

# Comprehensive Plan Report

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

March 29, 2016

## Cabot - Academic Center of Excellence NCES - 50375001019

Cabot School District

### School Success Indicators

Key Indicators are shown in **RED**.

#### School Leadership and Decision Making

##### Establishing a team structure with specific duties and time for instructional planning

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)</b>
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<b>Status</b>	<b>Full Implementation</b>
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<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/14/2016
	Evidence:	ACE fully abides by all guidelines set forth in our Conversion Charter. Within these guidelines, ACE also follows all policies set forth by our current school board.
	Added date:	

<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>
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<b>Status</b>	<b>Full Implementation</b>
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<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/14/2016
	Evidence:	ACE has several teams in place for the guaranteed success of each student whether coming to ACE or being assigned to ALE. Several examples are ACSIP (members working to design effective program for the overall success of ACE), Curriculum meetings (constant monitoring of student progress academically and how to better meet their need), and Student Action Plans or SAPs are created to help teachers in ALE and the student's original school teachers have a better understanding of student strengths and concepts to help them improve.
	Added date:	

<b>Indicator</b>	<b>ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)</b>
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<b>Status</b>	<b>Full Implementation</b>
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<b>Assess</b>	Level of Development:	Initial: Full Implementation 03/14/2016
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Evidence:	Our leadership team meets to evaluate and monitor our school as a whole. Using ACSIP meetings, embedded hours ACE team meetings, our staff always looks for the best practice to ensure each student has a fair chance at the best education possible. We are in constant communication via email and/or face-to-face communication monitoring the best way possible to meet the needs of each child. Our embedded hours are researched based book studies designed to understand the development of adolescents and how to meet their needs as they change.
Added date:	

**Indicator ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)**

**Status** In Plan / No Tasks Created

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/25/2013
	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:	Currently, on-going discussions take place to address issues as they arise. Academic structure as well as behavioral concerns are constantly being addressed in order to streamline our processes as we make decisions to best meet the needs of each student.
<b>Plan</b>	Assigned to:	Michele Evans
	How it will look when fully met:	The leadership team will share information from each meeting with the staff during embedded sessions.
	Target Date:	11/17/2015
Added date:		

### School Leadership and Decision Making

**Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction**

**Indicator IE05 - The principal participates actively with the school's teams. (56)**

**Status** Full Implementation

<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/17/2015
	Evidence:	Ms. Evans is active in both the leadership team and works closely with the embedded facilitators.
Added date:		

**Indicator IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)**

<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/15/2012	
	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:	As mentioned in the Wise Ways, the job requires the principal to be a change agent. She is very passionate about ACE. These are comments she shared... "The three leader characteristics mentioned (optimism, honesty, consideration) are all areas where it is easy to clearly see the importance. The one characteristic I feel I still need to diligently address is consideration for each person. I need to do a better job of expressing interest in the teachers' lives. If they openly share, I am always very interested and eager to listen. However, I need to initiate these conversations more. Also, I want to set small, measurable goals that can be achieved monthly. I want the staff, students, and parents to clearly see the fruits of our labors. I have made improvements in being more visible in areas, especially ALE and CLA. I need to use this observation time as an opportunity to give feedback to hone instructional practices. This is a great opportunity to lead the effort to reach our goals."	
<b>Plan</b>	Assigned to:	Michele Evans	
	How it will look when fully met:	The principal and/or assistant principal will work directly with the teachers to improve instruction through reviewing results from classroom observations. Observations will be held at least bi-weekly with direct feedback to teachers.	
	Target Date:	04/01/2013	
	Added date:		
<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/15/2012	
	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:	Since this is basically a one-room schoolhouse, visibility is easy to achieve. The teachers role is more of a facilitator since they have more of an online approach. Classroom instruction is often done one-on-one instead of the traditional classroom setting. However, they continually try to improve the monitoring of assessment and using that data to help our students succeed.	
<b>Plan</b>	Assigned to:	Not yet assigned	

		Added date:	
<b>Indicator</b>	<b>IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/15/2012	
	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 goal of the principal is to devote more time to meet one-on-one with teachers. They have many job-embedded development opportunities. They have lots of materials and technology. They also attend professional development that is pertinent for their school and their specific students. The administration is trying to give immediate feedback about performance to teachers. Other areas they are addressing are: distractions from the office, ensuring teachers are punctual, ensuring teachers are in the classroom during instruction time	
<b>Plan</b>	Assigned to:	Not yet assigned	
		Added date:	
<b>Indicator</b>	<b>IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/15/2012	
	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:	Administration is working to become more aggressive at identifying and removing barriers that prevent colleagues from doing their work well. These involve taking phone calls and holding conferences during plan time, being at desk or in classroom area while students are here, and grading papers during "instruction" time. Administration is developing a variety of supervisory and evaluation strategies to work better for their unique setting. When these observations show an individual teacher's areas that need improvement, they can do a personal development plan to assist the teacher in the area of need.	
<b>Plan</b>	Assigned to:	Michele Evans	

	How it will look when fully met:	The principal and/or assistant principal will work directly with the teachers to improve instruction through reviewing results from classroom observations. Observations will be held at least bi-weekly with direct feedback to teachers. CWTs will be used regularly.	
	Target Date:	04/01/2013	
	Added date:		
<b>Indicator</b>	<b>IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/17/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have implemented some strategies to promote celebrations. For example, "Perks for your hard work" in the ALE setting and "In the Green" on the ACE side. A community service opportunity has been established in CLA each Friday for those making academic/behavioral gains.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64) (Focus)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 11/15/2012	
	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:	All teachers complete weekly reflection sheets where they open up and share thoughts/concerns. This has become an valuable tool in soliciting teachers' opinions. Over the last couple of years, the school has made great strides in parental involvement. However, this is still an area of weakness. They focus lots of attention on Love & Logic strategies plus are currently doing a book study on "The Six Most Important Decisions You'll Ever Make" by Steve Covey. These strategies are shared with parents during the 2nd Cup of Coffee parent sessions plus with the students during advisory. They are continually communicating with parents on a regular basis, including informing parents of programs and activities, obtaining human resources for programs, establishing programs that promote contact between parents and teachers; and interacting personally to promote the school to important community groups. They have just recently added a community leadership team.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>School Leadership and Decision Making</b>			
<b>Aligning classroom observations with evaluation criteria and professional development</b>			
<b>Indicator</b>	<b>IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2013	
	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 staff is currently revised a CWT form that works best for their unique environment.	
<b>Plan</b>	Assigned to:	Michele Evans	
	How it will look when fully met:	Data from CWT visits will be shared showing areas of strength and areas that need improvement. These results will be shared via email and during embedded sessions.	
	Target Date:	03/01/2013	
	Added date:		
<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2013	
	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:	Leadership is currently developing a CWT form based on input from the entire staff. After this form is developed a form for a summary report will be developed that can help in planning professional development.	
<b>Plan</b>	Assigned to:	Kim Gibson	
	How it will look when fully met:	The leadership team will meet to review the input given to the principal on classroom observations. This input will be used to develop a unique CWT for ACE/ALE.	
	Target Date:	02/01/2013	
	Added date:		
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/14/2016	
	Evidence:	Yes, this is part of the evaluation process yearly. These plans are entered in Bloomboard as part of TESS.	
	Added date:		
<b>Indicator</b>	<b>IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)</b>		
<b>Status</b>	Tasks completed: 1 of 3 (33%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/24/2013	
	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 leadership team is currently addressing a way to improve teaching based on CWT data and what information needs to be gathered in this environment from a CWT.	
<b>Plan</b>	Assigned to:	Michele Evans	
	How it will look when fully met:	Based on 2014/15 evaluation documents, 100% of the certified staff will be proficient using the TESS evaluation system during summative evaluation in April 2015.	
	Target Date:	04/30/2015	
	<b>Tasks:</b>		
	1. The leadership team will meet monthly to have opportunities to review TESS and offer suggestions for better implementation.		
	Assigned to:	Kathy Peters	
	Added date:	09/24/2014	

		Target Completion Date:	09/17/2014
		Frequency:	monthly
		Comments:	The leadership team consists of Michele Evans, John Shirron, Kim Gibson, Dondra James, Kathy Peters. We meet consistently on a monthly basis.
		<b>Task Completed:</b>	<b>9/17/2014 12:00:00 AM</b>
	2. The principal and/or assistant principal will meet monthly in small groups with the certified staff to review results from specific TESS domain.		
		Assigned to:	John Shirron
		Added date:	09/24/2014
		Target Completion Date:	05/29/2015
		Frequency:	monthly
		Comments:	TESS observations will be reviewed.
	3. The teachers will do monthly peer observations for specific TESS domains.		
		Assigned to:	John Shirron
		Added date:	09/24/2014
		Target Completion Date:	01/30/2015
		Frequency:	monthly
		Comments:	
<b>Implement</b>	Percent Task Complete:		33%
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:		Initial: <b>Full Implementation</b> 10/24/2014
	Evidence:		School district has mandated professional development tied to our PGP's. We have embedded sessions monthly at our school that tie to the unique needs of our students. Staff is required to complete 6 hours of professional development to support our personal goal as part of our professional growth plan. TESS is being used to monitor the professional development of teachers to ensure it is relevant and being implemented.
		Added date:	
<b>School Leadership and Decision Making</b>			
<b>Expanded time for student learning and teacher collaboration</b>			
<b>Indicator</b>	<b>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 10/24/2014		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 09/24/2014
			<b>Objective Met</b> - 10/24/2014
	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:	Advisors check weekly progress. Communicate with parents as necessary.	
<b>Plan</b>	Assigned to:	Michele Evans	
	How it will look when fully met:	Based on ALE academic rubrics, 65% of the students will receive 90% of their possible points each week. Based on ACE Sunday Apex reports, 50% of the students in each advisory will be passing "grade-to-date" each week.	
	Target Date:	12/19/2014	
	<b>Tasks:</b>		
	1. Student Action Plans (SAP) will be completed the first month of the 2014/2015 school year on all ALE students with specific attendance goals for the semester written for each individual student.		
	Assigned to:	Allan Ashley	
	Added date:	09/24/2014	
	Target Completion Date:	09/24/2014	
	Frequency:	weekly	
	Comments:	SAPs are required with each new ALE student. There are weekly ALE placement meetings.	
	<b>Task Completed:</b>	9/24/2014 12:00:00 AM	
	2. Each week, any ACE student that is failing will have a one-on-one meeting with their advisor to determine next step interventions.		
	Assigned to:	Advisors	
	Added date:	09/24/2014	
	Target Completion Date:	10/17/2014	
	Frequency:	weekly	
	Comments:	Advisors check Sunday progress reports to determine which students require interventions.	
	<b>Task Completed:</b>	10/20/2014 12:00:00 AM	
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	10/24/2014	
	Experience:	10/24/2014 Advisors held face to face conferences with 47 students to develop a contract of implementation to increase overall grades/performance. These were reviewed during parent teacher conferences the week October 13th. Most students had shown improvement however 12 students were moved to ALE for intensive support.	
	Sustain:	10/24/2014 This has become standard practice and will continue.	
	Evidence:	10/24/2014 Student contracts and sign-in sheets for conferences are on file.	

## School Leadership and Decision Making

## Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

<b>Indicator</b>	<b>IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/24/2014	
	Evidence:	Cabot School District has a strong personnel department that does a great job of recruiting and placing high quality teachers. ACE strives to encourage moral by doing several school-wide events to create a family-like atmosphere. We are fortunate to have a very low turnover rate.	
		Added date:	

## Opportunity to Learn

### Post-Secondary School Options

<b>Indicator</b>	<b>VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 11/17/2015	
	Evidence:	Students have access to speakers from various colleges at the CHS College Fair. Advisors sit down with students one-on-one to keep them on track for graduation and to be a completer in the field of study they wish to pursue.  Students are given help registering for ACT.	
		Added date:	

## Curriculum, Assessment, and Instructional Planning

### Engaging teachers in aligning instruction with standards and benchmarks

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/27/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Each subject area has at the most three teachers. These teachers teach a varied range of levels so working together as a team to work on units of instruction for a specific grade level is not always feasible. At most two teachers could work together on certain grade levels. Other times there may only be one teacher for a subject and grade level.
<b>Plan</b>	Assigned to:	Not yet assigned
	Added date:	

### Curriculum, Assessment, and Instructional Planning

#### Engaging teachers in assessing and monitoring student mastery

<b>Indicator</b>	<b>IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/18/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This is an area that can be reviewed for effectiveness.
<b>Plan</b>	Assigned to:	Not yet assigned
	Added date:	

<b>Indicator</b>	<b>IIB05 - All teachers re-teach based on post-test results.(95)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/18/2012
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The concepts most often re-taught are the ones needed for future learning. Full implementation is ongoing.
<b>Plan</b>	Assigned to:	Not yet assigned
	Added date:	

### Curriculum, Assessment, and Instructional Planning

#### Assessing student learning frequently with standards-based assessments

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)</b>	
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<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/18/2012	
	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:	blallal	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

**Indicator IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)**

<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/18/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	APEX aligns their frameworks with the Arkansas Frameworks. This allows us to assess in real time, what the student knows. District curriculum maps give teachers the direction they need to give support for student learning.	
<b>Plan</b>	Assigned to:	Kim Gibson	
	How it will look when fully met:	The leadership team will head up discussions with staff to disaggregate data for upcoming standardized testing to put all students on track for proficiency.	
	Target Date:	11/01/2013	
	Added date:		

**Classroom Instruction**

**Expecting and monitoring sound instruction in a variety of modes**

**Indicator IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)**

<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/14/2016	
	Evidence:	Teachers all have a copy of the appropriate State Frameworks. The Apex curriculum used has correlation guides that allow teachers to see what frameworks are not covered on the computer. These topics are covered in pull out sessions and additional lessons.	
	Added date:		

<b>Indicator</b>	<b>IIIA13 - All teachers explain directly and thoroughly.(122)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/30/2013	
	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:	Teachers are responsible for up to eight different classes in a semester. Students work at their own pace and are therefore all working in different lessons on the same day. This requires teachers to answer many individual questions over a variety of different subjects at any given time. When teachers have several students waiting in line to ask questions, teachers sometimes shorten explanations in order to address all students.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA18 - All teachers review with drilling/class recitation.(127)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/29/2013	
	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:	Depending on the teacher or subject area, drill and instruction could be implemented. However, since students work at their own pace on the computer this makes it a challenge to accomplish. There could be times a teacher would do a pull out session for a group of students to practice a concept.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		
<b>Indicator</b>	<b>IIIA40 - All teachers assess student mastery in ways other than those provided by the computer program.(149)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/25/2013	
	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:	Due to limited hours in the building, most mastery is evaluated by mastery of APEX curriculum and performance results on TLI formative assessments.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

### Classroom Instruction

#### Expecting and monitoring sound homework practices and communication with parents

<b>Indicator</b>	<b>IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 12/18/2012	
	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:	Students that are enrolled at ACE are required to work at home during the week or on weekends on the computer in order to keep up with the work load if they cannot get it all done while at school. Students at ACE attend school three hours a day, three days a week. Students enrolled in ALE (Alternative Learning Environment) complete most of their work on the computer while at school since they come every day. If they need to study for a test, then they might take home study guides.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

### Classroom Instruction

#### Expecting and monitoring sound classroom management

<b>Indicator</b>	<b>IIIC06 - All teachers maintain well-organized student learning materials in the classroom.(161)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/25/2013	
	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:	Some teachers are much more effective with organization of materials.	
<b>Plan</b>	Assigned to:	John Shirron	
	How it will look when fully met:	Data from CWT visits will be shared showing areas of strength and areas that need improvement. These results will be shared via email and during embedded sessions. One of the specific areas observed during the CWT includes well-organized learning materials.	
	Target Date:	03/01/2013	
	Added date:		
<b>Indicator</b>	<b>IIIC09 - All teachers correct students who do not follow classroom rules and procedures.(164)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/25/2013	
	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:	Some teachers are much more diligent with enforcing procedures than others.	
<b>Plan</b>	Assigned to:	John Shirron	
	How it will look when fully met:	Data from CWT visits will be shared showing areas of strength and areas that need improvement. These results will be shared via email and during embedded sessions. One of the specific areas observed during the CWT includes correction of student misbehaviors.	
	Target Date:	03/01/2013	
	<b>Tasks:</b>		
	1. Principal will reinforce good behavior with weekly rewards slips.		
	Assigned to:	Michele Evans	
	Added date:	09/24/2014	
	Target Completion Date:	08/25/2014	
	Frequency:	weekly	
	Comments:	Ms. Evans hands out these slips every Monday based from the previous week's reports.	
	<b>Task Completed:</b>	<b>8/25/2014 12:00:00 AM</b>	
	2. Monthly reward trips/projects will be organized for students reaching their goal.		
	Assigned to:	John Shirron	
	Added date:	09/24/2014	
	Target Completion Date:	08/18/2014	
	Frequency:	monthly	

		Comments:	Mr. Shirron organizes a monthly trip focusing on community service.
		Task Completed:	8/18/2014 12:00:00 AM
		3. Advisors and Counselor will present lessons on better life choices in order to help student's create an individualized life plan.	
		Assigned to:	Kim Gibson
		Added date:	09/24/2014
		Target Completion Date:	12/19/2014
		Frequency:	four times a year
		Comments:	This aligns with our school goal. We will be using the Success Express for Teens as our guide.
<b>Implement</b>		Percent Task Complete:	67%

**Indicator** **IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)**

**Status** [In Plan / No Tasks Created](#)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 01/25/2013	
	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:	Some teachers are much more positive than others. This is being addressed through embedded sessions and CWTs to continually improve the culture of school.	
<b>Plan</b>	Assigned to:	Not yet assigned	
	Added date:		

### **Family Community Engagement**

#### **Defining the purpose, policies, and practices of a school community**

**Indicator** **IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)**

**Status** Tasks completed: 2 of 3 (67%)

<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/24/2014	
	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:	Mrs. Grisham has attended the training to implement the new requirements for this school year.
<b>Plan</b>	Assigned to:	Michele Evans
	How it will look when fully met:	Monthly parent involvement activities will be developed for 2015/2016 school year and facilitated by Mrs. Anita Grisham.
	Target Date:	09/01/2015
	<b>Tasks:</b>	
	1. The parental involvement plan (Compact) will be reviewed with all stakeholders to update for the 2015/2016 school year to maximize parental involvement.	
	Assigned to:	Anita Grisham
	Added date:	09/24/2014
	Target Completion Date:	09/01/2015
	Comments:	Mrs. Grisham will hold a meeting with all stakeholders to update the parental involvement plan (Compact).
	<b>Task Completed:</b>	9/1/2015 12:00:00 AM
	2. The advisors will map out a theme for service projects to establish monthly dates and their focus.	
	Assigned to:	Advisors
	Added date:	09/24/2014
	Target Completion Date:	09/01/2015
	Frequency:	four times a year
	Comments:	Each advisor will organize a community service project for their grade level students and parents.
	<b>Task Completed:</b>	9/1/2015 12:00:00 AM
	3. At least once each semester, the advisors will hold face-to-face conferences with all parents to review academic progress.	
	Assigned to:	Advisors
	Added date:	09/24/2014
	Target Completion Date:	03/20/2016
	Frequency:	twice a year
	Comments:	Parent conferences are scheduled per the district calendar in October and March.
<b>Implement</b>	Percent Task Complete:	67%