

# 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.

August 28, 2013

**Lindenwood Elementary School** NCES - na

Norfolk Public Schools

**Transformation Toolkit**

Key Indicators are shown in **RED**.

## Transformation Toolkit

### Strand A: Establishing and Orienting the District Transformation Team

<b>Indicator</b>	<b>A1 - The LEA has an LEA transformation team. (879)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/15/2012
	Evidence:	The district has developed a transformation team consisting of district level leadership team members.

<b>Indicator</b>	<b>A2 - The LEA has assessed its LEA capacity to support transformation. (880)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/15/2012
	Evidence:	The School Governance team held frequent meetings to evaluate its capacity, it level of support, and type of support it will be providing to support the transformation process.

<b>Indicator</b>	<b>A3 - The LEA provides LEA transformation team members with information on what the LEA can do to promote rapid improvement. (882)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/15/2012
	Evidence:	The District Leadership team met with the school governance team and planned how it would support rapid improvement. A result of that meeting was ensuring that district level content specialist will be a part of the school level governance team.

<b>Indicator</b>	<b>A4 - The LEA has designated an internal lead partner for each transformation school. (883)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/15/2012
	Evidence:	The district has selected an internal lead partner. She is located at the school and supports the transformation process.



		2. Hold quarterly Transformation team meetings to update top level district leaders and school board on schools progress.	
		Assigned to:	Natalie Halloran
		Added date:	11/30/2011
		Target Completion Date:	07/31/2012
		Comments:	<p>Transformation team meetings were held on the following dates:</p> <p>Quarter 1  - SGT Meeting (November 28, 2011)  - Division Team Meeting (November 29, 2011)</p> <p>Quarter 2  -SGT Meeting (January 23, 2012)  - Division Team Meeting (February 3, 2012)</p> <p>Quarter 3  - SGT Meeting (March 13, 2012)  - Division Team Meeting (April 6, 2012)</p> <p>Quarter 4  - SGT Meeting (June 8, 2012)  - Division Team Meeting (April 24 and 30, 2012)</p>
		<b>Task Completed:</b>	<b>04/24/2012</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		1/28/2013
	Experience:		1/28/2013 Central administration held monthly meetings to discuss the need of the school and to review current policies and resources to provide support to the school.
	Sustain:		1/28/2013 Plans need to be developed as to how the transformation efforts will be continued once the grant ends next school year. A review of the current resources provided by the grant and the district can help sustain these efforts.
	Evidence:		1/28/2013 The central administration has realigned instructional resources, funding, and district policies to support the transformation efforts.

<b>Indicator</b>	<b>B2 - The LEA has reoriented its culture toward shared responsibility and accountability. (885)</b>		
<b>Status</b>	<b>Objective Met</b> 1/28/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/22/2011	
		<b>Objective Met</b> - 01/28/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Many conversations have taken place with school leaders, district leaders,ILP, and EL through SGT meetings regarding developing culture of shared responsibility and accountability.	
<b>Plan</b>	Assigned to:	Natalie Halloran	
	How it will look when fully met:	Achievement gaps between subgroups will be eliminated. Clear performance objectives will be established and monitored. All stakeholders are made aware of the transformation process and clear accountability measures are implemented and monitored.	
	Target Date:	07/31/2013	
	<b>Tasks:</b>		
	1. Summer Leadership Academy is held with External Turnaround Partner and the school leadership team.		
	Assigned to:	Natalie Halloran	
	Added date:	11/30/2011	
	Target Completion Date:	08/31/2011	
	Comments:	- A summer extended learning instructional program will be held from June 25 - July 25. Students will be engaged in hands-on learning activities that address their varied data identified learning needs. Teachers and tutors will receive professional development training on effectively implementing supplemental research-based programs in reading and math.	
	<b>Task Completed:</b>	<b>07/25/2012</b>	
	2. Staff retreat is held to establish partner with the external lead turnaround partner.		
	Assigned to:	Natalie Halloran	
	Added date:	11/30/2011	
	Target Completion Date:	09/30/2011	
	Comments:	On August 29, 2011, the entire staff gathered to be engaged in various activities that brought an awareness of the upcoming 3-year partnership with Pearson (External Lead Partner).	
	<b>Task Completed:</b>	<b>08/29/2011</b>	
	3. Parent kick-off event will be held with external lead turnaround partner.		
	Assigned to:	Natalie Halloran	

		Added date:	11/30/2011
		Target Completion Date:	09/30/2011
		Comments:	To communicate and engage parents in the transformation process, kick-off events were held in August and September.
		<b>Task Completed:</b>	<b>09/30/2011</b>
	4. Faculty, leadership, and grade level meetings will be held weekly focused on progress monitoring and implementation.		
		Assigned to:	Danjile Henderson
		Added date:	11/30/2011
		Target Completion Date:	06/30/2012
		Comments:	
		<b>Task Completed:</b>	<b>06/30/2012</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		1/28/2013
	Experience:		1/28/2013 Central administration held monthly meetings to discuss the needs of the school and how support can be provided.
	Sustain:		1/28/2013 As the leadership continues to change at the central office level, clear lines of accountability need to be established and shared with schools. This will ensure continued support as the school transitions out of the grant.
	Evidence:		1/28/2013 Various leaders from the central office level attend the building level SGT meetings. The needs of the school are shared at the district level meetings and a plan for support is developed.

<b>Indicator</b>	<b>B3 - The LEA has established performance objectives for each transformation school. (886)</b>		
<b>Status</b>	<b>Objective Met</b> 11/20/2012		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 11/22/2011
			<b>Objective Met</b> - 11/20/2012
	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:	Clear expectations and performance objectives have been established and communicated. Performance objectives are the focus of SGT meetings.	
<b>Plan</b>	Assigned to:	Patricia Melise	
	How it will look when fully met:	Performance objectives will be established that are linked to the transformation of the school. The objectives will be closely monitored and ineffective practices will be discontinued.	
	Target Date:	10/31/2011	
	<b>Tasks:</b>		
	1. The Principal along with the Leadership Team will establish school objectives.		
	Assigned to:	Danjile Henderson	
	Added date:	11/30/2011	
	Target Completion Date:	09/30/2011	
	Comments:	The Principal met with the school level leadership team and external partner to establish performance objectives for the year based on student and teacher observation data (10/31/2011)	
	<b>Task Completed:</b>	<b>10/31/2011</b>	
	2. The Principal along with the Leadership Team with develop action steps needed to meet school objectives.		
	Assigned to:	Danjile Henderson	
	Added date:	11/30/2011	
	Target Completion Date:	09/30/2011	
	Comments:	The Principal along with the SGT and external partner developed action steps for the performance objectives developed by the leadership team. (10/31/2011)	
	<b>Task Completed:</b>	<b>10/31/2011</b>	
	3. School performance objectives will be presented to the school governance team for review and modifications.		
	Assigned to:	Danjile Henderson	
	Added date:	11/30/2011	
	Target Completion Date:	10/31/2011	

		Comments:	The school governance team reviewed progress of performance objectives during monthly meetings through the monitoring of student data and classroom observations. (6/30/2012)
		Task Completed:	06/30/2012
	4. School Performance objectives will be presented to staff and parents.		
		Assigned to:	Danjile Henderson
		Added date:	11/30/2011
		Target Completion Date:	12/21/2011
		Comments:	During the first faculty meeting and PTA meeting school data and performance objectives were shared. (11/1/2011)
		Task Completed:	11/01/2011
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		11/20/2012
	Experience:		11/20/2012 Developing performance objectives was a collaborative effort that include building level and central office staff. Various data sets were reviewed including student achievement, attendance, discipline, and classroom observation data.
	Sustain:		11/20/2012 Performance objectives must be consistently monitored and adjusted according to the current data.
	Evidence:		11/20/2012 Performance objectives are reviewed during leadership team and school governance team meetings. When data suggest the need to modify the strategies, action steps, or the performance objectives the team collaboratively decides on the needed changes.

<b>Indicator</b>	<b>B4 - The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities. (887)</b>		
<b>Status</b>	<b>Objective Met</b> 1/28/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/22/2011	
		<b>Objective Met</b> - 01/28/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Grant funds have been ditributed according to instructional priorities. Converstaions regarding extendeding learning time have begun.	
<b>Plan</b>	Assigned to:	Natalie Halloran	
	How it will look when fully met:	Resources will be utilized to support instructional needs, professional development, and parental and community engagment. Student achievement data and stakeholder survey data will play a mojour role in deciding how funds will be allocated.	
	Target Date:	07/31/2012	
	<b>Tasks:</b>		
	1. The Principal, ILP, and School Governance Team will review school data and make decisions on resource allocation.		
	Assigned to:	Natalie Halloran	
	Added date:	11/30/2011	
	Target Completion Date:	07/31/2012	
	Comments:	The Principal and ILP met monthly to review budget and make adjustments on student data, classroom observation data, and extended learning opportunities.	
	<b>Task Completed:</b>	<b>07/31/2012</b>	
	2. The Principal will elicit feedback from staff and the Leadership on how resources should be allocated.		
	Assigned to:	Danjile Henderson	
	Added date:	11/30/2011	
	Target Completion Date:	07/31/2012	
	Comments:	During bi-weekly grade level meetings and data meetings the principal received from teachers and leadership team on instructional needs and how funding could be allocated to support that need	

		<b>Task Completed:</b>	07/31/2012
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		1/28/2013
	Experience:		1/28/2013 Monthly central office meetings included personnel from Human Resources, Title I, and Finance to ensure funding and staffing support could be given to the priority schools.
	Sustain:		1/28/2013 Conversations need to continue and plans need to be made as to how resources (human and capital) will be put in place to sustain the work of the school and the Lead Turn Around Partner after the end of the grant.
	Evidence:		1/28/2013 Funding has been allocated to support various instructional needs, such as a Math Coach. Hiring practices have been adjusted to allow the priority schools to have top priority with staffing time lines and quality of candidates.

<b>Indicator</b>	<b>B5 - The LEA has established a turnaround office or zone (to also include transformations and other models). (888)</b>		
<b>Status</b>	<b>Objective Met</b> 11/20/2012		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 11/22/2011
			<b>Objective Met</b> - 11/20/2012
	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 ILP has an office within the school. The ELP has a designated space within the building to work. SGT meetings are held at the school. District leaders that play a role in the transformation model are located at the districts central office building.
<b>Plan</b>	Assigned to:		Patricia Melise
	How it will look when fully met:		There will be a central location in which the Internal Lead Partner will be located to allow for accessibility and constant communication
	Target Date:		08/01/2011
	<b>Tasks:</b>		
	1. The Internal Lead Partner will have a designated office space within the building.		
		Assigned to:	Danjile Henderson
		Added date:	11/30/2011
		Target Completion Date:	07/31/2011
		Comments:	A designated office space was provided for the Internal Lead Partner in July 2011.
		<b>Task Completed:</b>	<b>07/31/2011</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		11/20/2012
	Experience:		11/20/2012 The LEA developed a location at the school site that will serve as the turn around location. SGT meetings are held at the site.
	Sustain:		11/20/2012 Continue to maintain turn-around office and hold monthly meetings in that locatio.
	Evidence:		11/20/2012 The LEA developed a location at the school site that will serve as the turn around location. SGT meetings are held at the site.

<b>Indicator</b>	<b>B6 - The LEA negotiates union waivers if needed. (889)</b>		
<b>Status</b>	<b>Not a priority or interest</b>		
<b>Assessment</b>	Level of Development:		Initial: <b>No development or Implementation</b> 11/22/2011

Explain why not a Priority or Interest:	This indicator is not needed
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## Transformation Toolkit

### Strand C: Selecting a Principal and Recruiting Teachers

<b>Indicator</b>	<b>C1 - The LEA has determined whether an existing principal in position for two years or less has the necessary competencies to be a transformation leader. (890)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/15/2012
	Evidence:	The current principal was newly hired in 2010-2011. Therefore the school was exempt from this indicator.

<b>Indicator</b>	<b>C2 - The LEA advertises for principal candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm. (891)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/15/2012
	Evidence:	The current principal was newly hired in 2010-2011. Therefore the school was exempt from this indicator.

<b>Indicator</b>	<b>C3 - The LEA has an established policy and process/rubric for screening principal candidates. (892)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/15/2012
	Evidence:	The current principal was newly hired in 2010-2011. Therefore the school was exempt from this indicator.

<b>Indicator</b>	<b>C4 - The LEA has an established process for preparing to interview candidates. (893)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/15/2012
	Evidence:	The current principal was newly hired in 2010-2011. Therefore the school was exempt from this indicator.

<b>Indicator</b>	<b>C5 - The LEA has an established criteria and format for interviewing candidates. (894)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/15/2012
	Evidence:	The current principal was newly hired in 2010-2011. Therefore the school was exempt from this indicator.

<b>Indicator</b>	<b>C6 - The LEA selects and hires qualified principals with the necessary competencies to be change leaders. (895)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/15/2012

	Evidence:	The current principal was newly hired in 2010-2011. Therefore the school was exempt from this indicator.
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<b>Indicator</b>	<b>C7 - The LEA has a plan and process in place to establish a pipeline of potential turnaround leaders. (896)</b>	
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<b>Status</b>	<b>Full Implementation</b>	
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<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/15/2012
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	Evidence:	The current principal was newly hired in 2010-2011. Therefore the school was exempt from this indicator.
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<b>Indicator</b>	<b>C8 - The LEA has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (897)</b>	
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<b>Status</b>	<b>Full Implementation</b>	
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<b>Assessment</b>	Level of Development:	Initial: Full Implementation 06/15/2012
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	Evidence:	Currently the school implements the district wide policy and procedures for recruiting and retaining highly qualified teachers. Policies have not been developed specifically for transformation schools.
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## Transformation Toolkit

### Strand D: Working with Stakeholders and Building Support for Transformation

<b>Indicator</b>	<b>D1 - The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (898)</b>		
<b>Status</b>	<b>Objective Met</b> 1/28/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/17/2012	
		<b>Objective Met</b> - 01/28/2013	
		Will include in plan	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Tom Whitten from Pearson (ELP) is working with the schools Parent Engagement Team to create a vision, mission, and plan for the parent and community engagement program at the school. The Parent Liaison attended the National Network of Partnership Schools and begin writing an action plan based on the 5 keys to parental engagement.	
<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman	
	How it will look when fully met:	Each member of the transformation/leadership team will be assigned task that they will be responsible for monitoring. They will update their task on a bi-monthly basis and be prepared to update the principal of the status of their task at weekly leadership team and/or SGT meetings.	
	Target Date:	10/31/2013	
	<b>Tasks:</b>		
	1. Have parent liaison review participation from activities.		
	Assigned to:	Cynthia Winborne	
	Added date:	06/15/2012	
	Target Completion Date:	09/30/2012	
	Comments:	Mrs. Winborne reviewed the sign-in sheets from the parents activities held during the 2011-2012 to determine which parent events had the most turn-out.	
	<b>Task Completed:</b>	<b>09/30/2012</b>	
	2. Decide which activities need to be kept or added and create a plan.		
	Assigned to:	Cynthia Winborne	
	Added date:	06/15/2012	
	Target Completion Date:	09/30/2012	
	Comments:	The Parent Liaison reviewed participation documentation from events held during the 2011-2012 school year. The events that had high turn out were included on the calendar for 2012-2013 school year and events that had little to no turn out were either re-organized or discontinued (10/31/2012).	

		<b>Task Completed:</b>	<b>10/31/2012</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		1/28/2013
	Experience:		1/28/2013 The Parent Liaison and principal held various sessions that allowed for parent, community, and staff input. The feedback and attendance from events is being used to thoughtfully develop events that meet the needs of all stakeholders.
	Sustain:		1/28/2013 We will need to create a larger pool of community partners to support the parent involvement and extra-curricular efforts for students and parents. The community involvement plan will need to be revisited frequently for monitoring and benchmarking.
	Evidence:		1/28/2013 A Parent and community activities have been planned for the year. The events are based on the schools academic data and areas needing improvement. The events also keep the community abreast of the transformation process.

<b>Indicator</b>	<b>D2 - The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (899)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/17/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	A parent meeting was held at the beginning of the school year to introduce parents to the External Partners and their role. Meetings were held throughout the school year to keep parents informed of the progress of the school and the partnership.
<b>Plan</b>	Assigned to:	Not yet assigned

<b>Indicator</b>	<b>D3 - The LEA/School has engaged parents and community in the transformation process. (901)</b>		
<b>Status</b>	Tasks completed: 1 of 4 (25%)		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 04/17/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Parents were a part of the committee that developed the Parental Engagement Action plan.	
<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman	
	How it will look when fully met:	TBD	
	Target Date:	09/30/2012	
	<b>Tasks:</b>		
	1. Plan back to school and open house events to include transformation progress.		
	Assigned to:	Kindel Holloman	
	Target Completion Date:	09/30/2012	
	Comments:		
	2. Survey parents on how they would like to be involved in the transformation process.		
	Assigned to:	Cynthia Winborne	
	Target Completion Date:	09/30/2012	
	Comments:		
	3. Implement day time and evening informational parents sessions that help them understand the new SOL standards, gives them VDOE resources to use at home, and expose them to practice SOL tests.		
	Assigned to:	Danjile Henderson	
	Target Completion Date:	06/30/2013	
	Comments:		
	4. The Instructional Behavior Specialist will promote parental and community involvement by facilitating workshops focusing on research-based behavior management strategies.		
	Assigned to:	Ashanda Bickham	
	Target Completion Date:	06/30/2013	

		Comments:	<p>On Wednesday, November 28, 2012 a parent workshop was held on "Behavior Management Strategies for Parents". Strategies were shared with parents to use at home to help promote positive behaviors. A make and take session was held at the end of the workshop where parents were able to select goal sheets and behavior management charts for their child. (updated December 29, 2012).</p> <p>On Wednesday, January 22, 2013 a parent workshop was held for the parents introducing them to the new behavior management program that has been adopted by the school division. Positive Behavioral Interventions and Supports, PBIS, is a researched-based program designed to ensure that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible while improving student academic and behavior outcomes. (updated January 22, 2013)</p> <p>On Wednesday, February 13, 2013 a parent workshop was held for the parents as a follow-up to further explain how the program works. Parents were given specific strategies on how to deal with the obstacles that they were facing with their child which was directly effecting their child's academic success. (updated May 21, 2013)</p>
		Task Completed:	05/28/2013
<b>Implement</b>	Percent Task Complete:		Tasks completed: 1 of 4 (25%)

<b>Indicator</b>	<b>D4 - The LEA/School has support for transformation from all stakeholders. (902)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 04/17/2012	
	Explain why not a Priority or Interest:	Will include in plan for year 2 (2012-2013) School Year	

<b>Indicator</b>	<b>D5 - The LEA/School has established a positive organizational culture. (903)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/17/2012	
	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 principal facilitates and provides opportunities for stakeholders to give feedback about the culture and climate of the organization. Committees have been formed to focus on areas that will improve the culture of the building.	
<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman	
	How it will look when fully met:	Build a list of community partners.	
	Target Date:	09/30/2012	
	<b>Tasks:</b>		
	1. Build lists of community partners.		
	Assigned to:	Danjile Henderson	
	Target Completion Date:	09/30/2012	
	Comments:		
	2. Contact community stakeholders for teacher and student incentives.		
	Assigned to:	Cynthia Winborne	
	Target Completion Date:	09/30/2012	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

<b>Indicator</b>	<b>D6 - The LEA/School helps stakeholders overcome resistance to change. (904)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/17/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Various communication efforts have been made with the various stakeholders about the transformation process. However the school still struggles with getting parent and community support.	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>D7 - The LEA/School persists and perseveres, but discontinues failing strategies. (905)</b>		
<b>Status</b>	<b>Full Implementation</b>		

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 04/17/2012
	Evidence:	The LEA and school teams consistently monitor and evaluate school practices through School Governance Team Meetings, Leadership Team Meetings, Grade Level Meetings, and Faculty Meetings. Data is gathered and analyzed to decide whether to continue practices, modify practices, or discontinue practices.

## Transformation Toolkit

### Strand E: Contracting with External Providers

<b>Indicator</b>	<b>E1 - The LEA has identified potential external providers. (906)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 06/15/2012
	Evidence:	The district has selected Pearson as the external provider.

<b>Indicator</b>	<b>E2 - The LEA has written and issued a request for proposals from potential external providers. (910)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 06/25/2012
	Evidence:	The VDOE sent out a request for proposals and generated a list of potential external providers. They hosted sessions (on-site and webinar) for the pre-approved providers to present their School Improvement support services to schools/districts. We selected Pearson and created a MOU that will be reviewed at the end of each school year to determine their support services for the next school year.

<b>Indicator</b>	<b>E3 - The LEA has developed a transparent selection criteria for external providers. (911)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 06/25/2012
	Evidence:	The VDOE sent out a request for proposals and generated a list of potential external providers. They hosted sessions (on-site and webinar) for the pre-approved providers to present their School Improvement support services to schools/districts. The district had several follow-up conversations with providers on the list. We selected Pearson and created a MOU that will be reviewed at the end of each school year to determine their support services for the next school year.

<b>Indicator</b>	<b>E4 - The LEA has reviewed proposals, conducted due diligence, and select provider(s). (912)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 06/25/2012

	Evidence:	The VDOE sent out a request for proposals and generated a list of potential external providers. They hosted sessions (on-site and webinar) for the pre-approved providers to present their School Improvement support services to schools/districts. The district had several follow-up conversations with providers on the list. We selected Pearson and created a MOU that will be reviewed at the end of each school year to determine their support services for the next school year.
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<b>Indicator</b>	<b>E5 - The LEA has negotiated contracts with providers, including goals, benchmarks, and plans to manage assets. (913)</b>	
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<b>Status</b>	<b>Full Implementation</b>	
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<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 06/25/2012
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	Evidence:	The district selected Pearson as our External Lead Partner (from the VDOE approved list). Pearson's overall support of services and contract was already established through the VDOE via their RFP process. A MOU was created that outlined specific support based on the individual needs of the schools in our district. It will be reviewed at the end of each school year to determine their support services for the next school year.
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<b>Indicator</b>	<b>E6 - The LEA has planned for and initiated an ongoing cycle of continuous progress monitoring and adjustment. (914)</b>	
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<b>Status</b>	<b>Full Implementation</b>	
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<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 06/25/2012
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	Evidence:	A MOU was created with Pearson that outlined specific support based on the individual needs of the schools in our district. For ongoing progress monitoring and adjustment, district and building level administrators meet weekly and monthly (School Governance Team meeting) with Pearson field specialists to discuss their level of support and readjustments that may be needed. Also, Pearson submits quarterly reports that address their support thus far and next steps. The MOU will be reviewed at the end of each school year to determine their support services for the next school year.
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<b>Indicator</b>	<b>E7 - The LEA is prepared to proactively deal with problems and drop strategies that do not work. (915)</b>	
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<b>Status</b>	<b>Full Implementation</b>	
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<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 06/25/2012
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	Evidence:	An ongoing open line of communication has been established between Pearson, district administrators, school administrators, and our VDOE liaison. We are all prepared to proactively deal with problems and drop strategies that do not work. As these instances arise, they will be addressed immediately and also during our monthly School Governance Team (SGT) meetings.
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<b>Indicator</b>	<b>E8 - The LEA has a plan for evaluation and has clarified who is accountable for collecting data. (916)</b>	
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<b>Status</b>	<b>Full Implementation</b>	
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<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 06/25/2012
	Evidence:	The LEA has a plan for various program evaluations (indistar, classroom observations, common formative assessments, benchmark data, quarterly reports, SOL data, School Governance Team meetings, division team meetings, etc. Also, Pearson submits weekly feedback support summaries, quarterly reports, and conduct diagnostic assessments at the beginning and end of the school year. It has been clarified as to who is responsible/accountable for collecting the various data.

### **Transformation Toolkit**

#### **Strand F: Establishing and Orienting the School Transformation Team**

**Indicator F1 - The LEA has appointed a school transformation team. (917)**

**Status Full Implementation**

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 06/15/2012
	Evidence:	A transformation team has been established. The team consists of the building principal, building Leadership Team, External Turn Around Partner (Pearson), the Internal Lead Partner, State Facilitator, District Elementary Executive Director, and district content specialist. The team hold monthly School Governance meetings to discuss the progress of the school toward established goals.

**Indicator F2 - The LEA provides the school transformation team members receive information on what the school can do to promote rapid improvement. (918)**

**Status Full Implementation**

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 06/15/2012
	Evidence:	The district ensures information is shared to the schools by having district level meetings. The internal lead partner ensures the school teams are aware of any district information that can be used for the transformation process.

## Transformation Toolkit

### Strand G: Leading Change (Especially for Principals)

**Indicator** **G1 - The principal is a change leader. (919)**

**Status** **Add a Task**

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/17/2011	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal personally analyzes data and sets building goals. She shares goals with leadership team to develop action steps and plan professional development. The principal makes necessary staffing changes to improve the instructional program. The principal has a clear focus and vision for the building and works closely with staff to lead them through the process of turning the vision into reality.	
<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman	
	How it will look when fully met:	In addition to all of the actions described in the current level description, the principal will also ensure that staff, ILP, and LP are a part of the decision making process. The principal will frequently seek honest feedback and celebrate accomplishments. The principal will also gain the support of key stakeholders within the staff and community to help communicate the message of change.	
	Target Date:	09/30/2012	
	<b>Tasks:</b>		
	1. Establish and communicate clear school wide goals based on data.		
	Assigned to:	Danjile Henderson	
	Target Completion Date:	09/30/2011	
	Comments:	The principal reviewed various data to set school goals and created an alignment chart depicting the school goals aligned to the district and Pearson goals. See alignment chart in file cabinet (9/30/2013)	
	<b>Task Completed:</b>	<b>09/28/2012</b>	
	2. Reorganize staff roles and leadership team.		
	Assigned to:	Danjile Henderson	
	Target Completion Date:	08/01/2011	
	Comments:	The principal selected new grade chairs and renamed them PLC Facilitators. The leadership team meets weekly and PLC Facilitators attend the meetings bi-monthly to give grade level updates. Each PLC Facilitator was given the DuFour book to begin leadership team book study. (9/14/2012)	
	<b>Task Completed:</b>	<b>09/14/2012</b>	
	3. Develop and communicate school-wide non-negotiables.		

		Assigned to:	Danjile Henderson
		Target Completion Date:	09/15/2011
		Comments:	The principal shared building non-negotiables at the first faculty meeting of the school year. List included instructional, lesson planning, and professional expectations. The list was included in the staff handbooks. (9/11/2012)
		Task Completed:	09/11/2012
<b>Implement</b>	Percent Task Complete:		Tasks completed: 3 of 3 (100%)

<b>Indicator</b>	<b>G2 - The principal effectively and clearly communicates the message of change. (920)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/21/2011	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal communicates the message of change to the staff through weekly Monday Motivators, faculty meetings, e-mails, post observation conferences, and leadership team meetings. She ensures that the staff understands the changes through open dialogue. Feedback is given to the principal through weekly grade level meeting minutes and through grade level chairs participation in vertical team meetings. Parents and community members are informed of changes through Open House, PTA meetings, memorandums, and the Parent Link telephone communication system.	
<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman	
	How it will look when fully met:	The staff can clearly articulate and communicate changes. Parents and community members are regularly updated on school progress toward meeting school performance objectives.	
	Target Date:	09/30/2012	
	<b>Tasks:</b>		
	1. Faculty, grade level, and leadership team meetings will be focused on communicating the change process.		
	Assigned to:	Danjile Henderson	
	Target Completion Date:	06/30/2012	
	Comments:		
	2. A system will be established for stakeholders to give feedback on change process.		
	Assigned to:	Danjile Henderson	
	Target Completion Date:	06/30/2012	
	Comments:		
	3. Bi-monthly principal and parent meetings will be held to update parents on school progress.		
	Assigned to:	Danjile Henderson	

		Target Completion Date:	06/30/2012
		Comments:	
	4. Written communication will be given to all stakeholders with updates on the progress, changes, and activities.		
		Assigned to:	Danjile Henderson
		Target Completion Date:	06/30/2012
		Comments:	
<b>Implement</b>	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

<b>Indicator</b>	<b>G3 - The principal collects and acts on data from a variety of sources and in a timely manner. (921)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/26/2011	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently grade levels meet weekly to analyze student data, plan instructional lessons based on current student data, and develop remediation activities. The Leadership team meets weekly to analyze student data and adjust interventionist plans, schedules, and student groupings in order to develop school-wide goals and strategies. The principal analyzes climate survey to determine areas of growth. The data is shared with the faculty and staff to develop school-wide strategies and activities.	
<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman	
	How it will look when fully met:	The principal will collect, analyze various data sets to include students achievement data, attendance data, discipline data, and stakeholder survey data. School objectives will be developed based on data. All decisions will be data driven.	
	Target Date:	08/30/2012	
	<b>Tasks:</b>		
	1. Leadership and grade level data meetings will be held weekly.		
		Assigned to:	Danjile Henderson
		Target Completion Date:	06/30/2012
		Comments:	
	2. A data room will be established to display various data sets and serve as the location for all data meetings.		
		Assigned to:	Danjile Henderson
		Target Completion Date:	12/22/2011
		Comments:	
<b>Implement</b>	Percent Task Complete:		Tasks completed: 0 of 2 (0%)

<b>Indicator</b>	<b>G4 - The principal, after reviewing the data, seeks quick wins. (922)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/21/2011	
	Evidence:	The principal holds individual and grade level data conferences to review strengths and weaknesses of data. These conferences empower teachers to formulate their action steps. Leadership team meetings are focused on various student data points. A safe environment is created by focusing on strengths and all stakeholders assuming responsibility for student growth. A room within the building has been dedicated to displaying student data. In order to maintain these efforts, we will continue to hold regular data meetings and include more data points to triangulate data. Continue to provide professional development to staff on data analysis and instructional decision making.	

<b>Indicator</b>	<b>G5 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (923)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/21/2011	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal consistently creates an environment for candid discussions and presents varying viewpoints. She makes an effort to remove district level barriers that impact school level policies and instructional practices.	
<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman	
	How it will look when fully met:	The school culture and climate will be one in which open honest conversations about school conditions and progress can be had. Pearson and the school will collaborate on all change initiatives.	
	Target Date:	06/30/2012	
	<b>Tasks:</b>		
	1. Meetings will have allotted time set aside for open discussion.		
	Assigned to:	Danjile Henderson	
	Target Completion Date:	06/30/2012	
	Comments:		
	2. Pearson will be a part of faculty, grade level, leadership, and SGT meetings.		
	Assigned to:	Danjile Henderson	
	Target Completion Date:	06/30/2012	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

<b>Indicator</b>	<b>G6 - The principal, with the school transformation team, persists and perseveres, but discontinues failing strategies. (924)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/21/2011	
	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 Leadership team meets weekly to analyze student data and adjust interventionist plans, schedules, and student groupings in order to develop school-wide goals and strategies. Strategy implementation is refined to increase student learning. Ineffective practices are discontinued.	
<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman	
	How it will look when fully met:	Data driven decisions will be made to monitor the implementation of academic programs and practices. Data will be used to evaluate the effectiveness of practices and ineffective practices will be discontinued.	
	Target Date:	06/30/2012	
	<b>Tasks:</b>		
	1. SGT and leadership meetings will be used as a platform to evaluate instructional practices and make decisions about effectiveness based on data.		
	Assigned to:	Danjile Henderson	
	Target Completion Date:	06/30/2012	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

## Transformation Toolkit

### Strand H: Evaluating, Rewarding, and Removing Staff

<b>Indicator</b>	<b>H1 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (925)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/17/2012	
	Explain why not a Priority or Interest:	Will focus on this indicator in year 3 (2013-2014)	

<b>Indicator</b>	<b>H2 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (926)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/17/2012	
	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 principal conducts regular formal and informal observations of teachers using various tools. The principal also provides regular feedback to teachers.	
<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman	
	How it will look when fully met:	The administrative team will use a variety of formal and informal tools to provide teachers frequent feedback to inform their instructional practices. The tools used will focus on teacher behaviors, student engagement, and instructional rigor. The administrative team will also develop a time line indicating when each observation will take place	
	Target Date:	06/30/2013	

<b>Indicator</b>	<b>H3 - The principal includes evaluation of student outcomes in teacher evaluation. (927)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 04/17/2012	
	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 principal links teacher observations to student achievement data and provides instructional feedback based on current student data, school goals, and student data growth expectations.	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>H4 - The principal makes the evaluation process transparent. (928)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 04/17/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 teachers have been given copies and supporting descriptive documentation of all of the observation and walk through tools used by administration.	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>H5 - The LEA/principal provides training to those conducting teacher evaluations to ensure that they are conducted with fidelity to standardized procedures. (929)</b>		
<b>Status</b>	In Plan / No Tasks Created		

<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/17/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently the school district just began a new teacher evaluation system. Training has taken place during the summer and in October to administrators and teachers that signed up. Due to the complexity of the system more training is needed.	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>H6 - There is an established procedure for documenting the teacher evaluation process. (931)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 04/17/2012	
	Evidence:	The district just implemented a new teacher evaluation system the clear details a process and time line for evaluating teachers. It delineates the different protocol for evaluating probationary and tenured staff, as well as staff on summative and not on summative. The system also includes formal observation forms, informal observation forms, documentation log, students survey, and parent contact logs.	

<b>Indicator</b>	<b>H7 - The principal provides timely, clear, constructive feedback to teachers. (932)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/17/2012	
	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 principal leaves feedback with commendations, areas of growth, and next steps. The principal and assistant principal share feedback they give to teachers to ensure follow-up and consistent monitoring of expectations.	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>H8 - The evaluation process is linked with the LEA's collective and individual professional development programs. (933)</b>		
<b>Status</b>	<b>Objective Met</b> 6/19/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/17/2012	
		<b>Objective Met</b> - 06/19/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 principal uses data gathered from observations, walkthroughs, and focused walks to develop building level, grade level, individual professional development opportunities.	
<b>Plan</b>	Assigned to:	Kindel Holloman	
	How it will look when fully met:	Professional development will be tiered to meet the individual learning needs of the staff. The professional development opportunities will align to the staff's individual student performance goals and professional growth goals. Classroom observation data and students achievement data will also be used to determine professional development opportunities.	
	Target Date:	03/31/2013	
	<b>Tasks:</b>		
	1. Teachers will create and submit professional development goals to administration.		
	Assigned to:	Kindel Holloman	
	Added date:	11/25/2012	
	Target Completion Date:	10/15/2012	
	Comments:	All teachers submitted professional development goals to administration by the deadline. 1/27/13	
	<b>Task Completed:</b>	<b>10/15/2012</b>	
	2. Teachers will create and submit student performance goals to administration.		
	Assigned to:	Kindel Holloman	
	Added date:	11/25/2012	
	Target Completion Date:	11/30/2012	
	Comments:	All teachers submitted student performance goals using the SMART criteria to administration.	
	<b>Task Completed:</b>	<b>11/30/2012</b>	
	3. Administration, the external lead partner, district content specialists, instructional coach and positive behavior intervention specialist will conduct informal and formal observations to determine the professional development needs of staff.		
	Assigned to:	Kindel Holloman	
	Added date:	11/25/2012	
	Target Completion Date:	06/30/2013	

		<p>Comments:</p>	<p>At the 12/17/12 SGT meeting, the team developed focus walk look-fors for modeling that exposes thinking and academic language. Based on data collected from the focus walks, teachers may need follow-up professional development related to taking advantage of opportunities in which students should be using academic language, using more explicit modeling with think-alouds, scaffolding probing questions and planning questions in advance, and work stations/centers that create opportunities for academic language to be used.</p> <p>Administration has completed first-round formal observations and will begin second-round formals after February 3, 2013. 01/27/13</p> <p>A professional development calendar based on classroom observations and learner walk data was developed and is currently being implemented. To date, professional development has been offered in the following areas: Social Studies, Math and Reading by the district. Pearson has provided an overview session on Critical Features and specific sessions on Routines and Rituals, Clear Purpose, and Modeling that Exposes Thinking. Additionally, school administration has conducted focus walks for clear purpose, rituals and routines, modeling that exposes thinking and accountable talk. (1/27/13)</p> <p>Administration, the external lead partner, district content specialists, instructional coach and positive behavior intervention specialist conducted informal observations as a part of most SGT meetings. Look-fors for these observations were based on the critical features of a lesson. 6/14/13</p>
		<p>Task Completed:</p>	<p>06/14/2013</p>
	<p>4. The school leadership team, external lead partner, and district content specialists will analyze data from classroom observations, district benchmark assessments, and common formative assessments to determine the professional development needs of staff.</p>		
		<p>Assigned to:</p>	<p>Kindel Holloman</p>
		<p>Added date:</p>	<p>11/25/2012</p>
		<p>Target Completion Date:</p>	<p>06/30/2013</p>

		<p>Comments:</p>	<p>At the 12/17/12 SGT meeting, the team developed focus walk look-fors for modeling that exposes thinking and academic language. Based on data collected from the focus walks, teachers may need follow-up professional development related to taking advantage of opportunities in which students should be using academic language, using more explicit modeling with think-alouds, scaffolding probing questions and planning questions in advance, and work stations/centers that create opportunities for academic language to be used.</p> <p>A professional development calendar based on classroom observations and learner walk data was developed and is currently being implemented. To date, professional development has done in the following areas: Social Studies, Math and Reading by the district. Pearson has provided an overview session on Critical Features and specific sessions on Routines and Rituals, Clear Purpose, and Modeling that Exposes Thinking. Additionally, school administration has conducted focus walks for clear purpose, rituals and routines, modeling that exposes thinking and accountable talk.</p> <p>Third, fourth, and fifth grade teams are meeting weekly with the school leadership to analyze data from weekly common formative assessments. Teachers in grades 3-5 submitted analyses of their data after completing the first round of division benchmark assessments and grade level data team meetings with the leadership team were held to further analyze results. (1/27/13)</p> <p>March 11-12, 2013, communication skills lessons were modeled for teachers in grades K-4 by the lead turn around partner. 6/11/13</p> <p>After the February 25, 2013 faculty meeting where grade level teams presented evidence of their growth in the areas of rituals/routines, academic language, clear focus, anchor charts, etc., the charts were used by the leadership team and lead turn around partner to determine levels of implementation and future professional development for grade levels. 6/14/13</p>
		<p><b>Task Completed:</b></p>	<p><b>06/14/2013</b></p>
		<p>5. Teachers will participate in on-going professional development designed to enhance their professional knowledge and ability to deliver direct instruction which will result in improved student performance on division benchmark assessments and Standards of Learning tests areas which were previously of concern.</p>	
		<p>Assigned to:</p>	<p>Danjile Henderson</p>
		<p>Added date:</p>	<p>02/20/2013</p>
		<p>Target Completion Date:</p>	<p>06/30/2013</p>

		Comments:	<p>A professional development calendar based on classroom observations and learner walk data was developed and is currently being implemented. To date, professional development has been done in the following areas: Social Studies, Math and Reading by the district. Pearson has provided an overview session on Critical Features and specific sessions on Routines and Rituals, Clear Purpose, and Modeling that Exposes Thinking. Additionally, school administration has conducted focus walks for clear purpose, rituals and routines, modeling that exposes thinking and accountable talk.</p> <p>Third, fourth, and fifth grade teams are meeting weekly with the school leadership to analyze data from weekly common formative assessments. Teachers in grades 3-5 submitted analyses of their data after completing the first round of division benchmark assessments and grade level data team meetings with the leadership team were held to further analyze results. (1/27/13)</p> <p>During the month of April, the lead turn around partner provided weekly professional development on the work period. Teachers also received feedback throughout the year based on informal and formal observations from administration and the lead turn around partner regarding the work period. During the month of April teachers also met with the lead turn around partner to analyze student work samples. 6/14/13</p> <p>Teachers received professional development throughout the school year on student engagement, the work period, lesson openings, academic language, accountable talk, modeling that exposes thinking, logical reasoning and justification, collaboration, and building students' capacity for independent learning. This PD took place during faculty meetings and grade level meetings and during early release days. 6/14/13</p>
		<b>Task Completed:</b>	<b>06/14/2013</b>
	6. Teachers will receive professional development focused on developing the components of an effective lesson.		
		Assigned to:	Danjile Henderson
		Added date:	02/20/2013
		Target Completion Date:	06/30/2013
		Comments:	<p>Teachers received professional development throughout the school year on student engagement, the work period, lesson openings, academic language, accountable talk, modeling that exposes thinking, logical reasoning and justification, collaboration, and building students' capacity for independent learning. This PD took place during faculty meetings and grade level meetings and during early release days. These topics were also a part of discussions at PLC facilitator meetings. 6/14/13</p>
		<b>Task Completed:</b>	<b>06/14/2013</b>
	7. Teachers will collaborate to create a culminating activity that demonstrates their ability to apply the components of an effective lesson from external lead partner professional development.		
		Assigned to:	Danjile Henderson

		Added date:	02/20/2013
		Target Completion Date:	06/30/2013
		Comments:	The February 25, 2013 faculty meeting consisted of grade level presentations and a gallery walk where teams presented evidence of their growth in the areas of rituals/routines, academic language, clear focus, anchor charts, etc. The charts were used by the leadership team and lead turn around partner to determine levels of implementation and future professional development for grade levels. 6/14/13
		Task Completed:	02/25/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/19/2013
	Experience:		6/19/2013 During the 2011-2012 school year, professional development provided during faculty meetings was tiered and teachers were assigned to sessions by the principal. These assignments were based on informal and formal data collected during classroom observations, as well as data from common formative assessments and division benchmark assessments. Throughout the current school year, the principal also used a variety of formal and informal data to plan professional development sessions. Teacher specialists from central office, as well as the lead turn around partner, provided professional development to grade levels and individuals based on team and personal needs. PD sessions were also differentiated for teachers who were veterans of the school and familiar with best practices learned from the lead turn around partner and teachers who were new to the school and its practices. Teachers also used their professional development goals and attended trainings outside of the school to meet their personal objectives. Teachers were also trained on the use of two new district initiatives for reading and writing, Achieve 3000 and My Access.
	Sustain:		6/19/2013 Administration should continue to use data gathered from observations, walkthroughs, and focus walks to develop building level, grade level, and individual professional development opportunities with the support of the lead turn around partner, leadership team, and support staff from central office.
	Evidence:		6/19/2013 Evidence that this objective has been fully and effectively implemented includes agendas, sign-in sheets, technical assistance reports from the lead turn around partner, feedback/e-mails from central office support staff, informal and formal observation feedback from administration to classroom teachers, and data from common formative assessments and division benchmark assessments.

<b>Indicator</b>	<b>H9 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (934)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 04/17/2012	

	Explain why not a Priority or Interest:	Due to the changes in the teacher evaluation system this will be included in year 3.
<b>Indicator</b>	<b>H10 - The LEA/School has created a system for making awards that is transparent and fair. (935)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 04/17/2012
	Explain why not a Priority or Interest:	Will include in plan for year 3
<b>Indicator</b>	<b>H11 - The LEA/School has worked with teachers and teachers' union at each stage of developing and implementation the system of awards. (936)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 04/17/2012
	Explain why not a Priority or Interest:	Will include in plan for year 3
<b>Indicator</b>	<b>H12 - The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (937)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 04/17/2012
	Explain why not a Priority or Interest:	will include in plan for year 3
<b>Indicator</b>	<b>H13 - The LEA/School has secured sufficient funding for long-term program sustainability, for the system of awards. (938)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 04/17/2012
	Explain why not a Priority or Interest:	will include in plan for year 3
<b>Indicator</b>	<b>H14 - The LEA/School has developed a system of providing performance-based incentives for staff using valid data on whether performance indicators have been met. (939)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 04/17/2012
	Explain why not a Priority or Interest:	Will include in plan for year 3
<b>Indicator</b>	<b>H15 - The LEA/School has identified and established non-monetary incentives for performance. (940)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 04/17/2012
	Explain why not a Priority or Interest:	Will include in plan for year 3
<b>Indicator</b>	<b>H16 - The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (941)</b>	
<b>Status</b>	Not a priority or interest	

<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/17/2012
	Explain why not a Priority or Interest:	Will be included in year 3
<b>Indicator</b>	<b>H17 - The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (942)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/17/2012
	Explain why not a Priority or Interest:	Will be included in year 3
<b>Indicator</b>	<b>H18 - The LEA has reformed tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals. (943)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/17/2012
	Explain why not a Priority or Interest:	Will be included in year 3
<b>Indicator</b>	<b>H19 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (944)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/17/2012
	Explain why not a Priority or Interest:	Will be included in year 3
<b>Indicator</b>	<b>H20 - The LEA has formed teams of specialists who are familiar with the rules and regulations that govern staff dismissals. (945)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/17/2012
	Explain why not a Priority or Interest:	Will be included in year 3
<b>Indicator</b>	<b>H21 - The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (946)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/17/2012
	Explain why not a Priority or Interest:	Will be included in year 3
<b>Indicator</b>	<b>H22 - The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (947)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/17/2012
	Explain why not a Priority or Interest:	Will be included in year 3

## Transformation Toolkit

### Strand I: Providing Rigorous Staff Development

**Indicator** **I1 - The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (948)**

**Status** **Objective Met** 6/12/2013

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/24/2012
		<b>Objective Met</b> - 06/12/2013
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently the leadership team uses data from learning walks and observations to assign professional development experiences. Faculty meeting also serve as professional development opportunities. Teachers can select from a "menu" which professional development session they want to attend. The menu offerings are selected and developed based on building student and observation data.
<b>Plan</b>	Assigned to:	Kindel Holloman
	How it will look when fully met:	Teachers new to the profession or the building will receive professional development designed to introduce them to Pearson's (lead turn around partner) critical features that were introduced to veteran staff the previous school year bi-monthly (at a minimum). Weekly morning and grade level professional development sessions will be tiered based on teacher need. Teachers will also receive individualized support from the external lead partner, instructional coach, and positive behavior intervention specialist.
	Target Date:	06/30/2013
	<b>Tasks:</b>	
		1. Administration will collaborate with the external lead partner, district content specialists, instructional coach and interventionists to create monthly professional development calendars.
	Assigned to:	Kindel Holloman
	Added date:	11/21/2012
	Target Completion Date:	06/30/2013

		Comments:	<p>A professional development calendar based on classroom observations and learner walk data was developed and is currently being implemented. To date, professional development has done in the following areas: Social Studies, Math and Reading by the district. Pearson has provided an overview session on Critical Features and specific sessions on Routines and Rituals, Clear Purpose, and Modeling that Exposes Thinking.</p> <p>The school's leadership team and the external lead partner met on 1/17/13 to map out support for the remainder of the school year. 1/27/13</p> <p>March 11-12, 2013, communication skills lessons were modeled for teachers in grades K-4 by the lead turn around partner. 6/11/13</p>
		<b>Task Completed:</b>	<b>06/11/2013</b>
	2. Administration, the external lead partner, district content specialists, instructional coach and positive behavior intervention specialist will conduct informal and formal observations to determine the professional development needs of staff.		
		Assigned to:	Kindel Holloman
		Added date:	11/21/2012
		Target Completion Date:	06/30/2013
		Comments:	<p>At the 12/17/12 SGT meeting, the team developed focus walk look-fors for modeling that exposes thinking and academic language. Based on data collected from the focus walks, teachers may need follow-up professional development related to taking advantage of opportunities in which students should be using academic language, using more explicit modeling with think-alouds, scaffolding probing questions and planning questions in advance, and work stations/centers that create opportunities for academic language to be used.</p> <p>Administration has completed first-round formal observations and will begin second-round formals after February 3, 2013. 01/27/13</p> <p>Administration, the external lead partner, district content specialists, instructional coach and positive behavior intervention specialist conducted informal observations as a part of most SGT meetings. Look-fors for these observations were based on the critical features of a lesson. 6/11/13</p>
		<b>Task Completed:</b>	<b>06/11/2013</b>
	3. Administration, the external lead partner, district content specialists, instructional coach and positive behavior intervention specialist will conduct informal and formal observations to determine the effectiveness of professional development.		
		Assigned to:	Kindel Holloman
		Added date:	11/21/2012
		Target Completion Date:	06/30/2013

		Comments:	<p>At the 12/17/12 SGT meeting, the team developed focus walk look-fors for modeling that exposes thinking and academic language. Based on data collected from the focus walks, teachers may need follow-up professional development related to taking advantage of opportunities in which students should be using academic language, using more explicit modeling with think-alouds, scaffolding probing questions and planning questions in advance, and work stations/centers that create opportunities for academic language to be used. 1/27/13</p> <p>The school's leadership team and the external lead partner met on 1/17/13 to map out support for the remainder of the school year data from SGT meeting focus walks was used to determine the effectiveness of previous professional development and where the focus needed to be placed for the remainder of the school year. 1/27/13</p> <p>Administration, the external lead partner, district content specialists, instructional coach and positive behavior intervention specialist continued after the 12/17/12 SGT meeting to conduct informal observations as a part of the meetings. Look-fors for these continued to be based on the critical features of a lesson. 6/11/13</p>
		<b>Task Completed:</b>	<b>06/11/2013</b>
		4. Administration will develop a calendar/schedule for classroom teachers to conduct cycles of peer observations.	
		Assigned to:	Kindel Holloman
		Added date:	11/25/2012
		Target Completion Date:	06/30/2013
		Comments:	<p>March 11-12, 2013, communication skills lessons were modeled for teachers in grades K-4 by the lead turn around partner. 6/11/13</p> <p>Additional peer observations were unable to be scheduled, this task should be continued the following school year. 6/12/13</p>

		<b>Task Completed:</b>	<b>06/12/2013</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/12/2013
	Experience:		6/12/2013 During SGT meetings, the team developed look-for criteria for classroom focus walks based on the instructional focus of the month. After observations data was collected and the team analyzed the data to identify areas of strength and weakness and implementation/next steps were developed. The data was shared at PLC facilitator meetings and faculty meetings to allow teams to develop personal goals and next steps for their teams. Additionally, administration created a tiered professional development calendar for the lead turn around partner to assist teachers based on individual needs and experience.
	Sustain:		6/12/2013 Due to high teacher turnover, professional development sessions offered in years one and two may need to be repeated to ensure continuity of the school culture and that best practices are embedded instructionally.
	Evidence:		6/12/2013 Evidence that this objective has been fully and effectively implemented include agendas, anchor charts, artifacts, lesson plans, feedback from informal and formal observations, video-taped lessons, and weekly professional development calendars.

<b>Indicator</b>	<b>I2 - The LEA/School offers an induction program to support new teachers in their first years of teaching. (950)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 04/24/2012
	Evidence:	The district offers a three year teacher induction program to support new teachers. Each year teachers attend a different level of training year 1 is BEST, year 2 TESA, and year 3 is COMP. The teachers receive a district mentor that visits classrooms and provides real-time coaching tips. The teachers also attend district trainings focused on curriculum and classroom management. The school supports the districts program by providing new teachers with a building mentor and holding monthly new teacher meetings.

<b>Indicator</b>	<b>I3 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (951)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 04/24/2012
	Evidence:	The principal has created a tiered system to track the needs of teachers based on student achievement data, years of service, and classroom observation data. The system allows the professional development opportunities to reach the needs professional growth needs of the teachers. Effective teachers are used to lead professional development, serve as PLC Facilitators for the grade level, building mentors. The Principal in conjunction with the External Turnaround Partner have developed a cohort style of professional development that allows new teachers to get a different level of training than the returning teachers.

<b>Indicator</b>	<b>I4 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (952)</b>		
<b>Status</b>	<b>Objective Met</b> 6/5/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 04/24/2012
			<b>Objective Met</b> - 06/05/2013
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently professional development opportunities are offered on the district and school level. At the school level PD is provide twice a week, at faculty meetings and grade level PD. The sessions are lead by building and district level staff. The focus is decided based on classroom observations, school-wide goals, and student achievement data.	
<b>Plan</b>	Assigned to:	Diana Batliner	
	How it will look when fully met:	Teachers will be provided on-going differentiated professional development based on needs from observations from administrators, student data and teacher request. The professional development will be provided by Pearson, Instructional Coach, District Content Teacher Specialists, and building Administrative Team.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. District Content Teacher Specialists will provide professional development that will include working with teachers during planning to make sure lessons are aligned and meet the appropriate rigor of the standard; modeling for teachers and then debriefing with them about the instructional strategies; observing teachers teach a lesson and providing feedback on instructional practices.		
	Assigned to:	Diana Batliner	
	Added date:	11/26/2012	
	Target Completion Date:	06/30/2013	

		<p>Comments:</p>	<p>District Content Teacher Specialist for reading, science and math have held professional development with teachers in grades K-5 to look at the rigor in the new English, Science and Math standards. They worked with grade levels by looking at lessons available on the district schoolnet site that teachers could use to meet the appropriate rigor of the new standards. The Content Teacher Specialists reviewed the State Framework with teachers and told them to be sure to look at the teacher knowledge and essential understanding when planning instruction to help with content knowledge and rigor.</p> <p>The District Content Teacher Specialist for reading met with teachers K-5 for professional development and discussed the importance of looking at the rigor of the standard, explicit instruction (modeling), digging deeper into texts, using graphic organizers, building vocabulary, integrating technology and more open ended questions on assessments not all multiple choice.</p> <p>The District Content Specialist in math provided professional development K-5 that looked at unwrapping the curriculum (looking at the nouns and verbs in the standards), creating I can statements (using as goal setting for teachers and students) creating rigorous questions, and planning appropriate instruction. She also has met with grade levels for planning, modeling lessons, and discussing instructional strategies.</p> <p>The District Content Specialist for science and math presented a professional development for teachers on how the standards for science and math can be integrated together in a lesson. (1/27/13)</p> <p>The District Content Teacher Specialist for science and math worked with teachers in grade three planning and modeling lessons. The Teacher Specialist for Math taught several lessons during Grade 4 Math Rotation groups. (5/30/13)</p>
		<p>Task Completed:</p>	<p>05/30/2013</p>
		<p>2. Instructional Coach will provide professional development that will include working with teachers during planning to make sure lessons are aligned and meet the appropriate rigor of the standard; modeling for teachers and then debriefing with them about the instructional strategies; observing teachers teach a lesson and providing feedback on instructional practices.</p>	
		<p>Assigned to:</p>	<p>Diana Batliner</p>
		<p>Added date:</p>	<p>11/26/2012</p>
		<p>Target Completion Date:</p>	<p>06/30/2013</p>

		Comments:	<p>The Instructional Coach has met with teachers in K-5 during planning and looked at pacing guides and discussed upcoming objectives in math. Lessons and instructional strategies have been discussed that will best meet the rigor of the standard. The Instructional Coach checks math lesson plans each week and provides teachers with feedback as needed. The Instructional Coach has modeled lessons for teachers in grades 2, 3 and 5 and debriefed with teachers about the lesson. (1/27/13)</p> <p>The Instructional Coach has met with teachers in K-5 during planning and looked at pacing guides and discussed upcoming objectives in math. Lessons and instructional strategies have been discussed that will best meet the rigor of the standard. The Instructional Coach checks math lesson plans each week and provides teachers with feedback as needed. The Instructional Coach has modeled lessons for teachers in grades 2, 3 and 5 and debriefed with teachers about the lesson.</p> <p>The Instructional Coach also met with grades 3-5 each week to look at lessons from the VDOE website. Also went over the powerpoint of Instructional Strategies that VDOE released concerning the rigor and instruction for the new math SOLs. (5/30/13)</p>
		<b>Task Completed:</b>	<b>05/30/2013</b>
	3. Pearson will provide professional development for teachers new to the building on the Critical Features that were introduced to teachers during the 2011-12 School Year. This will include modeling of the Critical Features in a lesson and providing teachers with feedback.		
		Assigned to:	Diana Batliner
		Added date:	11/26/2012
		Target Completion Date:	06/30/2013
		Comments:	<p>Pearson has provided professional development for teachers new to the building on Routines and Rituals, Clear Purpose, Modeling that Exposes Thinking and Academic Language.</p> <p>Pearson had continued to provide professional development throughout the year that has included, Opening that Engages Learning, Shared Reading: Strengthening the Opening; Opening as a Gateway to Reasoning and Justification; Critical Features Galley Walk; Digging Into Data; Reviewing the Work Period; Planning for Success in Work Time; and Literacy Critical Thinking.</p>

		<b>Task Completed:</b>	<b>05/30/2013</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/5/2013
	Experience:		6/5/2013 Staff development was provided at a minimum of two times a week at faculty meetings and grade level meetings. The PD sessions were differentiated based on student data, teacher professional growth needs, and classroom observations. Professional development sessions were led by the external lead turn around partner, Pearson, district level leadership, and building level leadership team members. Teachers were provided next steps at the conclusion of each PD session as a means of providing evidence of implementation. Leadership also monitored implementation through focus walks.
	Sustain:		6/5/2013 Administration needs to continue to monitor implementation on a consistent basis. Refresher in-service sessions need to be provided to ensure continuous embedded professional development based on teacher need. This can be accomplished through observations and focus walks.
	Evidence:		6/5/2013 Documentation that this objective has been fully implemented include reminders of focus walk look-fors on the principal's weekly newsletter, The Monday Motivator, focus walk data, anchor charts, lesson plans, observation post conference feedback, Pearson end of the year instructional survey tool and classroom implementation boards for the critical features of a lesson.

<b>Indicator</b>	<b>I5 - The LEA/School structures professional development to provide adequate time for collaboration and active learning. (953)</b>		
<b>Status</b>	<b>Objective Met</b> 6/17/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 04/24/2012
			<b>Objective Met</b> - 06/17/2013
	Index:		4 (Priority Score x Opportunity Score)
	Priority Score:		2 (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:		Each grade level has common planning time daily. The PLC model is being implemented at each grade level with professional development being provided by the External Lead Turnaround Partner. Substitutes are also provided for half day collaboration sessions at a minimum twice per year.
<b>Plan</b>	Assigned to:		Kindel Holloman
	How it will look when fully met:		Teachers will plan collaboratively with their grade level teams a minimum of one forty-five minute session per week and participate in at least one forty-five minute professional

		development session with their grade level team per week. Professional learning community facilitators will meet bi-monthly for professional development and vertical collaboration.
	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. Professional learning community (PLC) facilitator meetings will be scheduled on a bi-monthly basis.	
	Assigned to:	Danjile Henderson
	Added date:	11/25/2012
	Target Completion Date:	06/30/2013
	Comments:	PLC facilitator meetings have been held on a bi-monthly basis. Some of the topics of discussion have been roles and responsibilities of PLC facilitators, data-driven culture, instructional foci of the week (i.e., clear purpose and established rituals and routines, modeling that exposes thinking and academic language), external audit, and student engagement. (1/27/13)  PLC facilitator meetings continued to be held on a bi-monthly basis throughout the school year. Topics of discussion included the work period, demonstration lessons, strategies used and analysis of student work. 6/14/13
	<b>Task Completed:</b>	<b>06/14/2013</b>
	2. The LEA will include district-wide planning time for elementary teachers in its memorandum of understanding.	
	Assigned to:	LEA
	Added date:	11/25/2012
	Target Completion Date:	08/31/2013
	Comments:	The MOU has provided three forty-five minute blocks per week for individual planning, one forty-five minute block per week for grade level planning and one forty-five minute block per week for professional development. Several grade levels have opted to use the individual planning blocks to plan together as a team. 1/23/12
	<b>Task Completed:</b>	<b>02/20/2013</b>
	3. A monthly professional development calendar will be created and disseminated to teachers.	
	Assigned to:	Danjile Henderson
	Added date:	11/25/2012
	Target Completion Date:	06/30/2012

		Comments:	<p>A professional development calendar based on classroom observations and learner walk data was developed and is currently being implemented. To date, professional development has been delivered in the following areas: Social Studies, Math and Reading by the district. Pearson has provided an overview session on Critical Features and specific sessions on Routines and Rituals, Clear Purpose, and Modeling that Exposes Thinking. 1/27/13</p> <p>Professional development sessions were conducted during faculty meetings and/or grade level planning times on the following topics: establishing our mission, lesson openings, math SOL assessment updates, academic language, justification and reasoning, work period, and student engagement. 6/14/13</p>
		<b>Task Completed:</b>	<b>06/14/2013</b>
	4. Teachers will receive professional development focused on developing the components of an effective lesson.		
		Assigned to:	Danjile Henderson
		Added date:	02/20/2013
		Target Completion Date:	06/30/2013
		Comments:	Teachers received professional development throughout the school year on student engagement, the work period, lesson openings, academic language, accountable talk, modeling that exposes thinking, logical reasoning and justification, collaboration, and building students' capacity for independent learning. This PD took place during faculty meetings and grade level meetings and during early release days. These topics were also a part of discussions at PLC facilitator meetings. 6/14/13
		<b>Task Completed:</b>	<b>06/14/2013</b>
	5. Teachers will collaborate to create a culminating activity that demonstrates their ability to apply the components of an effective lesson from external lead partner professional development.		
		Assigned to:	Danjile Henderson
		Added date:	02/20/2013
		Target Completion Date:	06/30/2013
		Comments:	The February 25, 2013 faculty meeting consisted of grade level presentations and a gallery walk where teams presented evidence of their growth in the areas of rituals/routines, academic language, clear focus, anchor charts, etc. The charts were used by the leadership team and lead turn around partner to determine levels of implementation and future professional development for grade levels. 6/14/13
		<b>Task Completed:</b>	<b>06/14/2013</b>
	6. Professional development sessions focused on the effective use of the work period and the analysis of student work will be conducted to ensure teachers are collecting informal data and checking for understanding.		
		Assigned to:	Danjile Henderson
		Added date:	04/22/2013
		Target Completion Date:	06/30/2013

		Comments:	During the month of April, the lead turn around partner provided weekly professional development on the work period. Teachers also received feedback throughout the year based on informal and formal observations from administration and the lead turn around partner regarding the work period. During the month of April teachers also met with the lead turn around partner to analyze student work samples. 6/14/13
		Task Completed:	06/14/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/17/2013
	Experience:		6/17/2013 As required by the division, teachers at all grade levels met at least once per week for grade level planning and professional development for forty-five minutes each. Many grade levels met beyond the requirement to plan with one another. PLC facilitators met with the leadership team on a bi-weekly basis for professional development and vertical collaboration.
	Sustain:		6/17/2013 Administration should continue to provide weekly planning and professional development time and time for bi-monthly meetings for the PLC facilitators. Additionally, administration should provide a minimum of two half day planning sessions for grade level teams during the year.
	Evidence:		6/17/2013 Evidence that this objective has been fully and effectively implemented include the principal's weekly newsletter, The Monday Motivator, agendas, and the monthly calendar, as well as the district's Memorandum of Understanding (grade level planning and professional development weekly requirements).

<b>Indicator</b>	<b>I6 - The LEA/School provides sustained and embedded professional development related to implementation of new programs and strategies. (955)</b>		
<b>Status</b>	<b>Add a Task</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/24/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 district provides professional development opportunities to support new initiatives through face to face sessions, web based virtual PD sessions, and all staff PD days. The school supports these efforts by having follow-up training at the building level.	
<b>Plan</b>	Assigned to:	Diana Batliner	
	How it will look when fully met:	Teachers will be provided sustained and ongoing professional development related to the implementations of new programs and strategies by District Content Teacher Specialist, Pearson, the Instructional Coach, and building Administrative Team. The professional development will be provided with follow-up observations, feedback, reflections, and discussions with the teachers about the new programs and strategies.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
		1. District Content Teacher Specialist and Instructional Coach will provide ongoing professional development on instructional practices to help teachers with the new state standards for reading, writing, math and science, and history.	
		Assigned to:	Diana Batliner
		Target Completion Date:	06/30/2013
		Comments:	District Content Teacher Specialist for reading, science and math have held professional development with teachers in grades K-5 to look at the rigor in the new English and Math standards. They worked with grade levels by looking at lessons available on the district schoolnet site that teachers could use to meet the appropriate rigor of the new standards. The Content Teacher Specialists reviewed the State Framework with teachers and told them to be sure to look at the teacher knowledge and essential understanding when planning instruction to help with content knowledge and rigor. The District Content Teacher Specialist for reading met with teachers K-5 for professional development and discussed the importance of looking at the rigor of the standard, explicit instruction (modeling), digging deeper into texts, using graphic organizers, building vocabulary, integrating technology and more open ended questions on assessments not all multiple choice. The District Content Specialist in math provided professional development K-5 that looked at unwrapping the curriculum (looking at the nouns and verbs in the standards), creating I can statements (using as goal setting for teachers and students) creating rigorous questions, and planning appropriate instruction. She also has met with grade levels for planning, modeling lessons, and discussing instructional

			<p>strategies. The District Content Specialist for science and math presented a professional development for teachers on how the standards for science and math can be integrated together in a lesson. (1/27/13)</p> <p>Teachers in grades 3-5 were provided a PD on using the practice items on the VDOE website for science, math and reading.</p> <p>District Content Teacher Specialist for Science, Math and Reading worked with grade 3 teachers in March for planning and modeling lessons. The District Content Teacher for Science modeled a Scientific Investigation for all teachers in grade 3 in the science lab.</p> <p>The District Content Teacher Specialist for Math also worked with grade 4 during math rotations during the month of March.</p> <p>From the end of February through March the Instructional Coach met with teachers in grades 3-5. Professional development was held on the VDOE Instructional Math Videos for teachers, Using Statewide SOL Test Results to Guide Instruction, and looked at VDOE lesson plans. The Instructional Coach also met with 3-5 teachers weekly to plan lessons for the upcoming week and to look at VDOE lessons that were aligned with the standards coming up to be taught. The content vocabulary was also looked at to be included in the instruction. Each teacher was provided a copy of the Math Vocabulary Cards on VDOE at the beginning of the year. Teachers were reminded where to find these words on the the VDOE website.</p> <p>The District Content Teacher Specialist for Science also worked with third grade students on how to read diagrams and charts to help them answer questions on the SOL test. She incorporated the use of science vocabulary with students and looked at practice items from the VDOE website. (6/4/2013)</p>
		<b>Task Completed:</b>	<b>06/11/2013</b>
		2. The Instructional Behavior Specialist will provide professional development based on classroom observations to assist teachers with implementing effective classroom management strategies that will help increase student achievement.	
		Assigned to:	Ashanda Bickham
		Target Completion Date:	06/30/2013
		Comments:	<p>CLASS DOJO</p> <p>On Tuesday, 12, 2012 each grade level received professional development on an effective classroom management strategy. Class Dojo is a technology based classroom management system that allows the teacher to award feedback points for specific behaviors, learning habits, and accomplishments while class is in progress via Smartboard, smartphone, or iPad. Class Dojo is a point system that combines technology and behavior management. (updated January 28, 2013)</p>

## KAGAN

On Tuesday, October 23, 2012 a book talk began centered around cooperative learning began with each grade level. The book being used is entitled "Cooperative Learning" by Kagan. The topic of the first session was "Structures", the teachers were introduced to strategies to use that promotes cooperative learning and behavior management. (updated January 28, 2013)

On Thursday, January 4, 2013 the book talk centered around the resource tool entitled "Cooperative Learning" by Kagan was continued with grade levels K-2. The professional development focus was "Teams" and "Management". The grade levels also shared activities that they created incorporating "Kagan Structures" into their lessons, which was from session one of the book talk. (updated January 28, 2013)

## Positive Behavior Inventions and Strategies(PBIS)

On Tuesday, January 15, 2013 the division PBIS coordinator and the division team presented the new behavior management system, PBIS, that will be implement throughout the division to the staff. (updated January 28, 2013)

Positive Behavior Interventions and Supports, PBIS, was adopted as the division's behavior management initiative for the 2013 – 2014 academic school year. Lindenwood has established a team that includes the Assistant Principal, Instructional Behavior Specialist, school counselor, 1 special education teacher, and 2 regular education teachers. The team has a scheduled meeting on the second and fourth Mondays of each month from 8:15 – 9:00am in the media center. The team has analyzed discipline data for the school year thus far and identified problem locations, which are instructional areas such as the classroom, technology lab, and library. Most discipline incidents are occurring between 1 o'clock and 2 o'clock. Harassment and fighting are the two infraction categories that need to addressed.

The team has also identified Tier 2 students by grade level. We plan to use a 2 X 10 discipline strategy with those students. Each student will be assigned a mentoring teacher or faculty member. The Tier 3 students who are consistently being placed in in-school suspension(ISS) now have a more structured schedule. The new master schedule for alternative learning lab created by the team allows students to receive guided instruction in all content areas daily, based on classroom teacher's lesson plans. The students will also participate in teambuilding activities and character lessons. The team is currently creating a list of alternatives to suspensions to use with our Tier 2 and Tier 3 students.

The PBIS team created "Expectations" for Lindenwood based on the divisions theme" Be Respectful..... Be Responsible..... Be Safe". Lesson plans including videos will be created to use at the beginning of the 2013 - 2014 school year. (updated April 22, 2013)

## Teachers

The teachers receive a Behavior Management TIP weekly via email based on school climate concerns and discipline data. (updated April 22, 2013)

		Task Completed:	05/28/2013
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 2 (100%)	

<b>Indicator</b>	<b>I7 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (957)</b>		
<b>Status</b>	<b>Objective Met</b> 6/5/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/24/2012	
		<b>Objective Met</b> - 06/05/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	A professional development calendar is developed quarterly based on student achievement data and classroom observation. Administrators look for strategies covered during PD sessions during classroom observations and documents the level of implementation.	
<b>Plan</b>	Assigned to:	Ashanda Bickham	
	How it will look when fully met:	Professional development is scheduled based on the student achievement data and classroom observations conducted by the administrative team. The calendar is set up quarterly based upon these observations. The focus of these observations will be to document whether the professional development strategies are being implemented during classroom observations and walk-throughs.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. The administrative team will create a quarterly calendar each quarter for the professional development based upon classroom observations and walk-throughs and student achievement data.		
	Assigned to:	Ashanda Bickham	
	Added date:	11/21/2012	
	Target Completion Date:	06/30/2013	
	Comments:		
	<b>Task Completed:</b>	<b>05/28/2013</b>	
	2. The Leadership Team will create a weekly school-wide instructional focus based on classroom observations and walk-throughs. This will be communicated to the staff through the Monday Motivator.		
	Assigned to:	Ashanda Bickham	
	Added date:	11/21/2012	
	Target Completion Date:	06/30/2013	

		<p>Comments:</p>	<p>The instructional focuses September through October was "Clear Purpose" and "Establishing Rituals and Routines". A clear purpose is evident if the students can articulate the purpose of the lesson. Rituals are the procedures or rules for the work the teacher and the students will do in class. Routines are the procedures that happen often, but perhaps not every day. Charts would be explicit and visible. The Instructional focus November through December was "Modeling that Exposes Thinking" and "Academic Language". Teachers can use this form of modeling as part of scaffolding. January's focus has been "Student Engagement", making sure the students are engaged in hands-on learning opportunities. (updated January 28, 2013)</p> <p>The instructional focus for January- February was "Students Engagement". The instructional focus for March through April is "Student Engagement" and "Work Period". Ensuring that teachers are preparing lessons that promote student collaboration including dialogue and discussion. Teachers need to build students' capacity for independent learning. (updated April 22, 2013)</p> <p>The instructional focus for May was "Work Period" and "Analyzing Student Work". Teachers are focusing on writing lesson plans that allow time for the students to be actively engaged in hands-on activities. Teachers are also analyzing data from common formative assessments that are given weekly to drive remediation and instruction. The student work allows the teachers to focus on misconceptions students are having.(updated May 21, 2013)</p>
		<p><b>Task Completed:</b></p>	<p><b>05/28/2013</b></p>
	<p>3. Walk through data will be shared with the staff.</p>		
		<p>Assigned to:</p>	<p>Ashanda Bickham</p>
		<p>Added date:</p>	<p>11/21/2012</p>
		<p>Target Completion Date:</p>	<p>06/30/2013</p>
		<p>Comments:</p>	<p>Shared Governance meetings were held on October 15th, November 19th, and December 17th from 12 – 2 pm. A component of each Shared Governance Team meeting is classroom walk-throughs. The walk-through data is shared with the staff as a whole and then with each grade level on specific topics of concern as well as positive feedback. (updated January 31,2013)</p> <p>Shared Governance meetings were held on January 28th and February 25th, the meetings followed the normal agenda. The School Governance meeting held on March 18th was a "mock" of what the State Board Meeting would be like on the following day. This meeting was held all day at Lindenwood Elementary. The following School Governance meeting was held on April 15th at Tidewater Park Elementary. There will not be a SGT meeting during the month of May due to state testing schedule. The last School Governance Meeting is scheduled for June 3rd.(update April 22, 2013)</p>

		<b>Task Completed:</b>	05/28/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/5/2013
	Experience:		6/5/2013 During SGT meetings, the team developed look for criteria for classroom focus walks based on the instructional focus of the month. After observations data was collected and the team analyzed the data to identify areas of strength and weakness and implementation/next steps were developed. The data was shared at PLC facilitator meetings and faculty meetings to allow teams to develop personal goals and next steps for their teams.
	Sustain:		6/5/2013 A monthly instructional focus needs to be set and monitored on a continuous basis. Continue to give feedback specific to grade levels, so that instructional practices can be adjusted accordingly. Administration should continue to monitor lesson plans for additional evidence of implementation of monthly instructional focus.
	Evidence:		6/5/2013 Evidence that this objective has been fully and effectively implemented include lesson plans, post conference observation feedback, focus walk data, and end of the year survey from the external lead partner.

<b>Indicator</b>	<b>I8 - The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (958)</b>		
<b>Status</b>	<b>Objective Met</b> 6/14/2013		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 04/24/2012
			<b>Objective Met</b> - 06/14/2013
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 building principal submits copies of formal and informal observations to the designated executive director. The principal also submits a quarterly observation report.	
<b>Plan</b>	Assigned to:	Diana Batliner	
	How it will look when fully met:	The Administrative Team will do frequent informal classroom observations and provide teachers with regular and timely feedback to help teachers improve on their instructional practices. The Administrative Team, classroom teachers, and instructional team will look at student performance data on a regular basis to make adjustments to instructional practices to meet the needs of the students.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. Administrative Team will make a Focus Walk Classroom Observation Sheet based on the Critical Features from Pearson. The Administrative Team will develop "Look Fors" for each Critical Feature to use on the Focus Walk observation.		
	Assigned to:	Danjile Henderson	
	Added date:	11/26/2012	
	Target Completion Date:	06/30/2013	
	Comments:	<p>Each week on the Monday Motivator given to each staff member, there is an Instructional Focus bases on the Critical Features from Pearson. The Administrative Team develops "Look Fors" for each Critical Feature that they use for the Focus Walk Observation Sheet. "Look Fors" have been developed and used for Clear Purpose, Rituals and Routines, Modeling that Exposes Thinking and Accountable Talk. (1/27/13)</p> <p>At SGT meetings "Look Fors" criteria were developed for the Instructional Focus of the month. The SGT team then did classroom observations using the look for sheets. After the walk throughs the team met to discuss the findings from the classroom observations. Based on these classroom observations the team developed a list of strenghts and next steps were for the Instructional Focus. (5/28/2013)</p>	
	<b>Task Completed:</b>	<b>06/14/2013</b>	
	2. Administrative Team will attend grade level meetings to provide feedback from the Classroom Observation Focus Walk and to discuss instructional practices.		

		Assigned to:	Danjile Henderson
		Added date:	11/26/2012
		Target Completion Date:	06/30/2013
		Comments:	At SGT meetings "Look Fors" criteria were developed for the Instructional Focus of the month. The SGT team then did classroom observations using the look for sheets. After the walk throughs the team met to discuss the findings from the classroom observations. Based on these classroom observations the team developed a list of strenghts and next steps were for the Instructional Focus. The data was then shared at grade level and faculty meetings so that teams could develop instructional goals to address next steps. (5/28/2013)
		<b>Task Completed:</b>	<b>06/14/2013</b>
	3. The Administrative team holds data meetings with grade levels every two weeks to discuss and adjust instructional practices based on student data.		
		Assigned to:	Danjile Henderson
		Added date:	11/26/2012
		Target Completion Date:	06/30/2013
		Comments:	The Administrative Team holds data meetings with grades 3-5 weekly to discuss CFA data. At these meetings teachers discuss their data and share instructional practices that were successful and how to adjust those instructional practices that were not successful. (1/27/13)  The Adminstrative Team held data meetings with grades 3-5 weekly to discuss classroom data. Teachers discussed the data and and shared instructional practices that were successful, how to adjust instructional practices to align with the rigor of the standards, and how to use data to drive instruction. (5/28/13)
		<b>Task Completed:</b>	<b>06/14/2013</b>
	4. Informal walk-through data will be shared with staff on a weekly and monthly basis at faculty meetings and posted on data door.		
		Assigned to:	Danjile Henderson
		Added date:	11/29/2012
		Target Completion Date:	06/30/2013
		Comments:	The Administrative Team shares the information from the informal walk-through with the staff at faculty meetings. Grade levels discuss trends that are seen in the data and to identify instructional practices that are working. The Administrative Team also shares video of teachers from their Informal Walk Through Observations that have demonstrated the "Look Fors" in their instruction. Information from these informal observations are also posted on the data door. (1/27/13)  The Administrative Team continued to share informal walk through data with the staff at faculty meetings and grade level meetings. Grade levels discussed trends that were seen in the data and developed next steps to improve instructional strategies to align with the rigor of the standards. (5/28/13)

		<b>Task Completed:</b>	06/14/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/14/2013
	Experience:		6/14/2013 The administrative team conducted daily classroom observations and walk-throughs. The principal set a weekly instructional focus in the Monday Motivator to guide instruction. Focus for walk-throughs was based on professional development sessions and follow-up information from SGT meetings. Next steps were provided to grade levels, as well as individual teachers to improve instructional practices. The leadership team also met with teachers in grades 3-5 to discuss student data and make plans for remediation and adjustments to instructional practices.
	Sustain:		6/14/2013 Administration should continue to provide a weekly instructional focus. A portion of SGT meetings should continue to be used to conduct focus walks with data analysis and next steps which should be shared with teachers in order to improve instructional practices.
	Evidence:		6/14/2013 Evidence that this objective has been fully and effectively implemented include lesson plans, focus walk data, feedback given to teachers from informal and formal observations.

<b>Indicator</b>	<b>I9 - The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (959)</b>		
<b>Status</b>			
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/24/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Building administrators and School Governance Team members conduct informal classroom observations. The data is used to develop professional development sessions to meet the needs of teachers.	
<b>Plan</b>	Assigned to:	Kindel Holloman	
	How it will look when fully met:	Teachers will participate in on-going professional development designed to enhance their professional knowledge and ability to deliver direct instruction which will result in improved student performance on division benchmark assessments and Standards of Learning tests areas which were previously of concern.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. The school leadership team, external lead partner, and district content specialists will analyze data from classroom observations, district benchmark assessments, and common formative assessments to determine the professional development needs of staff.		
	Assigned to:	Kindel Holloman	
	Target Completion Date:	06/30/2013	

		<p>Comments:</p>	<p>A professional development calendar based on classroom observations and learner walk data was developed and is currently being implemented. To date, professional development has been done in the following areas: Social Studies, Math and Reading by the district. Pearson has provided an overview session on Critical Features and specific sessions on Routines and Rituals, Clear Purpose, and Modeling that Exposes Thinking.</p> <p>At the 12/17/12 SGT meeting, the team developed focus walk look-fors for modeling that exposes thinking and academic language. Based on data collected from the focus walks, teachers may need follow-up professional development related to taking advantage of opportunities in which students should be using academic language, using more explicit modeling with think-alouds, scaffolding probing questions and planning questions in advance, and work stations/centers that create opportunities for academic language to be used. 1/27/13</p> <p>The school's leadership team and the external lead partner met on 1/17/13 to map out support for the remainder of the school year. 1/27/13</p> <p>March 11-12, 2013, communication skills lessons were modeled for teachers in grades K-4 by the lead turn around partner. This was based on informal and formal observations by administration and the lead turn around partner. 6/11/13</p> <p>The February 25, 2013 faculty meeting consisted of grade level presentations and a gallery walk where teams presented evidence of their growth in the areas of rituals/routines, academic language, clear focus, anchor charts, etc. The charts were used by the leadership team and lead turn around partner to determine levels of implementation and future professional development for grade levels. Additionally, data from common formative assessments and division benchmark assessments was analyzed by the leadership team after each administration to determine professional development needs of teachers. 6/14/13</p>
		<p>Task Completed:</p>	<p>06/14/2013</p>
		<p>2. Administration, the external lead partner, district content specialists, instructional coach and positive behavior intervention specialist will conduct informal and formal observations to determine the professional development needs of staff.</p>	
		<p>Assigned to:</p>	<p>Kindel Holloman</p>
		<p>Target Completion Date:</p>	<p>06/30/2013</p>

		Comments:	<p>At the 12/17/12 SGT meeting, the team developed focus walk look-fors for modeling that exposes thinking and academic language. Based on data collected from the focus walks, teachers may need follow-up professional development related to taking advantage of opportunities in which students should be using academic language, using more explicit modeling with think-alouds, scaffolding probing questions and planning questions in advance, and work stations/centers that create opportunities for academic language to be used.</p> <p>The school's leadership team and the external lead partner met on 1/17/13 to map out support for the remainder of the school year. 1/27/13</p> <p>March 11-12, 2013, communication skills lessons were modeled for teachers in grades K-4 by the lead turn around partner. This professional development was based on informal and formal observations by administration and the lead turn around partner. 6/11/13</p>
		Task Completed:	06/14/2013
	3. Administration will collaborate with the external lead partner, district content specialists, instructional coach and interventionists to create monthly professional development calendars.		
		Assigned to:	Kindel Holloman
		Target Completion Date:	06/30/2013
		Comments:	<p>A professional development calendar based on classroom observations and learner walk data was developed and is currently being implemented. To date, professional development has done in the following areas: Social Studies, Math and Reading by the district. Pearson has provided an overview session on Critical Features and specific sessions on Routines and Rituals, Clear Purpose, and Modeling that Exposes Thinking.</p> <p>The school's leadership team and the external lead partner met on 1/17/13 to map out support for the remainder of the school year. 1/27/13</p> <p>March 11-12, 2013, communication skills lessons were modeled for teachers in grades K-4 by the lead turn around partner. This professional development was based on informal and formal classroom observations by administration and the lead turn around partner. 6/11/13</p> <p>The February 25, 2013 faculty meeting consisted of grade level presentations and a gallery walk where teams presented evidence of their growth in the areas of rituals/routines, academic language, clear focus, anchor charts, etc. The charts were used by the leadership team and lead turn around partner to determine levels of implementation and future professional development for grade levels. Additionally, data from common formative assessments and division benchmark assessments was analyzed by the leadership team after each administration to determine professional development needs of teachers. 6/14/13</p>
		Task Completed:	06/14/2013
	4. A monthly professional development calendar will be created and disseminated to teachers.		

		Assigned to:	Danjile Henderson
		Target Completion Date:	06/30/2013
		Comments:	<p>A professional development calendar based on classroom observations and learner walk data was developed and is currently being implemented. To date, professional development has been done in the following areas: Social Studies, Math and Reading by the district. Pearson has provided an overview session on Critical Features and specific sessions on Routines and Rituals, Clear Purpose, and Modeling that Exposes Thinking. 1/27/13</p> <p>The school's leadership team and the external lead partner met on 1/17/13 to map out support for the remainder of the school year. 1/27/13</p> <p>At the beginning of each month, teachers received a professional development calendar. Teachers also received weekly reminders for PD through the principal's weekly newsletter. 6/14/13</p>
		<b>Task Completed:</b>	<b>06/14/2013</b>
	5. Administration will develop a calendar/schedule for classroom teachers to conduct cycles of peer observations.		
		Assigned to:	Kindel Holloman
		Target Completion Date:	06/30/2013
		Comments:	The Principal and Assistant Principal created a schedule detailing the observations and walk-throughs for teachers based on priority. The schedule is based on teaching experience and need. (10/01/2012)
		<b>Task Completed:</b>	<b>06/10/2013</b>
	6. Teachers will receive professional development focused on developing the components of an effective lesson.		
		Assigned to:	Danjile Henderson
		Target Completion Date:	06/30/2013

		Comments:	<p>A professional development calendar based on classroom observations and learner walk data was developed and is currently being implemented. To date, professional development has been done in the following areas: Social Studies, Math and Reading by the district. Pearson has provided an overview session on Critical Features and specific sessions on Routines and Rituals, Clear Purpose, and Modeling that Exposes Thinking.</p> <p>In November 2012, teachers were divided into two groups. New teachers received training on rituals and routines and teachers who were at the school the previous year received training on academic language and modeling that exposes thinking. During the months of January and February professional development regarding the opening (strengthening the opening, engaging learners during the opening, and using the opening as a gateway to reasoning and justification) was provided. In April, the work period was reviewed by the lead turn around partner with teachers. Teachers also participated in a session on planning for success during the work period. 6/14/13</p> <p>March 11-12, 2013, communication skills lessons were modeled for teachers in grades K-4 by the lead turn around partner. This professional development was based on informal and formal observations by administration and the lead turn around partner. 6/11/13</p>
		Task Completed:	06/14/2013
	7. Teachers will collaborate to create a culminating activity that demonstrates their ability to apply the components of an effective lesson from external lead partner professional development.		
		Assigned to:	Danjile Henderson
		Target Completion Date:	06/30/2013
		Comments:	The February 25, 2013 faculty meeting consisted of grade level presentations and a gallery walk where teams presented evidence of their growth in the areas of rituals/routines, academic language, clear focus, anchor charts, etc. The charts were used by the leadership team and lead turn around partner to determine levels of implementation and future professional development for grade levels. 6/14/13
		Task Completed:	02/25/2013
<b>Implement</b>	Percent Task Complete:		Tasks completed: 7 of 7 (100%)

<b>Indicator</b>	<b>I10 - The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (960)</b>		
<b>Status</b>	<b>Objective Met</b> 6/17/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/24/2012	
		<b>Objective Met</b> - 06/17/2013	
	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:	Grade level chairs have been given the title of PLC Facilitators. With the support of the External Lead Turnaround partner PD is being offered to fully implement the PLC model.	
<b>Plan</b>	Assigned to:	Karen Walker	
	How it will look when fully met:	The LEA/ Team will become a professional learning community that will foster continuous learning among the staff at our school. Professional development will be based upon walk-through data and classroom observations conducted by the Leadership Team and the External Lead Turnaround partner. Professional Development will be offered based on these walk-throughs and observations.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. The PLC facilitators and the Leadership Team will attend Professional Development offered by the External Lead Turnaround partner. This Professional Development will be based upon the walk-through data and classroom observations.		
	Assigned to:	Karen Walker	
	Added date:	11/21/2012	
	Target Completion Date:	06/30/2013	

		Comments:	<p>The Leadership Team and PLC facilitators met to look at the external audit/walk-through analysis. The team members met to identify glows and grows from the audit. They made recommendations of items that needed to be addressed and corrected. This information is to be taken back to the grade levels by the PLC facilitators. The Pearson External Lead Turn Around facilitator then presented information on the data module. 11/15/2012</p> <p>The PLC facilitators took the information from the external audit/walk-through analysis back to their grade levels. This information was discussed and the grade levels decided what their next steps would be to address any information that applied to them. The Administrative Team will do walk-throughs and observations to follow up on any items that need to be addressed by staff members from the external audit. 1/16/2013</p> <p>March 11-12, 2013, communication skills lessons were modeled for teachers in grades K-4 by the lead turn around partner. 6/11/13</p>
		Task Completed:	06/11/2013
	2. The PLC facilitators will conduct weekly grade level meetings with their grade level teams. They will share the information from their monthly professional development conducted by the External Lead Turnaround Partner.		
	Assigned to:	Karen Walker	
	Added date:	11/21/2012	
	Target Completion Date:	06/30/2013	
	Comments:	<p>The PLC facilitators met and discussed their responsibilities to their grade level team members. They are to share information from their monthly professional development with their grade level. The grade level is supposed to devote time in their grade level meetings for the PLC facilitator to share and get feedback from their grade level. The PLC facilitator will bring this feedback to next month's professional development conducted by the External Lead Turnaround Partner. 12/5/2012</p> <p>The PLC facilitators are meeting with their grade level members each week. The principal, Mrs. Henderson, stated that they may need to meet twice a week to be able to address all of the needs of the grade level members. The PLC facilitators are sharing information from their PLC/Leadership Team meetings to keep everyone up to date. They are discussing any instructional needs along with looking at the data for their grade level. 1/26/2013</p> <p>During the month of April, the focus of the PLC Facilitator Meetings was the work period. Grade levels shared their progress on previous look-fors and student engagement. Next steps were linked to the analysis of student work. 6/14/13</p>	

		<b>Task Completed:</b>	<b>06/14/2013</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/17/2013
	Experience:		6/17/2013 PLC facilitator meetings were scheduled bi-monthly. At these meetings, data based on walk-throughs and classroom observations conducted by the SGT team, external lead partner, and administration was shared with the facilitators in terms of strengths and weaknesses, as well as levels of implementation/next steps. Facilitators shared the information with their teams and used it to develop personal goals and next steps for their teams.
	Sustain:		6/17/2013 Additional training needs to be provided to PLC facilitators (grade level leaders) to continue to build their capacity. The principal should also reassign PLC facilitators for the upcoming school year. Administration should continue to provide and monitor a monthly instructional focus. A portion of SGT meetings should continue to be used to conduct focus walks with data analysis and next steps which should be shared with the PLC facilitators. PLC facilitators should then share the data with their grade levels to improve instructional practices. PLC facilitators will be given more opportunities to update administration on the progress of the grade levels' implementation of the monthly focus.
	Evidence:		6/17/2013 Evidence that this objective has been fully and effectively implemented include informal and formal observation data, feedback given to teachers, agendas, the principal's weekly newsletter, monthly calendar, and PLC facilitator binders.

<b>Indicator</b>	<b>I11 - The LEA/School promotes a school culture in which professional collaboration is valued and emphasized. (961)</b>		
<b>Status</b>	<b>Add a Task</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/24/2012	
	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 principal communicates the importance of collaboration and provides time grade level and vertical collaboration opportunities. The PLC model is being implemented.	
<b>Plan</b>	Assigned to:	Nicole Griffin	
	How it will look when fully met:	Teachers will participate in weekly staff meetings that will feature professional development and opportunities to collaborate (across content and grade levels). Professional development will also be tiered based on teacher capacity and experience (vertically).	
	Target Date:		

	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1.	All grade levels will be reorganized to include a PLC Facilitator.
	Assigned to:	Nicole Griffin
	Target Completion Date:	06/30/2013
	Comments:	Starting this school year, each grade level has a PLC Facilitators that chairs grade level meeting, attends school leadership meetings at least once a month, and shares information with their grade level. They are also considered the "go to person" on their grade level team. Updated: June 3, 2013
	<b>Task Completed:</b>	<b>05/31/2013</b>
	2.	PLC Facilitators will be provided with tiered professional development to help them better understand and operate in their role as a leader for their grade level.
	Assigned to:	Nicole Griffin
	Target Completion Date:	06/30/2013
	Comments:	School leadership provided PD at least once a month during the leadership team meetings. In addition, Pearson provided PD during the second semester that focused on how to conduct an effective team meeting and how to review student work a grade level. These sessions were revisited when the PLC or grade level teachers were asked to bring evidence of implimentation to a follow-up session. Updated: June 3, 2013
	<b>Task Completed:</b>	<b>06/14/2013</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 2 (100%)

## Transformation Toolkit

### Strand J: Increasing Learning Time

<b>Indicator</b>	<b>J1 - The principal is familiar with research and best practices associated with efforts to increase learning time. (962)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 04/18/2012
	Explain why not a Priority or Interest:	Will be included in year 2

<b>Indicator</b>	<b>J2 - The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (963)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/18/2012
	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 principal has assessed the areas of need based on student achievement data. Some of the programs that will be used to support the extended learning program have been selected.	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>J3 - The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (964)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 04/18/2012	
	Explain why not a Priority or Interest:	Will be included in year 2	

<b>Indicator</b>	<b>J4 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (965)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 04/18/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently funds have been allocated to support salaries for morning "Before the Bell" tutoring sessions using Istation.	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>J5 - The LEA assists school leaders in networking with potential partners and in developing partnerships. (966)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 04/18/2012	
	Explain why not a Priority or Interest:	Will be included in year 3	

<b>Indicator</b>	<b>J6 - The LEA/School creates and sustains partnerships to support extended learning. (967)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 04/18/2012	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 is using the district partnership program to identify potential partners. A volunteer/partnership orientation is scheduled.
<b>Plan</b>	Assigned to:	Not yet assigned

<b>Indicator</b>	<b>J7 - The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (968)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 04/18/2012
	Explain why not a Priority or Interest:	Will be included in year 2

<b>Indicator</b>	<b>J8 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (969)</b>		
<b>Status</b>	Objective Met 6/14/2013		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 04/18/2012	
		Objective Met - 06/14/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Begin before the bell IStation morning program for all students K-5. All students will be invited to a summer enrichment program.	
<b>Plan</b>	Assigned to:	Nicole Griffin	
	How it will look when fully met:	The Leadership Team and the Administration will monitor the progress of the extended learning time programs that will be implemented throughout the 2012-2013 school year. Data will be used to modify and assess the effectiveness of the programs that have been implemented.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. A Math Power Block will be added at the end of the school day for Kindergarten through fifth grade. This is an additional block of time for remediation and review of math skills.		
	Assigned to:	Nicole Griffin	
	Added date:	11/26/2012	
	Target Completion Date:	06/30/2013	

		Comments:	<p>The last 30 minutes of the day has been set aside for a math power block in grades Kindergarten through fifth grade. Each grade level uses this additional time for review of math skills or remediation of students who are experiencing difficulty with math. This time is reflected by the master schedule. 9/30/2012</p> <p>The teacher use historical/current data to determine topics for the math power block. The teachers in K-2 use grade level assessments to determine topics. The teachers in grades 3-5 use the Pearson kits for remediation. 12/5/2012</p> <p>The teachers continue to use the math power block as a way to re-mediate and re-teach math skills and topics that students continue to have difficulty in understanding. Some teachers use this extra block of time to provide meaningful workstations for independent practice to facilitate better understanding of math concepts. 2/16/2013</p> <p>The use of the Power Block lasted until a week before testing. 05/21/13</p>
		<b>Task Completed:</b>	<b>05/21/2013</b>
	2. All of the students will be offered the opportunity to come in for additional time on Indistar and Achieve 3000. This will be offered before the school day begins.		
		Assigned to:	Nicole Griffin
		Added date:	11/26/2012
		Target Completion Date:	06/30/2013
		Comments:	<p>Planning has begun to offer all of our students the opportunity to come in before school to use Indistar and Achieve 3000. A letter will be sent home to all of our parents to explain this to them. The students will need to bring their permission slip signed by their parents to be able to attend. 01/25/2013</p> <p>We plan to begin the Before the Bell program for our students in March. The students will come in early to school to use Indistar in Grades K-2 and Achieve 3000 in Grades 3-5. 02/16/2013</p> <p>The Before the Bell program was tabled for this school year. Updated: 04/21/2013</p>
		<b>Task Completed:</b>	<b>04/19/2013</b>
	3. The SOL after school tutoring/remediation program will be offered to third through fifth grade students.		
		Assigned to:	Nicole Griffin
		Added date:	11/26/2012
		Target Completion Date:	06/30/2013

		Comments:	<p>Planning has begun for the after school tutoring/remediation program. It will be offered to third through fifth grade students. It will begin in January, 2013. 12/19/2012</p> <p>The SOL Remediation Program began on Tuesday, January 8, 2013 and will end on Wednesday, May 1, 2013. It run every Tuesday and Wednesday. We have 2 dedicated/capable teachers for each grade level. This program was structured to meet the needs of students that failed both the reading and math benchmark tests for 1st quarter. The turnout so far has been great. 3rd and 5th grade has meet the goal of 30 participants. 4th grade is currently at 18. Teachers are using materials from After the Bell for reading, Pearson for mathematics, and Achieve 3000 as a computer-based program. Teachers were recently trained for Destinations Math and now that will also be added as a computer-based program starting the first week in February. Updated: Sunday, January 27, 2013</p> <p>The SOL Remediation Program ended on Wednesday, May 1st. However, thirty 3rd- 5th grade students were invited back May 15th - May 29th were invited back to participate in Educate Online to fulfill their 20 hours. Updated: 05/21/13</p>
		<b>Task Completed:</b>	<b>05/21/2013</b>
		4. All students will be offered the opportunity to attend a summer remediation and enrichment program.	
		Assigned to:	Nicole Griffin
		Added date:	11/26/2012
		Target Completion Date:	07/30/2013
		Comments:	Lindenwood is hosting our own summer school for grades K-5th grade. The permission slips for summer school were sent home on Monday, May 20th. Instruction will take place from 9:00 to 2:00 and Norfolk Parks and Recreation will take over until 4:00. Summer School starts on June 24th to July 24th. The primary instructional focus will be reading and mathematics. Updated: 05/21/13
		<b>Task Completed:</b>	<b>05/21/2013</b>
		5. A K-2 Extended Day Program will address the needs of students that are at risk of being retained or a below benchmark in reading (according to PALS).	
		Assigned to:	Nicole Griffin
		Added date:	04/22/2013
		Target Completion Date:	05/31/2013
		Comments:	Extended Day for K-2 was offered to all students that are in danger of being retained or failed to meet benchmark for PALS. The program began on Tuesday, April 9th through Wednesday, May 29th. At this time we are averaging 30 students that are actively participating. The main focus of the program in phonemic awareness and number sense. Updated 05/21/13
		<b>Task Completed:</b>	<b>05/21/2013</b>
		6. Educate Online Tutoring/VDOE Pilot will be added to the 3-5 SOL Remediation Program.	
		Assigned to:	Nicole Griffin

		Added date:	04/22/2013
		Target Completion Date:	05/10/2013
		Comments:	Students were pulled from classes to participate in Educate Online. Their test data determined if they had a greater need in reading or mathematics and they have been tutored based on it. The majority of the participants are being tutored in mathematics. In addition, students that were already in the 3rd-5th Grade Afterschool SOL Remediation Program were targeted. They were pulled afterschool to complete their hours. Due to system failures, student absences, and state testing, our students will be working with this program until the end of school year. Updated: 05/21/13
		Task Completed:	05/21/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/14/2013
	Experience:		6/14/2013 The master schedule was adjusted to provide the additional writing block for fifth grade and a math power block for grades K-5. It was difficult to find and retain staff to teach during the after school program. The Before the Bell program allowed students to use the computer to complete iStation and Destination Math lessons. All students were invited to the extended learning program. It was designed to meet the needs of learners performing above, on and below grade level.
	Sustain:		6/14/2013 Continue providing intervention opportunities outside of the regular school day in grades K-5. For reading, resources utilized need to be aligned with the new standards. Teachers should be monitored to ensure that resources are aligned with the standards. This may require modification of resources.
	Evidence:		6/14/2013 A K-5 Before the Bell program was held for the 2011-2012 school year. After school intervention programs K-5 were held for the 2011-2012 and 2012-2013 school years. An additional writing block was created within the master schedule for fifth grade during the 2011-2012 school year. It continued throughout the 2012-2013 school year. The summer extended learning program was held for a month in 2011-2012 and 2012-2013 to provide remediation and enrichment. During the 2012-2013 school year, the master schedule was adjusted to provide time for a math power block at the end of each day in grades K-5.

## Transformation Toolkit

### Strand K: Reforming Instruction

<b>Indicator</b>	<b>K1 - The school has established a team structure among teachers with specific duties and time for instructional planning. (970)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 11/22/2011

Evidence:	Grade level teams are established with identified grade level chairs. Grade chairs meet along with the leadership team to develop instructional strategies based on analyzed student data. Grade level teams meet weekly to plan and submit action steps. Half-day planning/professional development sessions are scheduled, as well as Saturday in-services. Building specialists coach, co-teach, assist with instructional planning and provide any additional instructional support needed.
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<b>Indicator</b>	<b>K2 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (971)</b>
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<b>Status</b>	<b>Objective Met</b> 6/5/2013
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<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/22/2011
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		<b>Objective Met</b> - 06/05/2013
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Index:	6	(Priority Score x Opportunity Score)
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Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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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)
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Describe current level of development:	The principal and instructional administrator conduct frequent classroom observations and walkthroughs. Feedback is given within three days of all formal observations. Behavior management tips are given through a weekly memo and one-on-one when needed. The administrative team ensures that teachers have current state and district curriculum guides, pacing guides, curriculum frameworks, and Standards of learning to ensure that the written, taught and tested curricula are aligned. Additional instructional support, including before and after school tutoring and day time tutors, is aligned with building level goals.
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<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman
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	How it will look when fully met:	The principal and instructional administrator conduct frequent classroom observations and walkthroughs. Feedback is given within three days of all formal observations. Behavior management tips are given through a weekly memo and one-on-one when needed. The administrative team ensures that teachers have current state and district curriculum guides, pacing guides, curriculum frameworks, and Standards of learning to ensure that the written, taught and tested curricula are aligned. Additional instructional support, including before and after school tutoring and day time tutors, is aligned with building level goals. Grade level chairs, and leadership team members will be given additional responsibilities to build capacity.
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	Target Date:	06/30/2012
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	<b>Tasks:</b>	
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	1. The principal and Instructional administrator will develop a system on conducting classroom observations and providing feedback.	
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	Assigned to:	Danjile Henderson
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		Added date:	11/30/2011
		Target Completion Date:	09/30/2011
		Comments:	A system for conducting classroom observations and providing feedback was developed and is utilized daily. The system consists of a color coded chart to indicate which administrator will conduct the interview and when. Teachers on summative are scheduled to be observed formally a minimum of four times. Teachers not on summative are scheduled to be observed formally a minimum of three times. Informal observations are conducted daily. Administration meets briefly each morning to discuss which teachers will be observed by which administrator. 12/20/12
		<b>Task Completed:</b>	<b>09/28/2012</b>
	2. Joint observations will be conducted with the Principal, Instructional Administrator, ILP, ELP, and district SGT members.		
		Assigned to:	Danjile Henderson
		Added date:	11/30/2011
		Target Completion Date:	06/30/2011
		Comments:	<p>Joint observations are conducted monthly as a part of School Governance Team (SGT) meetings, as well as joint observations with the administration and ILP. 12/20/12</p> <p>The principal, instructional administrator, and external lead partner have conducted joint observations using the Pearson Critical Features Classroom Observation form. Teachers are provided with feedback that includes strengths, observations, and next steps. 1/27/13</p> <p>The principal, instructional administrator, ILP, ELP and district SGT members observe jointly as a part of most SGT meetings. Data collected from these observations is shared with grade levels and used to determine the professional development needs of the teachers. 6/2/13</p>
		<b>Task Completed:</b>	<b>05/31/2013</b>
	3. Grade level chairs will attend leadership team meetings bi-monthly.		
		Assigned to:	Danjile Henderson
		Added date:	11/30/2011
		Target Completion Date:	06/30/2012
		Comments:	Grade level chairs attend bi-monthly leadership team meetings to discuss the accountability plan. 12/20/13

		<b>Task Completed:</b>	<b>05/31/2013</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/5/2013
	Experience:		6/5/2013 The external lead partner, Pearson, provided summer training and monthly training throughout the school year for PLC facilitators.
	Sustain:		6/5/2013 Additional training will provided to PLC facilitators (grade level leaders) to continue to build their capacity. The principal will also reassign PLC facilitators for the upcoming school year. PLC facilitators will be given more opportunities to update administration on progress of the grade levels' implementation of the monthly focus.
	Evidence:		6/5/2013 Evidence that this objective has been fully and effectively implemented include PLC facilitator binders and professional books.

<b>Indicator</b>	<b>K3 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (972)</b>		
<b>Status</b>	<b>Objective Met</b> 6/2/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/22/2011	
		<b>Objective Met</b> - 06/02/2013	
	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 principal and leadership team develops a professional development calendar based on data gathered from classroom observations, student data, teacher feedback, and individual staff needs.	
<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman	
	How it will look when fully met:	Classroom observation data will be used to develop a professional development calendar that meets the needs of the individual teacher as well as building level objectives.	
	Target Date:	06/30/2012	
	<b>Tasks:</b>		
	1. Classroom observation and learner walk data will be shared at SGT and leadership team meetings.		
	Assigned to:	Danjile Henderson	
	Added date:	11/30/2011	
	Target Completion Date:	06/30/2012	
	Comments:	School Governance team members conducted focus walks at the December, January, February, and March meeting. The team decided on the criteria, gathered observation data, and developed glows and grows to be shared with the staff. The data was shared with teachers at Leadership team meetings and faculty meetings. The teachers will review and create grade level areas of instructional focus (4/30/2013).	
	<b>Task Completed:</b>	<b>05/28/2013</b>	
	2. Professional development calendar will be established based on classroom observation and learner walk data.		
	Assigned to:	Danjile Henderson	
	Added date:	11/30/2011	
	Target Completion Date:	12/21/2011	

		Comments:	<p>A professional development calendar based on classroom observations and learner walk data was developed and is currently being implemented. To date, professional development has been conducted in the following areas: Social Studies, Math and Reading by the district. Pearson has provided an overview session on Critical Features and specific sessions on Routines and Rituals, Clear Purpose, and Modeling that Exposes Thinking. 1/27/13</p> <p>During the month of March, teachers received professional development from Pearson which focused on the work period (i.e., work period duration, teacher actions, student actions, and work period activities). The principal presented two professional development sessions focused on student engagement in March and April. Additionally, the lead turn around partner delivered professional development sessions in April and May in which teachers analyzed student work as a team. 6/2/13</p>
		Task Completed:	05/31/2013
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/2/2013
	Experience:		<p>6/2/2013</p> <p>Pursuing this objective was a relatively easy experience, as administration, the lead turn around partner, and staff from central office continually observed teaching and learning and collected and analyzed data from their observations, as well as formal and informal assessments on a regular basis. It was always very clear in which professional development sessions needed to be focused.</p>
	Sustain:		<p>6/2/2013</p> <p>In order to sustain efforts and continue to meet this objective, administration, the lead turn around partner, and staff from central office must continually observe teaching and learning and collect and analyze data from their observations, as well as from formal and informal assessments. This data must then be used to develop the professional development calendar for each month. The calendar should be a living document to best meet the professional development needs of teachers.</p>
	Evidence:		<p>6/2/2013</p> <p>Agendas from faculty meetings, grade level meetings, and early release professional development sessions serve as evidence that this objective has been fully and effectively implemented, as well as the principal's weekly newsletter, The Monday Motivator, informal and formal observation data, and data from informal and formal assessments.</p>

<b>Indicator</b>	<b>K4 - The principal ensures that teachers align instruction with standards and benchmarks. (974)</b>		
<b>Status</b>	<b>Objective Met</b> 6/12/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/22/2011	
		<b>Objective Met</b> - 06/12/2013	
	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 administrative team ensures that teachers have current state and district curriculum guides, pacing guides, curriculum frameworks, and Standards of learning to ensure that the writtent, taught and tested curricula are aligned. Lesson plans are checked weekly to ensure alignment. Additional instructional support, including before and after school tutoring and day time tutors, is aligned with building level goals.	
<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman	
	How it will look when fully met:	Objectives will be posted in every classroom written in student friendly language. Direct instruction, small group instruction, and work stations will be focused on the posted objectives. Alignment between the written, taught, and tested curricula will be evident in all classrooms.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. Ensure that all teachers have the current state and district curriculum and supporting instructional tools.		
	Assigned to:	Kindel Holloman	
	Added date:	11/30/2011	
	Target Completion Date:	10/30/2012	
	Comments:	Teachers were given binders containing current state and district curricula and supporting instructional tools during pre-service week. In addition, on September 22, the Math Department presented the changes in SOLs for the 2011-12 school year. 11-15-12 After the 30-day count for the 2012-2013 school year one additional classroom was added on each of the following grade levels: K, 1, 2 and 3.	
	<b>Task Completed:</b>	<b>11/30/2012</b>	
	2. Lesson plans will be collected, reviewed, and feedback will be given to ensure alignment.		
	Assigned to:	Kindel Holloman	
	Added date:	11/30/2011	
	Target Completion Date:	06/30/2013	

		Comments:	Lesson plans are submitted electronically by all teachers each Thursday for the following week. Teachers receive feedback regularly from the leadership team. 12/20/12
		Task Completed:	05/31/2013
		3. Professional development will be provided by district, school level, and Pearson focused on developing a standards based classroom.	
		Assigned to:	Kindel Holloman
		Added date:	11/30/2011
		Target Completion Date:	06/30/2013
		Comments:	<p>School-wide professional development is held weekly. 12/20/12</p> <p>A professional development calendar based on classroom observations and learner walk data was developed and is currently being implemented. To date, standards-based professional development has been conducted in the following areas: Social Studies, Math and Reading by the district. Pearson has provided an overview session on Critical Features and specific sessions on Routines and Rituals, Clear Purpose, and Modeling that Exposes Thinking, all as it relates to standards. 1/27/13</p> <p>During the month of March, teachers received professional development from Pearson which focused on the work period (i.e., work period duration, teacher actions, student actions, and work period activities). Additionally, the lead turn around partner delivered professional development sessions in April and May in which teachers analyzed student work as a team based on grade level standards. 6/2/13</p>
		Task Completed:	05/31/2013
		4. Observation 360 (informal and formal observation templates), Pearson's critical features form and the school walk-through form will be utilized to provide teachers feedback.	
		Assigned to:	Kindel Holloman
		Added date:	11/30/2011
		Target Completion Date:	06/30/2013
		Comments:	Teachers received feedback from all observations throughout the school year in the form of e-mails from Observation 360, copies of Pearson's critical features form and/or copies from the school walk-through form. Feedback from formal observations using Observation 360 was also reviewed in post conferences. Grade levels were also given feedback from Pearson's critical features form and the school walk-through form during grade level meetings and PLC facilitator meetings. 6/2/13

		<b>Task Completed:</b>	<b>05/31/2013</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/12/2013
	Experience:		6/12/2013 In-services were provided on the critical feature of a lesson, clear purpose. Posted "I Can" statements were monitored daily for alignment with instructional delivery. Lesson plans were checked weekly. Data was analyzed frequently for alignment between the written, taught and tested curricula. At the beginning of the school year, meetings were held bi-weekly to analyze data for alignment with the standards and benchmarks. However, this was increased to weekly, due to teacher's lack of aligning instruction with the rigor of the standards and utilizing data to drive instruction.
	Sustain:		6/12/2013 Teachers need to continue to align delivery of instruction with their written plans and adjust instruction based on informal and formal data.
	Evidence:		6/12/2013 Teachers posted daily objectives for each content area in pocket charts. Some teachers also posted objectives for small groups and work stations. Additionally, teachers posted objectives using kid friendly and academic language. Alignment between the written, taught, and tested curricula was monitored through weekly data meetings. Quarterly data analysis plans were submitted based on benchmark data. Teachers met with the leadership team to create plans for corrective instruction.

<b>Indicator</b>	<b>K5 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (975)</b>		
<b>Status</b>	<b>Add a Task</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/22/2011	
	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:	Teachers track daily mastery of objectives through checking for understanding through the use of a tracking form. Teachers use data to adjust lessons and common formative assessments. Teachers also analyze division benchmarks to include a separate focus on corrective instruction and small groups/individual student remediation. Intervention teachers utilize benchmark data, iStation reports, SPBQ reports, DRA's and PALS assessments to determine small groups.	
<b>Plan</b>	Assigned to:	Diana Batliner	
	How it will look when fully met:	All teachers will track daily mastery of objectives by checking for understanding through the use of a tracking form. Teachers use data, student work, and common formative assessments to adjust instruction. All teachers also analyze division benchmarks to include a separate focus on corrective	

		instruction and small groups/individual student remediation. Intervention teachers utilize benchmark data, SPBQ reports, DRA's and PALS assessments to determine small groups.
	Target Date:	06/30/2013
	<b>Tasks:</b>	
	1. Teachers will utilize a checking for understanding tracking form to monitor daily objective mastery through informal assessment.	
	Assigned to:	Danjile Henderson
	Target Completion Date:	06/30/2013
	Comments:	In August, each teacher was given a copy of the book, Checking for Understanding. Professional development was provided by the external lead partner on the topic.  September 2012 - Each teacher was given a check sheet for all SOL's taught in first quarter to use as a daily tool to check for understanding and to monitor objective mastery.  Teachers received a check sheet for SOL's taught for second an third quarter to use a a daily tool to check for understanding and to monitor objective mastery. (5/30/13)
	<b>Task Completed:</b>	<b>09/28/2012</b>
	2. Teachers will analyze division benchmark data and submit written report.	
	Assigned to:	Danjile Henderson
	Target Completion Date:	06/30/2013
	Comments:	Teachers analyzed division benchmark data and submitted written reports by 11/22/11 and meetings were held on 11/30/11.  Division benchmark data for Quarter 2 was analyzed and submitted written reports were due on February 17, 2012. Data meetings were held on February 24 with each grade level to review data.  Quarter 3 data meetings were held on April 5, 2012. An Alternative Pre-SOL testing Instructional Plan was developed for the final weeks leading up to SOL Testing.  December 2012 - All teachers in grades 3-5 submitted data reports based on data from the First Quarter Benchmarks. Ms. Henderson held data meeting and discussed the Data Plans.  For third quarter benchmark data, 2013, teachers submitted a data plan and a 25 day plan to Ms. Henderson to prepare and align instruction with student need for the SOL tests. (5/30/13)
	<b>Task Completed:</b>	<b>01/31/2013</b>
	3. Teachers will use various sets of data to driven instructional decision making.	
	Assigned to:	Danjile Henderson
	Target Completion Date:	06/30/2013

		Comments:	<p>During grade level planning, teachers use various data, including checking for understanding tracking forms, to drive instructional decision making. These conversations are recorded in grade level notebooks, which are reviewed by Mrs. Henderson each week.</p> <p>Meetings were held weekly to analyze data for alignment with the standards. Data was discussed with teachers and instructional strategies were shared to help teachers align instruction with the the rigor of the standards. VDOE lesson plans, instructional videos, and the powerpoint for math "Using Statewide SOL Test Results to Guide Instruction" were shared with all teachers in grades 3-5. (6/5/13)</p>
		Task Completed:	06/14/2013
	4. Teachers will have half day planning sessions to plan instruction based on student data.		
		Assigned to:	Diana Batliner
		Target Completion Date:	06/30/2013
		Comments:	<p>Half-day planning sessions were held on 12-14-11 (K-1) with a focus on Istation implementation with a one hour presentation by Alicia Pruitt from Istation; 12-16-11 (2-3) with a focus on aligned Math instruction, accountable talk, and unwrapping the standards to determine what students need to know; 12-19-11 (4-5) with a focus on aligned Math instruction, accountable talk, unwrapping the standards to determine what students need to know; and 1-4-12 (PK) with a focus on planning upcoming units of study.</p> <p>Using District Benchmark Assessment data, on March 15 teachers in Grades 3-5 and Pearson partners participated in a building level professional development session titled "Appropriate and Effective Test Prep Strategies". The focus was examining test formatted questions, common student misconceptions, and ways to address them during instruction.</p> <p>On April 19, teachers in Grades 3-5 participated in a half day planning session to adjust the master schedules, plan rotations and streamline the support for each class, down to the individual student level.</p> <p>Due to scheduling conflicts and ongoing professional development commitments with Pearson a 1/2 day planning session for teachers was unable to be provided. Teachers did meet weekly with Administrative team to adjust and plan instruction based on student data. (6/5/13)</p>
		Task Completed:	06/14/2013
	5. Grade level teams will work collaboratively to develop common grade level assessments to measure mastery of content. Assessments will be developed and submitted with weekly lesson plans.		
		Assigned to:	Diana Batliner
		Target Completion Date:	05/30/2013

		Comments:	At this time CFA's for grades 3-5 are being made by the instructional team. The District Content Specialist for Reading and Math have been providing district professional development for teachers in grades 3-5 on developing questions with appropriate rigor for common grade level assessments. One teacher from each grade level have attended these sessions. The Instructional Coach has been working with grades 1-2 on developing common grade level assessments for math. (1/27/13)  CFA's for grades 3-5 continued to be made by the instructional team. At this time, teacher capacity for making CFA questions with the appropriate rigor is not there. (5/30/2013)
		Task Completed:	06/11/2013
<b>Implement</b>	Percent Task Complete:		Tasks completed: 5 of 5 (100%)

<b>Indicator</b>	<b>K6 - All teachers, working in teams, differentiate and align learning activities with state standards. (976)</b>		
<b>Status</b>	<b>Add a Task</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/22/2011	
	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:	Many teachers use small groups, pairs, and one-on-one instruction. Additionally, many teachers modify assignments so that all students can participate. Most teachers provide opportunities for students to respond in a variety of ways including writing, orally, and by providing responses to peers. Teachers continually assess students to obtain valid data and use this student data to inform instructional decisions and determine appropriate grouping patterns. Strategies used in small group are designed to meet the individual needs of students. Teachers collaborate weekly to plan aligned learning activities.	
<b>Plan</b>	Assigned to:	Nicole Griffin	
	How it will look when fully met:	When fully implemented teacher teams will meet to analyze state standards and develop multiple learning activities to evidence mastery of content and provide differentiated instruction. Some examples are grouping practices such as small groups, pairs, and one-on-one instruction. Students will be provided opportunities to respond in multiple ways, including writing, oral response, and peer response. Teachers will use multiple examples and teach strategies for reading, remembering content, and application of concepts.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. Teacher grade level teams will continue to meet at least once per week to collaborate and plan differentiated learning activities aligned to state standards. Grade level meeting notebooks will be submitted to Mrs. Henderson each week.		

		Assigned to:	Nicole Griffin
		Target Completion Date:	06/30/2013
		Comments:	<p>Grade level teams are meeting at least once per week to collaborate and plan differentiated learning activities, aligned to state standards and develop common grade level assessments. Grade level meeting notebooks are submitted to the principal each week. Updated - Tuesday, November 6, 2012</p> <p>Grade level team meetings are still being held each week. The principal monitors each grade level's notebook and provides feedback in writing. However, most grade levels have not been adequately completing the section in their notebooks in reference to how their grade level is helping to complete Indistar tasks. Documentation for the tasks has been collected through observations and through the collection of other documentation required on the school/district level. Clarification of expectations will be provided to each grade level so that their notebooks will also prove as another source of documentation. Updated: Sunday, January 27, 2013</p>
		<b>Task Completed:</b>	<b>04/19/2013</b>
	3. Grade level teams will create a 25 Day Plan based on objectives in need of remediation prior to SOL testing.		
		Assigned to:	Nicole Griffin
		Target Completion Date:	05/10/2013
		Comments:	<p>Teachers are using their 25 Day Plans, along with the pacing guides, to guide instruction. This plan determines what is taught throughout the school day by the Math Coach, Interventionist, Daytime Tutors, and classroom teachers. Rotations for small groups are also managed through/by the plan.  Updated: Friday, April 19, 2013</p>
		<b>Task Completed:</b>	<b>04/19/2013</b>
	4. Teachers will utilize various forms of data to differentiate assignments, activities and homework.		
		Assigned to:	Nicole Griffin
		Target Completion Date:	12/31/2013
		Comments:	<p>The data that the teachers used to differentiate instruction included; CFA's, District Benchmarks, Achieve 3000, STAR, Literacy Portfolio, PALs, Breakthrough to Literacy, etc. Teachers still require additional professional development and oversight in reference to differentiation of instruction, workstations, and homework. Updated: Friday, June 14, 2013</p>
		<b>Task Completed:</b>	<b>06/14/2013</b>
<b>Implement</b>	Percent Task Complete:		Tasks completed: 3 of 3 (100%)

<b>Indicator</b>	<b>K7 - All teachers assess student learning frequently using standards-based classroom assessments. (977)</b>		
<b>Status</b>	<b>Objective Met</b> 6/12/2013 6/12/2013		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/22/2011	
		<b>Objective Met</b> - 06/12/2013 06/12/2013	
	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:	The teachers develop assessments based on state and district curriculum and standards. Teachers utilize diagnostic assessments, common formative assessments, division benchmarks, checking for understanding and iStation to regularly assess student learning. Many teachers utilize pre-tests and post-tests to guide instruction.	
<b>Plan</b>	Assigned to:	Nicole Griffin	
	How it will look when fully met:	Grade level teams will work collaboratively to develop common grade level assessments to measure mastery of content. Common grade level assessments will be developed when plans are developed for the week and submitted with weekly plans. Teachers will consider and use multiple data sources to assess student learning.	
	Target Date:	06/30/2013	
	<b>Tasks:</b>		
	1. Teachers will be provided professional development on the development of pre- and post-assessments. District content specialists and the school leadership team will conduct professional development sessions based on each content.		
	Assigned to:	Nicole Griffin	
	Added date:	11/30/2011	
	Target Completion Date:	06/30/2013	

		Comments:	<p>Teachers were sent to a district-wide professional development opportunity in December 2012. In the months of October and November the NPS English Department provided PD support for teachers in K-5 and later to just the upper grade teachers. The PD focused on the changes in rigor of testing on the state level. The NPS Mathematics Department has provided PD during the months of October, November, and December. Both departments were present for the district-wide CFA PD held in December 2012. Updated - Sunday, January 27, 2013</p> <p>The NPS English, Mathematics, and Science Departments have provided PD opportunities (i.e. Content Review; Share Fair) in regards to second semester objectives and new SOL testing expectations. Representatives from each grade level (upper grades) were sent to attend the PD sessions and come back to school and share the information with their team during grade level meetings. In addition, these departments have also conducted PD session on site and modeled lesson for teachers. Updated: Friday, April 19, 2013</p>
		Task Completed:	01/31/2013
	2. Teachers will desegregate common formative assessment data weekly and complete a form that documents student mastery. The data will discussed during weekly grade level data team meetings to determine levels of remediation and acceleration.		
	Assigned to:	Nicole Griffin	
	Added date:	11/30/2011	
	Target Completion Date:	06/30/2013	
	Comments:	<p>Teachers have been required to attend Data Team Meetings since the beginning of the school year. These meetings are normally held on the Monday following the administration of CFA's. The grade level, school administration, and several members to of the leadership team are in attendance. The teachers have recently been given a new form in order to track the data of each student. Topics of discussion include; levels or remediation, kind/forms of remediation, adjustments to lesson plans, and adjustments to lesson plan execution. The CFA that was administered is also reviewed for level of rigor and fairness. Updated: Sunday, January 27, 2013</p> <p>Teachers will be trained to create CFA's in Interactive Achievement and use the data to drive instruction. The Instructional Leadership Team was trained on Wednesday, February 13, 2013 so that we could share information about Interactive Achievement's features. Updated: February 19, 2013.</p>	
	Task Completed:	02/19/2013	
	3. The teachers receive professional development on Interactive Achievement so that they will be able to desegregate informal assessments.		
	Assigned to:	Nicole Griffin	
	Added date:	02/19/2013	
	Target Completion Date:	05/31/2013	

		Comments:	At this time, school administration has opted not to train teachers on how to use Interactive Achievement due to teacher capacity. Currently the Instructional Team uses this program to create CFA's for each grade level in all content areas. Furthermore, the school district will no longer sponsor this software after this school year. It will be up to the principal to decide if he/she desires to fund the program and our leader has not made that determination at this time. Updated: Friday, April 19, 2013
		Task Completed:	04/19/2013
	4. Teachers will conduct SOL mock assessments to gauge students' mastery in advance of the actual state assessments.		
		Assigned to:	Nicole Griffin
		Added date:	04/22/2013
		Target Completion Date:	05/10/2013
		Comments:	Because of the low student performance on the CFA's that were administered two weeks before the SOL Mock Tests were scheduled, Ms. Henderson determined that it would be best if time were spent on instruction based on the CFA data. Mock testing materials were reviewed with 3rd – 5th grade students during review rotations in grades 4th and 5th and during whole/small groups in 3rd grade. Teachers were also told that they should send some materials from the mock home in the form of a study guide. Updated: 04/29/13

		<b>Task Completed:</b>	<b>04/29/2013</b>
<b>Implement</b>	Percent Task Complete:		
	Objective Met:		6/12/2013 6/12/2013
	Experience:		<p>6/12/2013 Common formative assessments were developed by the leadership team and administered by the classroom teachers weekly and bi-weekly. Students were also assessed using on-line programs such as Educate on Line, Achieve 3000, PALS, STAR Reading, STAR Math, iStation, Breakthrough to Literacy, and My Access. All data gleaned from these assessments was used to make instructional decisions by teachers and/or the leadership team.</p> <p>6/12/2013 Common formative assessments were developed by the leadership team and administered by the classroom teachers weekly and bi-weekly. Students were also assessed using on-line programs such as Educate on Line, Achieve 3000, PALS, STAR Reading, STAR Math, iStation, Breakthrough to Literacy, and My Access. All data gleaned from these assessments was used to make instructional decisions by teachers and/or the leadership team.</p>
	Sustain:		<p>6/12/2013 Provide professional development to build the capacity of teachers to be able to create their own common formative assessments. Continue to analyze data frequently for alignment between the written, taught and tested curricula.</p> <p>6/12/2013 Provide professional development to build the capacity of teachers to be able to create their own common formative assessments. Continue to analyze data frequently for alignment between the written, taught and tested curricula.</p>
	Evidence:		<p>6/12/2013 Weekly common formative assessments were given. On-line instructional programs were monitored daily, weekly, and monthly by the leadership team depending upon the program requirements. Data was discussed weekly at grade level data meetings. Some teachers created their own informal assessments beyond common formative assessments to monitor student growth.</p> <p>6/12/2013 Weekly common formative assessments were given. On-line instructional programs were monitored daily, weekly, and monthly by the leadership team depending upon the program requirements. Data was discussed weekly at grade level data meetings. Some teachers created their own informal assessments beyond common formative assessments to monitor student growth.</p>

<b>Indicator</b>	<b>K8 - All teachers, working in teams, prepare standards-aligned lessons. (978)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 11/22/2011
	Evidence:	All teachers meet weekly to collaboratively plan lessons.

Evidence:	Planning sessions include the use of standards-based resources and the development of action steps. Grade level teams also develop road maps based on district pacing. Teachers collaboratively pre and post common formative assessments and use data to guide lesson planning.
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<b>Indicator</b>	<b>K9 - All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (979)</b>
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<b>Status</b>	<b>Add a Task</b>
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<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/22/2011
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	Index:	6	(Priority Score x Opportunity Score)
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	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
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	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)
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	Describe current level of development:	When planning for instruction teachers consider student strengths and weaknesses, learning modalities, rigor and relevance to students' interests. Instruction is presented through various modes including whole-class, small-group, individual, computer-based and independent work time.
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<b>Plan</b>	Assigned to:	Nicole Griffin
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	How it will look when fully met:	When fully implemented this objective will be evident through the lesson plans and delivery of instruction. Teachers will deliver clearly planned lessons which include modeling that exposes thinking, guided practice, independent practice, and accountable student talk. Instruments used to measure full implementation include the Learning Walk and Pearson Classroom Observation Form, which contains the critical features of a lesson.
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	Target Date:	06/30/2013
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	<b>Tasks:</b>
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	1. Pearson will provide professional development on and modeling of the critical features of a lesson, as listed on the Classroom Observation Form.
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	Assigned to:	Nicole Griffin
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	Target Completion Date:	05/31/2013
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	Comments:	Pearson has provided an overview session on Critical Features and specific sessions on Routines and Rituals, Clear Purpose, and Modeling that Exposes Thinking. Updated: November 16, 2012  Pearson provided PD in reference to Critical Features (openings and academic language) in the months of November and December. Lessons have been modeled primarily by the Pearson representative for Mathematics because we have been recently assigned someone in the area of English. Updated: Sunday, January 27, 2013
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	<b>Task Completed:</b>	<b>09/30/2012</b>
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	2. Pearson will model lessons in selected classrooms and provide opportunities for peer observations of the critical features of an effective lesson.
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		Assigned to:	Nicole Griffin
		Target Completion Date:	06/30/2013
		Comments:	A Pearson representative for Mathematics and Communication Skills have conducted model lessons primarily in K-3 and with limited focus on 5th grade. On Wednesday, March 27th, with the exception of Pre-Kindergarten and 5th grade (PreK does not have a planning period and 5th grade was out of the building for a field trip), teachers observed Pearson staff conducting a 30 minute lesson. A follow up meeting was conducted to discuss the dynamics of the lesson. Updated: Friday, April 19, 2013
		<b>Task Completed:</b>	<b>04/19/2013</b>
	3. Teachers in Grades K-5 will implement Istation computer-based instruction in their classrooms, with particular attention to the Tiered Instruction and minutes needed for each student. The interventionists will utilize appropriate comprehension lessons from Istation to instruct the students they service.		
		Assigned to:	Nicole Griffin
		Target Completion Date:	05/31/2013
		Comments:	<p>On October 25, 2011, Alicia Pruitt from Istation provided professional development for K-5 teachers on how to use the tiered instruction resources available with the program, including the interactive whiteboard books. Additionally, Mrs. Pruitt reviewed how to pull reports, schedule on-demand assessments, and use Istation as a workstation during the communication skills block.</p> <p>Istation has been implemented in all K-5 classrooms, with particular attention given to the tiered instruction and the minutes needed for students at each tier. All students in K-5 have the opportunity to participate in Before the Bell Istation sessions every Wednesday and Thursday morning. Updated: Tuesday, November 6, 2012</p> <p>It has been established that K-2 will participate in iStation while the upper grades will concentrate on Achieve 3000. The lower grade teachers were required to have pre-testing for iStation completed by the first week of January. That goal was accomplished. Alicia Pruitt, iStation Representative, conducted a PD on Thursday, January 24, 2013 to review the fundamentals of the program and how to pull reports/data. Students are required to log in 30 to 90 minutes per week based on their level. Data will be tracked weekly on a bulletin board. School administration is committed to reviewing data from this program and having discussions with teachers. Updated: Sunday, January 27, 2013</p> <p>The 3-5 Interventionist has received training in the use on My Access and complied goals/timeline of program implementation with Ms. Henderson. Updated: Thursday, February 14, 2013</p>
		<b>Task Completed:</b>	<b>02/15/2013</b>
	4. Teachers in Grades K-2 will implement Istation computer-based instruction in their classrooms, with particular attention to the Tiered Instruction and minutes needed for each student. The interventionists will utilize appropriate comprehension lessons from Istation to instruct the students they service.		

		Assigned to:	Nicole Griffin
		Target Completion Date:	06/30/2013
		Comments:	iStation was recently implemented in the month of January. Teachers have completed pre-testing for all students. The lower grade teachers also attended training in reference to this program on Thursday, January 24, 2013. Updated: Sunday, January 27, 2013
		Task Completed:	01/31/2013
	5. Teachers in Grades 3-5 will implement Achieve 3000 computer-based instruction in their classrooms, with particular attention to the Tiered Instruction and minutes needed for each student. The interventionists will utilize appropriate comprehension lessons from Achieve 3000 to instruct the students they service.		
		Assigned to:	Nicole Griffin
		Target Completion Date:	06/30/2013
		Comments:	Time has been set aside for the implementation of Achieve 3000. Teachers either use the computer labs of the laptop carts. Students that attend the SOL Remediation Program are also given time to complete tasks on Achieve 3000. Data will be tracked and placed on a bulletin board on a weekly basis. The school administration is also committed to reviewing this data have discussing it with teachers during the weekly Data Meeting. Updated: Sunday, January 27, 2013.
		Task Completed:	01/31/2013
	6. Based on professional development about effective lesson planning, teachers increase work/practice time for students.		
		Assigned to:	Nicole Griffin
		Target Completion Date:	05/31/2013
		Comments:	For the months of January –March, the Pearson team focused on providing PD in the area of student work time. From March until further notice, Pearson PD will outline expectations for student work (an outcome or effective student work time). Updated: 04/19/2013
		Task Completed:	04/19/2013
	7. Daytime Tutors will be utilized to assist in small group instruction.		
		Assigned to:	Nicole Griffin
		Target Completion Date:	05/31/2013
		Comments:	We had two Daytime Tutors servicing multiple grade levels for the majority of the school year. 3 additional tutors were added in the month of March which allowed us to assign a tutor to each of the upper grade levels and using one of the tutors to focus primarily in grades K-2. In April, another tutor was hired to man the Educate-Online program for grades 3-5. Tutors were used in Reading/Writing and a Mathematics rotation in grades 4th and 5th. In 3rd grade the tutor often co-taught. Updated: 05/28/13
		Task Completed:	05/28/2013
<b>Implement</b>	Percent Task Complete:		Tasks completed: 7 of 7 (100%)

<b>Indicator</b>	<b>K10 - All teachers demonstrate sound homework practices and communication with parents. (980)</b>		
<b>Status</b>			
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/22/2011	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Teachers assign homework regularly and it is used to reinforce previously taught skills and concepts. Student agendas, homework folders, and parent contact logs are used to track parent communication and completion of homework assignments.	
<b>Plan</b>	Assigned to:	Phyllis Clark-Freeman	
	How it will look when fully met:	Classroom and Resource teachers will inform parents of student behavioral and/or academic progress. Teachers will utilize various resources to communicate students progress to parents. Teachers will scaffold homework to meet the needs of each student, thus allowing students an opportunity to practice taught skills at their instructional level.	
	Target Date:	12/20/2013	
<b>Tasks:</b>			
	1. The Parent Liason will provide several esemblar training sessions for parents to demonstrate how to assess their child's grades from home.		
	Assigned to:	Cynthia Winborne	
	Target Completion Date:	02/28/2013	
	Comments:	<p>On 1-12-12, a parent workshop was held for parents to introduce Esembler, and register parents to access grades for their children. The workshop was facilitated by the parent liaison and the Instructional Technology Resource Teacher, Mrs. Blowe.</p> <p>A two hour workshop for parents titled "Homework Without Headaches" was held on 1-18-12 and a followup session is scheduled for 1-25-12. The purpose of the workshop was to help students develop strong study habits and a lifelong love of learning. The presenter, Roberto Quintero (Director of the Virginia Parent Information Resource Center) demonstrated effective, efficient ways for parents to guide the academic progress of their children.</p> <p>On October 18, 2012, a parent workshop was held for parents to introduce Esembler, and register parents to access grades for their children. The workshop was facilitated by the parent liaison and the PBIS specialist. (2/20/13)</p>	
	<b>Task Completed:</b>	<b>10/18/2012</b>	
	2. The Guidance Counselor will create an "Attendance Plan" to track weekly student attendance to decrease excessive absences.		

		Assigned to:	Nancy Lenthall
		Target Completion Date:	06/30/2013
		Comments:	Using esempler attendance the counselor monitors daily student attendance. Counselor checks for classes with perfect attendance and posts a star on the hallway celebration board. A daily report of individual student absences for each day is printed. Any students absent for two consecutive days receive a phone call from the counselor. If home contact cannot be established by phone, the Parent Liaison makes a home visit.  Monthly excessive absence report is run through Starbase. Students who have seven or more cumulative absences receive a letter via mail to report absences to parent.  Excessively absent students are referred to truancy court.
		<b>Task Completed:</b>	<b>02/20/2013</b>
	3. Teachers will utilize student agendas, homework folders, and parent contact logs to document parent communication.		
		Assigned to:	Danjile Henderson, Kindel Holloman
		Target Completion Date:	06/30/2013
		Comments:	Agendas and homework folders were purchased for all students (9/21/2012).  Teachers document communications with parents through the use of a contact log (11/30/2012).
		<b>Task Completed:</b>	<b>12/20/2012</b>
	4. Teachers will assign scaffolded homework assignments to meet the various needs of students.		
		Assigned to:	Nicole Griffin
		Target Completion Date:	11/01/2013
		Comments:	Only about 40% of the teachers scaffold the homework to meet the needs of thier students, despite professional development. This task needs to be revisited in the 2013-2014 school year to ensure it is a consistent school wide practice.
		<b>Task Completed:</b>	<b>06/26/2013</b>
<b>Implement</b>	Percent Task Complete:		Tasks completed: 4 of 4 (100%)

<b>Indicator</b>	<b>K11 - All teachers employ effective classroom management. (981)</b>		
<b>Status</b>	<b>Add a Task</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/22/2011	
	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:	All teachers have an established set of classroom rules and expectations that govern classroom behavior. Teachers maintain control of the classroom and have the respect of the students which creates a safe learning environment. Teachers employ a variety of strategies to keep students on task and engaged. Teachers involve students, parents, the school counselor, and other school personnel in behavior modification attempts. Most teachers consistently implement classroom procedures and routines.	
<b>Plan</b>	Assigned to:	Kindel Holloman	
	How it will look when fully met:	When fully met, this objective will be evidenced in fewer discipline referrals related to classroom management. Additionally, classroom management proficiency will be evident during informal observations, formal observations, and learning walks conducted by the administrative team and school governance team.	
	Target Date:	06/15/2012	
	<b>Tasks:</b>		
	1. Staff members will utilize Positive Referral Forms for positive reinforcement of desirable behaviors. Teachers will submit forms to Ms. Holloman for recognition.		
	Assigned to:	Kindel Holloman	
	Target Completion Date:	06/15/2012	
	Comments:	As of 12/19/11, 24 positive referrals were submitted.  A total of 51 positive referrals were submitted during the 2011-2012 school year.  As of 1/25/13, 24 positive referrals were submitted for the 2012-2013 school year. Of the 24, 3 were Pre-K students, 1 was a kindergarten student, 8 were for first graders, 7 were for second graders, and 3 were fifth graders. (1/27/13)	
	<b>Task Completed:</b>	<b>02/21/2013</b>	
	2. Staff members will focus on the character trait of the month throughout the month and select a child who exemplifies the character trait of the month, for recognition.		
	Assigned to:	Nancy Lenthall	
	Target Completion Date:	06/15/2012	

		Comments:	Each month, a student from each class is selected for demonstrating the character trait of the month. Each student is recognized on the morning announcements, presented with a certificate, and a photo of each child is posted on a star in the hallway. Stars remain posted until the end of the school year.  To date, students have been recognized for exhibiting the following character traits: September-Cooperation, October-Responsibility, November-Caring, December-Discipline, and January-Respect. Monthly character traits are linked to the Principal's Book of the month. 1/27/13
		Task Completed:	02/21/2013
		3. Review discipline data for strengths and weaknesses amongst staff.	
		Assigned to:	Kindel Holloman
		Target Completion Date:	09/30/2012
		Comments:	Cumulative data from the 2011-2012 school year was provided in September 2012, so that the PBIS specialist could differentiate professional development among staff. 1/23/13 The PBIS team has analyzed data from each quarter and determined where the majority of the discipline incidents are occurring and during what time of the day. The team had strategized and come up with possible ways to change certain behaviors of the students and staff while changing the climate and culture within the building. The data indicates that most incidents are occurring between the hours of 12 o'clock and 2 o'clock in instructional areas such as classrooms, technology labs, resources areas. The majority of the discipline infractions are rule violations.(updated May 21, 2013)
		Task Completed:	05/28/2013
		4. Develop professional development plan for staff needing classroom management support.	
		Assigned to:	Kindel Holloman
		Target Completion Date:	09/30/2012
		Comments:	Cumulative data from the 2011-2012 school year was provided in September 2012, so that the PBIS specialist could differentiate professional development among staff. 1/23/13 The Instructional Behavior Specialist does informal observations and provides feedback to the teachers on what was observed. Offering support with disruptive students and modeling effective behavior management strategies. The Instructional Behavior Specialist also interacts with the students frequently sent to in-school suspension and those students who are having trouble following classroom rules. (updated May 21, 2013)
		Task Completed:	05/28/2013
		5. Revise building wide discipline plan and student rewards plan.	
		Assigned to:	Kindel Holloman
		Target Completion Date:	09/30/2012

		<p>Comments:</p>	<p>Students receive tickets from adults throughout the building for displaying desirable behaviors. Tickets can be redeemed for a variety of school supplies and toys on a weekly basis at the Rising Stars School Store. 1/23/13</p> <p>Clean Restroom Award  A Clean Bathroom committee of 12 students, a male and a female representative from each grade level, was formed. The purpose of the committee was to discuss the inappropriate behaviors that happen in the restrooms and brainstorm strategies that we could put in place to decrease these behaviors. The Instructional Behavior Specialist met with the students and discussed what are appropriate behaviors while in the restrooms. The students created a list of behaviors that they have witnessed happen that are inappropriate. She charged the representatives with returning to their classes and sharing what are appropriate behaviors while in the restrooms are. Each Friday the building supervisor selects the cleanest kept girl and boy restroom for the week. The awards are posted outside the restroom entrance weekly.(updated April 22, 2013)</p> <p>Fun Friday  Fun Friday is new academic/behavior initiative for grades K - 2. Students may earn the right to participate in "Fun Friday" which is held every other Friday during thier regularly schedule resource time. In order to participate in Fun Friday the students must have a certain lexile score based on their grade level on Achieve 3000, a certain number of Accelerated Reader points, and no behavior concerns. The first "Fun Friday" was held on Friday, April 19, 2013.(updated April 22, 2013)</p> <p>S.T.A.R. Dance  The S.T.A.R. Dance is new academic/behavior initiative for grades 3 -5. Students may earn the right to participate in "S.T.A.R. Dance" which is held once a quarter after district benchmark assessments, during thier regularly schedule resource time. In order to participate in "S.T.A.R. Dance" the students must have scored 70% or above on at least 2 out of the 5 benchmark assessments, made the Honor Holl for the quarter, and have no behavior concerns. The first "S.T.A.R. Dance " is scheduled for Friday, April 26, 2013.(updated April 22, 2013)</p> <p>The school store continues to be an effective strategy for changing student behaviors. The students are continuing to earn tickets which allows them to be rewarded through items purchased from the school store. The Clean Bathroom Awards continue to be awarded weekly, it has also had a positive effect on the cleanliness of the student bathrooms. The S.T.A.R. dance was a success and the students are looking forward to the next one. STAR student of the month continues to be awarded to a well deserving student from each grade level each month. They are recognized on the morning announcements, given a certificate and their pictures are displayed in the hallways. (updated May 21, 2013)</p>
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		Task Completed:	05/28/2013
<b>Implement</b>	Percent Task Complete:	Tasks completed: 5 of 5 (100%)	

### REQUIRED for Targeted Interventions

#### Targeted Intervention Indicators

<b>Indicator</b>	<b>TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 04/21/2013	
	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:	Various student data sets, such as assessment scores, discipline, attendance, and student work samples, are analyzed frequently by individual teachers, grade levels, and the leadership team on a regular basis. Bi-Weekly data meetings are held for grade level teams to analyze student data and plan for remediation. A data room has been created and has been in place for 3 years to analyze individual students data.	
<b>Plan</b>	Assigned to:	Not yet assigned	

<b>Indicator</b>	<b>TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 04/21/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Students are tiered based on assessment data. Teachers keep data crates that contain data folders for each student and are color coded by tier. The data folders are used to gather assessment data, student work samples showing mastery of failing skills, and to document the progress and next steps of interventions. Interventions provided are based not just on student tiers, but on individual student need by objective mastery.
<b>Plan</b>	Assigned to:	Not yet assigned

<b>Indicator</b>	<b>TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)</b>	
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<b>Status</b>	In Plan / No Tasks Created	
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<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/21/2013	
	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 Leadership team meets weekly to review student data, interventions being provided, and to make decisions about the next step. Individual student data folders and a data room are used to track students progress based on interventions. Datacation is used to track the progress of students in various intervention groups, such as after school tutoring, before the bell, Title I Interventions, and day time tutoring students.
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<b>Plan</b>	Assigned to:	Not yet assigned
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