial: Limited Development 11/16/2010	
		Objective Met - 09/12/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The following school resources are being used ARDT, benchmark assessments, and Gates McGinitie.	
Plan	Assigned to:	Richard Fraley	
	How it will look when fully met:	The school will use ARDT, STAR, READ 180, My Access, Achieve 3000, Datacation, D2SC, and other school system resources to identify student academic needs.	
	Target Date:	06/15/2013	
	Tasks:		
	1. Istation assessments will be used to track students' progress in reading.		

		Assigned to:	Amanda Schilling
		Added date:	06/13/2012
		Target Completion Date:	06/15/2013
		Comments:	This task is no longer a focus. Achieve 3000 programming will replace iStation programming.
		Task Completed:	11/16/2012
	2. The D2SC tool and Datacation will be utilized to monitor data results on common formative assessments and district benchmarks.		
		Assigned to:	Sharon Mims
		Added date:	06/13/2012
		Target Completion Date:	06/15/2013
		Comments:	D2SC is used after every common formative assessment to facilitate grade-level, content-team data disaggregation. Teams use this data to plan for remediation, re-teaching, and enrichment.
		Task Completed:	10/01/2012
	3. ARDT assessments will be used to track students' progress in math.		
		Assigned to:	Daniel Board
		Added date:	06/13/2012
		Target Completion Date:	06/15/2013
		Comments:	All sixth grade math students participated in the ARDT testing on March 28, 2013.
		Task Completed:	03/29/2013
	4. Students will participate in quarterly District Benchmark Assessments.		
		Assigned to:	Doris Langhorne
		Added date:	10/25/2012
		Target Completion Date:	05/01/2013
		Comments:	All students participate in the DBAs.
		Task Completed:	01/22/2012
	5. READ 180 will be implemented through the regularly scheduled reading bell for sixth grade students performing two or more grade levels below as measured by the STAR assessment.		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	01/30/2013
		Comments:	READ 180 is not a focus for the 2012-2013 school year.

		Task Completed:	03/29/2013
Implement	Percent Task Complete:		
	Objective Met:		9/12/2013
	Experience:		9/12/2013 We incorporated READ 180 into our master schedule. Students qualified for placement into the Read 180 program when they failed the state SOL test for Reading and or Writing; and when they were tested for Reading on grade level. If their Reading capabilities revealed that they read 3 years below there assigned grade level that was the main placement for Read180. All students were required to take our district benchmark assessments; this data was used to identify academic strength and weakness. The information gleaned from these results was used to further our re-teach and remediate sessions. All incoming sixth graders were assessed using the Algebra Readiness Diagnostic Test.
	Sustain:		9/12/2013 The Read 180 program will stay as long as the funding sources are available to sustain it. Our district mandates the benchmark assessments, so they will continue. The ARDT test will be given at intervals as per district and or state requirements.
	Evidence:		9/12/2013 The Read 180 classes are available for review in our Student Information System (starbase). Our benchmark testing results are posted in the Indistar filing cabinet and imbedded in the notes from each of our Shared Governance Team meeting minutes also posted in Indistar.

Indicator	22. - Our school identifies and recommends outside resources needed in the reform effort. (1007)		
Status	Objective Met 9/12/2013		
Assessment	Level of Development:	Initial: Limited Development 11/18/2010	
		Objective Met - 09/12/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school utilizes outside resources such as YCAPP, Navy League Cadets, and the RAMP Program.	
Plan	Assigned to:	Natalie Halloran	
	How it will look when fully met:	The Project Manager will work with the Lead Turnaround Partner, Johns Hopkins Talent Development Secondary, to provide resources and training for coaches and teachers for effective reform.	
	Target Date:	06/15/2013	
	Tasks:		

		1. School transformation facilitator will identify and recommend community resources as an outgrowth of Early Warning Indicator meetings.
	Assigned to:	LaTonya Durr
	Added date:	11/20/2010
	Target Completion Date:	06/15/2013
	Comments:	Bi-weekly EWI meetings are held by grade-level during the teachers' planning time. The team generates and discusses a list of at-risk students. The team is tasked with developing solutions for the at-risk students, including in-house and community resources, such as the day treatment facilities, the Guidance Department, academic tutoring, community counseling services, and our JHU partnership.
	Task Completed:	01/22/2012
Implement	Percent Task Complete:	
	Objective Met:	9/12/2013
	Experience:	9/12/2013 Our transformational person with JHU suggested we use Datacation to identify students who were off track academically as well as with their attendance to school.
	Sustain:	9/12/2013 Our new "schoolnet" program is being reviewed as the electronic tracking device to monitor student academic standing as well as attendance to school.
	Evidence:	9/12/2013 We do not require a transformational coach any longer and our "schoolnet" system will be maintained by the district for student performance and attendance data.

Indicator	23. - Our school develops and recommends a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone. (1008)		
Status	Objective Met 9/10/2013		
Assessment	Level of Development:	Initial: Limited Development 11/18/2010	
		Objective Met - 09/10/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has input in developing the budget.	
Plan	Assigned to:	Richard Fraley	
	How it will look when fully met:	All monies spent are contributing to improving the academic achievement for students.	
	Target Date:	06/17/2013	

Tasks:	
	1. An after-school program will be implemented to re-capture academic instruction in reading and math for students who have received an out-of-school suspension. These students will be allowed to come to school at 2:00 pm and meet with a counselor to discuss NPS code of conduct, as well as personal responsibility for their choices. After dismissal of the regular students, these suspended students will receive instruction on the math and reading objectives they missed in their classrooms that day.
	Assigned to: Elizabeth Layton
	Added date: 11/22/2010
	Target Completion Date: 11/15/2010
	Comments: Completed.
	Task Completed: 12/01/2010
	2. A Breakfast Club will be held from 6:45-7:45 each morning for students to work on iStation or other computer programs which increase academic skills in the areas of reading, vocabulary, math, or history.
	Assigned to: Marice Minor
	Added date: 11/22/2010
	Target Completion Date: 11/29/2010
	Comments: Initially Istation will be the focus for the Breakfast Club. Breakfast Club started October 25, 2011 for the 2011-2012 school year.
	Task Completed: 10/25/2011
	3. The after-school SOL program for non-suspended students will be re-vamped to maximize student academic gains utilizing student performance data and specifically targeting the yellow and red tier of students.
	Assigned to: Elizabeth Layton
	Added date: 11/22/2010
	Target Completion Date: 01/03/2012
	Comments: Money for our after suspension recovery program has just been approved. The new program director will begin recruiting for staff and implementing a system for student participation. The program should be up and running by 1/3/12.
	Task Completed: 01/14/2011
	4. After-school suspension recovery program will be used to support the academic needs of students suspended from school.
	Assigned to: Elizabeth Layton
	Added date: 11/28/2011
	Target Completion Date: 01/03/2012
	Comments: After-school program implemented.
	Task Completed: 01/10/2012
	5. A fully-staffed Saturday remediation program will be created and implemented for all students beginning second semester of the 2012-2013 school year.
	Assigned to: Amanda Schilling
	Added date: 10/25/2012
	Target Completion Date: 01/30/2013

		Comments:	Writing SOL Saturday remediation was held on February 9, February 23, March 2, and March 9. Science and reading SOL Saturday remediation will be held on April 20, April 27, May 4, and May 11.
		Task Completed:	03/29/2013
	6. A fully-staffed after-school remediation program will be created and implemented to assist students who are experiencing academic difficulties.		
		Assigned to:	LaTonya Durr
		Added date:	10/25/2012
		Target Completion Date:	11/30/2012
		Comments:	An extended-day learning program was developed and planned for the first week of November 2012. Extended-day learning opportunities are currently offered from 7:00 a.m. to 8:00 a.m. Monday through Friday and 3:00 p.m. to 4:00 p.m. on Tuesdays and Thursdays. Parents were notified of this extended day programming via a letter sent home on November 5, 2012.
		Task Completed:	10/15/2012
Implement	Percent Task Complete:		
	Objective Met:		9/10/2013
	Experience:		9/10/2013 We received ample funding from the School Improvement Grant as well as Title I support. We used that funding to develop many extended hour learning opportunities. We had before school tutorials in our Math computer lab for students who needed standards based support for their exposed math skill gaps. We created re-teach opportunities for students to stay after school to receive standards based instruction in all core contents. We offered Recovery sessions for students to stay after school to recover academic "failures" and improve or replace a failed academic grade to recover information and academic credit.
	Sustain:		9/10/2013 We will continue these programs utilizing our Title I support. The extended day learning opportunities were key interventions to raising academic success and state testing scores. They also helped us to reduce our student retention rate to 5.7% after summer school was concluded.
	Evidence:		9/10/2013 Our SOL scores are vastly improved in math and modestly improved in History as per our state report card. Our AMO documentation shows growth and positive trends are emerging. We have been removed from the state reporting category of "priority" with our new found success.

Indicator	24. - Our school works with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort. (1009)		
Status	Objective Met 9/12/2013		
Assessment	Level of Development:	Initial: Limited Development 11/18/2010	
		Objective Met - 09/12/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers currently work with the district to obtain grants and partnerships from various sources. Thus far, grants have been awarded to the school from the Norfolk Federation Foundation, AFECA, and the mini-grants through school improvement grant. Teachers submit grant applications throughout the school year.	
Plan	Assigned to:	Natalie Halloran	
	How it will look when fully met:	Project Manager will work with Central Administration to secure funding needed to support the reform.	
	Target Date:	06/15/2013	
	Tasks:		
	1. Project manager will investigate resources available to support transformation of school.		
	Assigned to:	Natalie Halloran	
	Added date:	11/20/2010	
	Target Completion Date:	06/15/2013	
	Comments:	To support the transformation efforts at the school, community partnerships were established, division team members provided on-going support, and resources (funding and human) were reallocate and aligned which various initiatives.	
	Task Completed:	06/30/2013	
	2. The school will continue to coordinate resources and services for families, students, and the school with community businesses, agencies, cultural and civic organizations, colleges or universities, and other community groups. For example, school staff attends Choice Neighborhood Program meetings monthly and WHRO Youth Partnership Program meetings monthly.		
	Assigned to:	LaTonya Durr	
	Added date:	06/13/2012	
	Target Completion Date:	06/15/2013	
	Comments:	The Climate Coach attends the Choice Neighborhood Program and WHRO Youth Partnership Program meetings monthly. The information is then relayed to Ruffner's Guidance Department as a resource for students who are experiencing attendance and academic challenges.	
	Task Completed:	01/22/2013	

		3. The administrative team will complete the Title I request for funding, to include a detailed plan that includes school-specific information and a proposed budget.
	Assigned to:	Richard Fraley
	Added date:	05/31/2013
	Target Completion Date:	05/31/2013
	Comments:	Follow the outline provided by the district for the proposed plan. Contact other schools to review submitted and approved plans.
	Task Completed:	05/01/2013
Implement	Percent Task Complete:	
	Objective Met:	9/12/2013
	Experience:	9/12/2013 We were able to complete a detailed Title I plan and secure funding through Title I to hire academic interventionists to support instruction.
	Sustain:	9/12/2013 We have completed this years Title I plan and are requesting funding sources to continue our re-teach, remediate, and academic recovery programs.
	Evidence:	9/12/2013 We are currently identified as targeted intervention Title I, our district funds that accrding to school need.

Indicator	25. - Our school integrates all academic and support services. (1010)		
Status	Objective Met 12/18/2012		
Assessment	Level of Development:	Initial: Limited Development 11/20/2010	
		Objective Met - 12/18/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school integrates enrichment opportunites through the Young Scholars program. Ruffner also offers extended day opportunities and remediation during class. Support Services include YCAPP, Guidance, RAMP,and Teacher Mentor Program.	
Plan	Assigned to:	Doris Langhorne	
	How it will look when fully met:	Data from all internal and external support service groups will be reviewed to ensure full implementation.	
	Target Date:	06/15/2013	
	Tasks:		
		1. Students, teachers, and parents will be surveyed regarding their knowledge of available support services for students.	
	Assigned to:	Elizabeth Layton	
	Added date:	11/20/2010	

		Target Completion Date:	06/15/2012
		Comments:	This is no longer an area of focus. This task was not completed per the former administration's goal.
		Task Completed:	10/25/2012
	2. An extended-day learning opportunity will be provided for all Tier 2 and Tier 3 students as identified per the monthly EWI report.		
		Assigned to:	LaTonya Durr
		Added date:	10/25/2012
		Target Completion Date:	11/30/2012
		Comments:	An extended-day learning program was developed and planned for the first week of November 2012. Extended-day learning opportunities are currently offered from 7:00 a.m. to 8:00 a.m. Monday through Friday and 3:00 p.m. to 4:00 p.m. on Tuesdays and Thursdays. Parents were notified of this extended day programming via a letter sent home on November 5, 2012.
		Task Completed:	11/05/2012
Implement	Percent Task Complete:		
	Objective Met:		12/18/2012
	Experience:		12/18/2012 Academic services were extended through the grant opportunity. Hours before school are currently being provided for Math and ELA; after-school hours are being provided for all content areas. The before- and after-school programs are fully staffed. In addition, additional support services are housed in-building, including YCAPP, Compasion, and Agape.
	Sustain:		12/18/2012 Extended day hours will be imperative for continued academic support. Teacher pay tends to be a factor in teacher motivation to staff those programs; therefore, financial support for remediation programs must be continued.
	Evidence:		12/18/2012 The after-school program was developed over the course of the three years of the grant. This year, it is fully in place and is staffed at 100%. Ruffner Academy sned parent notification letters about current opportunities home with Quarter 1 report cards. In addition, students were provided with information about all before- and after-school programs during the Quarter 1 report card conferences with support staff, including academic coachs, day-treatment facilitators, guidance counselors, and teacher leaders. Attendance for these programs is monitored by the Climate Coach. Student sign-in sheets are required for teacher payroll. Finally, ELA designed and implemented their own recovery program for the 2012-2013 school year. The program targets "red" students, or students who are traditionally under-served by the normal after-school programs that target "bubble" students.