

Virginia Board of Education Agenda Item



Agenda Item: D

Date: January 10, 2013

Title	Final Review of a Memorandum of Understanding for Norfolk City School Board for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School		
Presenter	Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement		
E-mail	Kathleen.Smith@doe.virginia.gov	Phone	(804) 225-2865

Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

Previous Action: Accepted for first review the MOU for Norfolk City School Board for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School

Date: November 29, 2012

Action Requested:

Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:

Goal 1: The memorandum of understanding (MOU) for Norfolk City School Board for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School will provide the most appropriate course of action to ensure accountability of student learning.

Section 8 VAC 20-131-315 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) requires certain actions for schools that are denied accreditation:

- A. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:
1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;
 2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and
 3. An opportunity to comment on the division's proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board.
- B. Any school rated Accreditation Denied in accordance with [8 VAC 20-131-300](#) shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.

The memorandum of understanding may also include but not be limited to:

1. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.
2. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.”

Summary of Important Issues:

Lafayette-Winona Middle School and William H. Ruffner Academy Middle School are designated as *Accreditation Denied* for the 2012-2013 school year. The current memorandum of understanding (MOU) between the Virginia Board of Education (VBOE) and the Norfolk City School Board for Lafayette-Winona Middle School is dated November 1, 2010, and may be found at the following Web site: http://www.doe.virginia.gov/boe/meetings/2011/10_oct/agenda_items/item_e.pdf.

William H. Ruffner Academy Middle School is in *Accreditation Denied* status for the 2012-2013 school year for the first time and is subject to actions prescribed by the VBOE and affirmed through the proposed MOU (Attachment A) between the VBOE and the Norfolk City School Board.

State Accountability – Accreditation Designation based on Statewide Assessment Pass Rates

Lafayette-Winona Middle School

Year Accreditation Rating	Based on Statewide Assessments in	Areas of Warning	
2009-2010	<i>Conditionally Accredited</i>	2008-2009	History
2010-2011	<i>Accreditation Denied</i>	2009-2010	History
2011-2012	<i>Accreditation Denied</i>	2010-2011	History
2012-2013	<i>Accreditation Denied</i>	2011-2012	Mathematics

William H. Ruffner Academy Middle School

Year Accreditation Rating	Based on Statewide Assessments in	Areas of Warning	
2009-2010	<i>Accredited with Warning</i>	2008-2009	Mathematics
2010-2011	<i>Accredited with Warning</i>	2009-2010	Mathematics, History
2011-2012	<i>Accredited with Warning</i>	2010-2011	Mathematics, History
2012-2013	<i>Accreditation Denied</i>	2011-2012	Mathematics, History

Federal Accountability

In accordance with Virginia’s approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*, William H. Ruffner Academy Middle School has been identified as a priority school and Lafayette-Winona Middle School has been identified as a focus school. Both schools became Title I schools for the first time this school year and were not subject to federal sanctions in previous years.

Proposed Memorandum of Understanding

As stated above, Lafayette-Winona Middle School’s MOU was initiated in 2010 and is identified as a focus school for the 2012-2013 school year. The *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)* requires focus schools to enter a MOU with the Virginia Department of Education.

An update from Norfolk City Public Schools regarding the current (2010) MOU between the VBOE and the Norfolk City School Board and the updated corrective action plan for Lafayette-Winona Middle School is included as Attachment B.

The updated corrective action plan for William H. Ruffner Academy Middle School is included as Attachment C. The plan indicates:

1. Actions to provide parents of enrolled students: (a) written notice of the school’s accreditation rating within 30 calendar days of the notification of the rating from the VDOE; (b) a timeline for implementation, to improve the school’s accreditation rating, including how the school plans to meet the requirements of the federal status of a priority school; (c) an

opportunity to comment on the division's proposed corrective action plan; and (d) how such public comment was received and considered by the school division prior to finalizing the school's corrective action plan and a Virginia Board of Education MOU with the Norfolk City School Board.

2. Current leading and lagging indicators that are used to meet the requirements of the USED transformation model.

Impact on Fiscal and Human Resources:

None

Timetable for Further Review/Action:

None

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the memorandum of understanding with the Norfolk City School Board for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School.

**Memorandum of Understanding Between the
Virginia Board of Education and the
Norfolk City School Board**

I. Purpose and Scope

The purpose of this Memorandum of Understanding (MOU) is to define state and federal sanctions for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School in Norfolk City Public Schools (NCPS).

In an effort to provide continuous support to Lafayette-Winona Middle School and William H. Ruffner Academy Middle School, NCPS will comply with all requirements included in the approved *Elementary and Secondary Education Act of 1965* (ESEA) Flexibility Waiver and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA).

A copy of the ESEA Flexibility Waiver submitted by the VDOE and approved by the U.S. Department of Education (USED) is located at the following link:

http://www.doe.virginia.gov/federal_programs/esea/va_esea_flexibility_application.pdf.

A copy of the SOA requirements for schools rated *Accredited with Warning* is located at the following link:

http://www.doe.virginia.gov/support/school_improvement/academic_reviews/index.shtml.

Both the VDOE and NCPS should ensure that program activities are conducted in compliance with all applicable federal laws, rules, and regulations.

II. VDOE Responsibilities

The VDOE shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of NCPS to applicable federal and state laws and regulations and waiver guidelines.
2. Review and approve all documentation evidencing the LEA's performance of requirements as set forth in the ESEA Flexibility Waiver for the Virginia Department of Education (VDOE) as approved by the U.S. Department of Education (USED), and monitor NCPS' compliance with the MOU.
3. Review and approve all documentation evidencing the division's performance of requirements as set forth in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
4. Assign an external VDOE contractor to NCPS for the purpose of building local capacity for supporting each identified school. The contractor will:

- a. Monitor the implementation of the corrective action plan for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School and ensure the schools' and division's compliance to the MOU and SOA.
- b. Monitor the implementation of Title I schools or non-Title I schools not meeting an AMO, focus and priority schools' intervention and corrective action plans as prescribed by the waiver and/or 1003(g) grant award for schools as indicated in Attachment A-1 to this MOU.
- c. Provide oversight to the academic review process including scheduling and follow-up.
- d. Monitor the development and implementation of corrective action plans for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School (and school improvement plans for those schools listed in Attachment A-1).
- e. Meet with NCPS team and VDOE representatives monthly via Web conference.
- f. Monitor NCPS' compliance to state and federal sanctions ten to twelve days per month (funded through set-aside or grant funds).
- g. Assist in monitoring NCPS' implementation of a division plan to support Lafayette-Winona Middle School and William H. Ruffner Academy Middle School. The contractor will communicate with division and school representatives through telephone calls and coaching comments entered into the Indistar® Web-based planning tool.
- h. Provide lead turnaround partner (LTP) training sessions with William H. Ruffner Academy Middle School. This activity will be funded through the set-aside or grant funds.

III. NCPS Responsibilities and School Responsibilities

NCPS shall undertake the following activities during the duration of the MOU term:

1. Ensure adherence of applicable federal and state laws and regulations and waiver guidelines.
2. Provide reports to the Virginia Board of Education, as requested, on the progress of the schools denied accreditation.
3. Ensure that the NCPS team is comprised of administrators or other key staff representing Title I, instruction, special education, English language learners (ELLs), and the principals of the schools denied accreditation.
4. Ensure division-level administrators establish and participate continuously in supporting school-level improvement efforts and monitor monthly the school improvement process. This includes support and monitoring of targeted interventions at the school-level for students at-risk for not passing a grade-level assessment including students with disabilities and ELLs.
5. Ensure the schools identified in this MOU establish school improvement teams comprised of one division-level representative, the principal, and school-level leaders representing Title I, special education, and ELLs.
6. Use Indistar®, an online school improvement tool, to develop, coordinate, track, and report division- and school-level improvement activities, including the following:
 - a. School-level annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;

- b. Meeting minutes, professional development activities, strategies for extending learning opportunities, and parent activities as well as indicators of effective leadership and instructional practice at NCPS and school-level;
- c. Analysis of data points for quarterly reports to ensure strategic, data-driven decisions are made to deploy needed interventions for students who are not meeting expected growth measures and/or who are at risk of failure and dropping out of school; and
- d. Tasks for the three required rapid improvement school indicators. These indicators meet the remedial requirements of 8-VAC 20-630 *Regulations for State Funded Remedial Programs* for schools rated *Accredited with Warning* and Title I schools required to develop a plan.

TA01	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.
TA02	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).
TA03	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.

- 7. Develop an intervention strategy for students who: 1) are not meeting expected growth measures; 2) are at risk of failure; or 3) at risk of dropping out of school. This includes students who have failed an SOL assessment in the past and students who are identified as below grade level on the Algebra Readiness Diagnostic Test (ARDT) (grades 5-8) or the Phonological Awareness and Literacy Screening (K-3), with a special focus on low-performing subgroups.
- 8. Participate in division- or school-level technical assistance as recommended by the assigned VDOE contractor that may include: peer mentors for schools/divisions; direct technical assistance; and Differentiated Technical Assistance Team webinar series.
- 9. Collaborate with assigned VDOE contractor(s) to ensure NCPS and schools maintain the fidelity of implementation necessary for reform.

IV. Modification and Termination

Any and all amendments to this agreement must be made in writing and must be agreed to and executed by all parties before becoming effective.

V. Effective Date and Signature

This MOU shall be effective upon the signature of the Virginia Board of Education (VBOE) and the Norfolk City School Board's (NCSB) officials. It shall be in force beginning on January 10, 2013, and will terminate when Lafayette-Winona Middle School and William H. Ruffner Academy Middle School are *Fully Accredited* and are no longer focus or priority schools. The VBOE and division indicate agreement with this MOU by their signatures.

Signatures and dates:

_____ David Foster Virginia Board of Education Chairman	_____ Date
_____ Dr. Patricia Wright State Superintendent of Public Instruction	_____ Date
_____ Dr. Kirk T. Houston, Jr. Norfolk School Board Chairperson	_____ Date
_____ Dr. Samuel T. King Superintendent Norfolk City Public Schools	_____ Date

Other Schools in Norfolk City Public Schools with State or Federal Sanctions

Schools	State or Federal Sanction
Azalea Gardens Middle	Accredited with Warning Did not Meet AMOs (non-Title II)
Blair Middle	Did not Meet AMOs (non-Title I)
Booker T. Washington High School	Accredited with Warning Did not Meet AMOs (non-Title I)
Campostella Elementary	Accredited with Warning Did not Meet AMOs Title I
Coleman Place Elementary	Did not Meet AMOs Title I
Granby High	Provisionally Accredited Graduation Rate Did not Meet AMOs (non-Title I)
Jacox Elementary	Accredited with Warning Focus school
Lafayette-Winona Middle	Accreditation Denied Focus school
Lake Taylor High	Did not Meet AMOs (non-Title I)
Lake Taylor Middle	Accredited with Warning Priority School – Year 3 of three-year award Title I
Lindenwood Elementary	Priority School – Year 2 of three-year award Title I
Little Creek Elementary	Did not Meet AMOs Title I
Matthew Fontaine Maury High	Did not Meet AMOs (non-Title I)
Norview Elementary	Did not Meet AMOs Title I
Norview Middle	Accredited with Warning Did Not Meet AMOs (non-Title I)
Oceanair Elementary	Did Not Meet AMOs Title I
P.B. Young, Sr. Elementary	Accredited with Warning Focus school
Poplar Halls Elementary	Did Not Meet AMOs Title I school
Sherwood Forest Elementary	Focus school
St. Helena Elementary	Did Not Meet AMOs Title I
Tanners Creek Elementary	Did Not Meet AMOs Title I
Tidewater Park Elementary	Accredited with Warning Priority School – Year 2 of three-year award Title I
William H. Ruffner Academy Middle	Accreditation Denied Priority school – Year 3 of three-year award (non-Title I)



Norfolk Public Schools

NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

August 14, 2012

Virginia Department of Education
 Attn: Mr. David M. Foster
 School Board President
 2607 North Wakefield Street
 Arlington, VA 22207

Dear Mr. Foster,

In accordance with the Memorandum of Understanding between the Board of Education (BOE) and the School Board of the City of Norfolk, this letter serves to provide you with an update of the progress that was made at Lafayette-Winona Middle School (Lafayette) during the 2011 – 2012 school year. The school's accreditation was denied due to failure to achieve *Fully Accredited* status for four consecutive years, resulting from a lack of student achievement in the area of social studies. As a school with the status of *Accreditation Denied*, a corrective action plan was developed to ensure that student learning improved at the school. The initial corrective action plan was approved by the School Board of the City of Norfolk on October 19, 2010, and served to focus adult actions on key priorities required to improve teaching and learning at the school. Please find attached a copy of Lafayette's 2011 – 2012 Corrective Action Plan.

Mrs. Tracey Flemings was assigned to serve as Lafayette's principal during the 2010 – 2011 school year, as she was a veteran principal with Norfolk Public Schools who also had several years of middle school principalship experience. Under her leadership, new department chairs were hired, and she ensured that they were afforded ongoing leadership training opportunities. The following school year, an experienced assistant principal was assigned to the school to provide support to the principal in the areas of instruction and closing all achievement gaps. Furthermore, a school-based Social Studies Coach was provided as additional support to the department. A Reading Coach was also assigned to the school during the 2011 – 2012 school year, and additional teaching positions were allocated to the school to support smaller class size in the areas of history and mathematics.

Overview of Lafayette-Winona Middle School

Fall Membership

Grade Level	2009-2010	2010-2011	2011-2012
Grade 6	212	218	230
Grade 7	194	225	232
Grade 8	276	218	219

Samuel T. King, Ed.D., Superintendent
 800 East City Hall Avenue • Norfolk, Virginia 23510
 Phone (757) 628-3830 • fax (757) 628-3820 • www.nps.k12.va.us

Fall Membership - Students by Ethnicity 2011-2012

American Indian	0
Asian	4
Hispanic	22
Black	583
White	45
Hawaiian/Pacific Islander	2
Unknown	25

Percentage of Students Eligible for Free & Reduced Lunch 2011-2012

% Eligible for Free and Reduced Lunch	83.8%
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Overview of Testing Data

During the 2011 – 2012 school year, based on assessments administered during the 2010 -2011 school year, Lafayette-Winona Middle School met state accreditation in three of the four following core content areas: English, mathematics, and science. As previously noted, the school failed to achieve Fully Accredited status due to a lack of student achievement in the area of history.

Accreditation Adjusted SOL Pass Rates (Percentages)

Core Content	2011-2012	2012-2013 <i>Preliminary</i>
English	74	75
Mathematics	72	52 (1 year avg.) 67 (3 year avg.)
Science	79	80
History	60	76

The 2012 – 2013 preliminary SOL data, based on assessments administered during the 2011 – 2012 school year, support that Lafayette will fall short of state accreditation not in the area of history, but in the area of mathematics. The new Standards of Learning (SOL) for mathematics

were fully implemented and assessed at the end of the 2011-2012 school year. The teachers and students of Lafayette experienced an increase in academic rigor and a revised testing format, to include technology enhanced items, which were assessed by the new standards. The school's three year mathematics average SOL pass rate of sixty-seven percent (67%) was a few percentage points below the Virginia Department of Education's benchmark of seventy percent (70%). However, according to preliminary data, there will be significant increases from the previous school year with the performance of students at each grade level in the area of history: Grade 6 History (USI) = twenty percent (20%) increase; Grade 7 History (USII) = eight percent (8%) increase; and Grade 8 (Civics and Economics) = twenty-eight percent (28%) increase. The Geography pass rate of one hundred percent (100%) will remain consistent from the previous school year. There was a tremendous increase in teacher capacity in the areas of content knowledge; use and implementation of appropriate instructional strategies; and the use of differentiated assessment models that translated into stronger student performance outcomes for all grade levels in the area of history. The support provided to the classroom teachers by the instructional coach for social studies, as well as a decreased teacher-student ratio, proved to be effective strategies. Additionally, the strong instructional leadership skills demonstrated by Principal Flemings inevitably contributed to increased student outcomes.

History Standards of Learning (SOL) Pass Rates (Percentages)
Lafayette-Winona Middle School

Lafayette-Winona Middle	2011 – 2012 (Based on 2010 – 2011 Assessments)	2012 – 2013 (Based on 2011 – 2012 Assessments) <i>Preliminary</i>	Percentage Increase
Grade 6 History: US to 1877	52	72	+ 20
Grade 7 History: US 1877 to Present	60	68	+ 8
Grade 8 History: Civics & Economics	55	83	+28
EOC World Geography	100	100	*

Staffing

Upon her assignment to the school, Principal Flemings assessed the strengths and weaknesses of her staff and directed teaching assignments accordingly. As previously noted, new instructional coaches and department chairs were assigned to provide leadership at the school. The school's Social Studies Coach's role was consistent with that of the instructional coaches who were hired under the School Improvement Grant 1003(g) model. The school-based Social Studies Coach and the Reading Coach served as additional support to their respective departments, and they worked collaboratively with the central office Departments of History/Social Sciences and English/Reading.

LWMS Teacher Education Attainment (Percentages)

Degree type	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
Bachelor's Degree	44	44	44	48
Master's Degree	54	54	54	51
Doctoral Degree	1	1	1	0

Instructional Support

A variety of strategies was utilized to support and improve classroom instruction at Lafayette-Winona Middle School. All core content area departments planned for instruction through the “backwards design” approach. Tiered instruction was provided to ensure that student skill deficits were addressed. Enrichment opportunities were provided for students who demonstrated mastery of concepts. The implementation of flexible scheduling supported “pull-outs” and “push-ins” for remediation and acceleration opportunities that were provided based upon pertinent student achievement data from common formative assessments (CFAs), district benchmark assessments (DBAs), teacher-made assessments, etc. Opportunities to extend learning were provided before and after-school and on Saturdays.

In addition, “learning walks” were used as a tool to monitor daily instruction. Learning walks were conducted by the school’s administration, department chairs, instructional coaches, and central office administrators. One-on-one coaching was provided to teachers with real-time feedback. Data were consistently used to drive instructional decision-making. Principal Flemings put structures in place to ensure consistent processes across core and non-core departments to hold students accountable at a higher level for their own learning.

Following are example of specific strategies that were utilized in targeted areas to improve teaching and learning:

Social Studies

- Students who scored below sixty (60%) on assessments received intervention through a targeted Academic Success Block (ASB), which was built into the school’s master schedule. ASB was conducted during a thirty (30) minute academic period. Students were paired with teachers whose students demonstrated mastery of the focus content skill and/or objective for remediation. A-days were dedicated to the Social Studies team.
- Based upon analysis of student achievement data, teaching assignments were modified in the Social Studies Department to provide instructional support during the school day through SOL Preparation classes offered during four blocks. The targeted group of

students for these classes were those who were identified in the “bubble” range of fifty (50%) to sixty (60%) percent. The focus of the class was mastery of critical skills necessary to master content. These classes worked on “fluid” time with students rotating every three and one half (3½) weeks. Those who demonstrated mastery of the identified skill and content knowledge were “cycled out” as needed, and additional students were scheduled into the class. This program was first implemented in the seventh (7th) grade Social Studies classes; and, as a result of the success of this program, it was expanded to include both sixth (6th) and eighth (8th) grade classes.

Reading

- There was a continued focus upon creating student-centered classrooms and using strategies to engage students in daily lessons.
- The Science Research Associates’ (SRA) Corrective Reading Program was implemented to increase reading, decoding, and comprehension skills of students with disabilities.

Mathematics

- Students who scored below sixty percent (60%) on assessments received intervention through a targeted Academic Success Block (ASB). This was conducted during a thirty (30) minute academic period. Students were paired with teachers whose students demonstrated mastery of the focus content skill and/or objective for remediation. B-days were dedicated to the Mathematics Department.
- Mathematics teachers used manipulatives and concrete experiences to build connections with abstract concepts to foster students’ ability to make connections with models and numeric representations.

Special Education

- Special education teachers received professional development training on the LINC’s model and peer-tutoring execution. Students focused on three words per week in their groups; these words were emphasized again by regular education/content area teachers during class instruction.
- A flexible continuum of services was provided with increased opportunities for students with disabilities who were served in the self-contained setting to receive direct instruction from a content certified teacher in the general education setting and specially designed instruction (SDI) in the special education setting, when needed.

Social/Emotional

- Elements of Positive Behavior Interventions and Supports (PBIS) were implemented to proactively address student behavior.
- Students were recognized for demonstrating monthly integrity principles.
- Students who were overage-for-grade were assigned mentors through the Promise Partners initiative in collaboration with Regent University. The curriculum exposed students to the skills required for successful entrepreneurship.
- Community counseling services (YCAPP and Compassion) were used to support student behavior.
- Guidance counselors facilitate sessions with small groups of students in the areas of social skills and self-esteem.

Lessons Learned and Next Steps

Upon receiving the preliminary Standards of Learning (SOL) pass rates during the month of July 2012, an in-depth analysis of the results was conducted by school-based and central office personnel. It was quite evident to us that the school is moving in the right direction and deliberate actions are necessary to ensure that positive trends continue. Following are a few lessons that we learned during the 2011 – 2012 school year that will guide our work during the 2012 – 2013 school year:

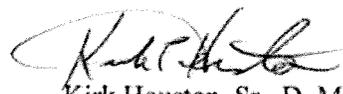
- Administrators must collaborate with staff to consistently monitor and modify the school's Indistar improvement plan on a frequent basis. Effectiveness of selected tasks/strategies must be eliminated and/or modified if there is no evidence to support continued implementation.
- Administrators must support an environment of professional risk-taking to meet the needs of students. The master schedule should be structured to withstand potential mid-course instructional changes.
- Administrators must establish and maintain structures and expectations related to monitoring of processes and support being provided by members of the instructional leadership team.
- Administrators must build positive working relationships with staff in order to promote change.
- A high-level of coaching (both informal and formal) is required to make systemic change.
- Administrators must capitalize on the leadership skills and strengths of teachers to meet the needs of students and teachers.

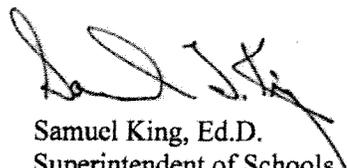
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- Administrators and staff need to determine how to best motivate students and change or build upon the mindsets of students that they are smart and capable of meeting and exceeding expectations.
- The relationship that the instructional coaches have with classroom teachers is a key component to success. In order to effect change in classroom practice, teachers must receive feedback from coaches in the manner in which it is intended, i.e. constructive in nature. Critical to this receptivity is a relationship based upon mutual trust and respect as well as professionalism. In addition, administrators must support the coaches and follow through with addressing areas of need in accordance with existing NPS policies and procedures so that teachers take the suggestions of coaches seriously. The responsibilities of department chairs and coaches must remain separate.
- Teachers must be consistently provided with quality feedback that serves to improve student learning. Teachers should be recognized for their hard work and a job well done.
- Administrators must continue with efforts to gain and sustain parental involvement and formalized mentoring for students within the school.
- Data were disaggregated and analyzed by data teams. Teachers must have continued support with integrating consistent monitoring of performance data by students.
- There must be a continued focus on maintaining a culture and climate of excellence, wherein high expectations are set and maintained for all students and all staff.

Please find attached Lafayette-Winona Middle School's Corrective Action Plan for the 2011 – 2012 school year, which was developed collaboratively by the school and central office teams. We believe that through these efforts, the students of Lafayette will benefit from improved instruction and will be able to demonstrate increased academic success.

Respectfully,


Kirk Houston, Sr., D. Min.
School Board Chairman


Samuel King, Ed.D.
Superintendent of Schools

cc: Dr. Kathleen Smith, Director of the Office of School Improvement

Lafayette - Winona

Comprehensive Plan Report

Key Indicators are shown in RED.

Virginia SIP - School Indicators (RI)

School Leadership and Decision Making

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

Indicator ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)

Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 10/30/2012	
	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 leadership team reviews the school performance data, however no support is given to assist in aggregating classroom data. Vertical teams meet and the school administrator attend departmental meetings where departmental data is discussed. An instructional coach would be able to develop a rubric to monitor classroom observation data and aggregate the data to make decisions about school improvement and professional development. The Reading, math, and history and social studies coaches can meet with the requested Instructional coach to determine the needed professional development. Currently, there is no monitoring of discipline data on a monthly basis. A behavioral specialist is requested with the the purchase of PBIS to assist in monitoring the discipline data information for the school.	
Plan	Assigned to:	Not yet assigned	

School Leadership and Decision Making

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

Indicator IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)

Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 10/30/2012	
	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:	Based on the amount of time that is required to plan, enter, assess, monitor, and implement with fidelity the Focus School Plan, it's difficult for the principal to spend the required amount of time improving instruction. Currently, aside from the principal, there are no other members on the staff trained in Indistar. It is difficult for the principal to be in classrooms 50% of the time without additional administrative and instructional support. An Instructional Coach would help to develop and plan professional development activities, lead the RTI team and assist in coaching teachers on the progress of the plan and provide feedback to the Instructional Leadership team. It is challenging to meet and address the needs of all of the school's stakeholders while devoting 50% of time to instruction.	
Plan	Assigned to:	Not yet assigned

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator 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)

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: No development or Implementation 10/30/2012	
	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:	Currently the Indicaors are being assessed. Once assessed, the staff will receive professional development on the Indicators. The Technical Assistance document will assist in providing professional development on the selected indicators. An instructional coach would assist with the professional development of the assesed indicators.	
Plan	Assigned to:	Margie Stallings	
	Added:	11/13/2012	
	How it will look when fully met:	Professional development needs will be determined through systematic formal and informal classroom observations by principals and by peers using indicators of effective teaching and classroom management, student achievement data, and teacher self-assessments.	

Target Date: 05/30/2013

Tasks:

1. Teachers will be given opportunities to strengthen instructional practices through collaboration with each other via instructional arrangements that foster peer exchange, grade-level team planning, and content planning.

Assigned to: Kelly Spinella

Added date: 11/13/2012

Target Completion Date: 05/30/2013

Comments:

2. Following initial observations of classrooms in grades 6-8, the principal and assistant principal will create professional learning teams comprised of teachers with similar needs based on the following topics: classroom management, development of lesson plans, differentiation of instruction, and formative assessments of student learning.

Assigned to: Alice Williams

Added date: 11/13/2012

Target Completion Date: 06/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 10/30/2012	
	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:	Instructional teams review various department's common assessments and district assessments. STAR Reading and STAR Math assessments are used to monitor student progress towards mastery of objectives. Students who are in need of intervention will be identified/flagged and monitored by the requested Instructional coach. A data room has been designed to monitor those students who have been flagged as a result of the Pre-tests. Teachers are flagging students who have not mastered the objectives on the common formative assessments through monitoring within the classroom.	

Plan	Assigned to:	Alice Williams
	Added:	11/13/2012
	How it will look when fully met:	Teachers, working in teams, will build the taught curriculum from learning standards, curriculum guides, and a variety of resources, including textbooks, other commercial materials, and teacher-created activities and materials. Instructional teams will discuss how to differentiate instruction for specific students based on assessment evidence—including the enrichment of any students who are already proficient prior to unit instruction and select strategies accordingly. Teams will identify specific Tier 2 and Tier 3 intervention strategies to use with at-risk students.
	Target Date:	06/30/2013
	Tasks:	
		1. The Instructional Leadership Team will analyze data from common formative assessments and benchmark assessments to identify the red-flagged students who have not met proficiency on the tested skills and concepts.
	Assigned to:	Bart Irwin
	Added date:	11/13/2012
	Target Completion Date:	05/30/2013
	Comments:	
		2. The Reading and Math coaches will ensure the implementation of research-based strategies, activities, and assessments that are clear, specific, and provide evidence of mastery consistent with the criteria established.
	Assigned to:	Alice Williams
	Added date:	11/13/2012
	Target Completion Date:	05/30/2013
	Comments:	
		3. The principal and assistant principal will monitor implemented tiered instructional interventions based on the data from assessment results. The principal and assistant principal will closely monitor the data from assessments and use the information to make instructional adjustments and identify professional development needs.
	Assigned to:	Alice Williams
	Added date:	11/13/2012
	Target Completion Date:	05/30/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA35 - Students are engaged and on task. (144)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 10/30/2012	
	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:	Currently teachers are in need of research based instructional strategies staff development on engagement activities. Teachers are not able to differentiate between engagement and completion of handouts or other instructional activities.	
Plan	Assigned to:	Not yet assigned	

Formative Assessment			
Formative and Summative Assessments			
Indicator	VA08 - Staff members plan ways to involve students in assessing their own progress. (1607)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/13/2012	
	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:	There has been limited training on how students can monitor their own progress. Professional development on the how to and the effectiveness of this process is needed.	
Plan	Assigned to:	Bart Irwin	
	Added:	11/13/2012	
	How it will look when fully met:	Students will be able to articulate and chart their individual progress on administered assessments.	
	Target Date:	05/30/2013	
	Tasks:		
		1. Professional development will be provided by members of Norfolk Public School's Curriculum and Professional Development Department and TTAC on how to effectively engage students in meaningful conversations about their individual learning progress.	
		Assigned to:	Bart Irwin
		Added date:	11/13/2012

Target Completion Date: 05/30/2013

Comments:

2. Students will be provided grade and content-appropriate tracking charts to enable them to monitor their progress on various monthly assessments.

Assigned to: Bart Irwin

Added date: 11/13/2012

Target Completion Date: 05/30/2013

Comments:

Implement Percent Task Complete: Tasks completed: 0 of 2 (0%)

Indicator **VA10 - Staff members create effective classroom discussions, questions, and learning tasks that elicit evidence of learning. These include strategies for gathering information such as on-the-fly, planned, and curriculum embedded assessments. (1609)**

Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 10/30/2012	
	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:	There is a current need for staff professional development in creating effective classroom discussions, questions, and identifying evidence of learning in which teachers are able to employ higher level thinking questions.	

Plan Assigned to: Not yet assigned

Formative Assessment

Feedback

Indicator **VC01 - Staff members use evidence of student learning as feedback to adapt and differentiate instruction to meet the needs of the different students. (1622)**

Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 10/30/2012	
	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:	Staff members have monthly meetings to idiscuss student learning and discuss ways to meet teh needs of all students.	

More staff development is needed to effectively incorporate identified student needs with current pacing requirements. Staff members also need professional development based on students' needs to assist in providing differentiated instruction in the classroom as a result of the feedback.

Plan Assigned to: Not yet assigned

Indicator **VC02 - Staff members use feedback to respond quickly to students' learning needs. This includes on the spot changes during a lesson (when it is obvious students are not understanding), as well as anticipating where students might struggle and planning ahead to address those needs. (1623)**

Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 10/30/2012	
	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:	Currently there is no model available to coach teachers in properly facilitating research based teaching practice strategies within the classroom environment. Additional support is needed to train teachers to be able to provide immediate feedback to students and develop the next instructional steps as a result.
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Plan Assigned to: Not yet assigned

Stakeholder Engagement

Family and Community Engagement

Indicator **VD02 - Multiple communication strategies are implemented that are culturally and linguistically appropriate and support engaged communication and conversations with all stakeholders. (2800)**

Status Tasks completed: 0 of 1 (0%)

Assessment	Level of Development:	Initial: Limited Development 11/15/2012	
	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:	Currently, there are a variety of means for communicating the schools' accreditation status and ongoing events with parent and community stakeholders (parent link, parent newsletters, Parent Advisory Group, bulletin boards, etc.)
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Plan	Assigned to:	Margie Stallings
	Added:	11/15/2012
	How it will look when fully met:	All parent and community stakeholders will be informed through embedded practices of on-going communications that inform them of information and data such as: accreditation status, progress towards meeting accreditation status, and school improvement efforts. In addition, there will be an increase in opportunities for parent and community engagement.
	Target Date:	06/30/2013
	Tasks:	
		1. A letter will be drafted from the principal to inform parents of the accreditation status of the school. This notification will be sent within 30 calendar days of receipt from the Virginia Department of Education. The letter will be mailed to parents/guardians of all enrolled students.
	Assigned to:	Margie Stallings
	Added date:	11/15/2012
	Target Completion Date:	11/26/2012
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

REQUIRED for Targeted Interventions

Targeted Intervention Indicators

Indicator	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)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/30/2012	
	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 Instructional Team has begun to identify students who are at risk of failing and have been targeted for intervention. Currently it is difficult for any one person to monitor the identification process	
Plan	Assigned to:	Kelly Spinella	
	Added:	11/06/2012	
	How it will look when fully met:	By June 2013, 100% of intervention students at Lafayette-Winona Middle School as identified by STAR Reading and STAR Math adaptive reading and math assessments and other data sources will be selected for participation and receive	

		additional targeted interventions.
	Target Date:	06/30/2013
	Tasks:	
		1. Alecia Pruitt, the ISTATON Coordinator, will provide training to teachers and administrators regarding the procedures for administering and analyzing data associated with the ISTATON reading assessment. All training sessions will occur during the team planning times.
	Assigned to:	Amy Wood
	Added date:	11/06/2012
	Target Completion Date:	12/30/2012
	Comments:	
		2. The Carnegie math representative will provide training to teachers regarding the procedures for administering and analyzing data associated with the Carnegie adaptive math assessment. All trainings sessions will occur during the team planning time.
	Assigned to:	Bart Irwin
	Added date:	11/13/2012
	Target Completion Date:	12/30/2012
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Indicator	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)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/30/2012	
	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:	Staff and administration are in need of extensive professional development in the tiered, differentiated intervention process. Currently, staff is familiar with the concept but not the process. Instructional support is needed for implementation during the school day.	
Plan	Assigned to:	Kelly Spinella	
	Added:	11/13/2012	
	How it will look when fully met:	By December 2012, 100% of identified intervention students will be assigned and will participate in a research-based intervention program.	
	Target Date:	06/30/2013	

	Tasks:	
	1. On a monthly basis, grade level teams will conduct collaborative team meetings with the Reading, math, and special education coordinators to review student data and develop plans for intervention.	
	Assigned to:	Kelly Spinella
	Added date:	11/13/2012
	Target Completion Date:	12/30/2012
	Comments:	
	2. In December 2012, the Carnegie and IStation consultants will provide training for teachers regarding the reading and math intervention programs.	
	Assigned to:	Bart Irwin
	Added date:	11/13/2012
	Target Completion Date:	12/30/2012
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Indicator	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)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/30/2012	
	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:	Currently the leadership team is comprised of department chairs from each department which represents the multidisciplinary instructional team which meets regularly to discuss assessment data. The monitoring of intervention outcome data is not occurring, as professional development in intervention instruction is needed by the team and administrators.	
Plan	Assigned to:	Alice Williams	
	Added:	11/13/2012	
	How it will look when fully met:	The Lafayette-Winona Middle School Instructional Leadership Team will meet on a consistent basis with teachers of identified students to determine the impact of selected interventions on student progress.	
	Target Date:	06/30/2013	
	Tasks:		

	1. The principal, assistant principal, reading coach and math coach will observe intervention lessons using the Norfolk Public Schools informal observation instrument and provide feedback to teachers. This information will be used to determine whether additional professional development is needed for specific teachers.
	Assigned to: Margie Stallings
	Added date: 11/13/2012
	Target Completion Date: 06/30/2013
	Comments:
	2. On second the Thursday of each month, the Instructional Leadership Team will meet to review formative data for intervention students and make decisions about the effectiveness of the strategies.
	Assigned to: Alice Williams
	Added date: 11/13/2012
	Target Completion Date: 05/30/2013
	Comments:
	3. During monthly meetings with the Division Leadership Team, the principal will share teacher observation data related to intervention lessons and disaggregated formative assessment data (common formative assessments, district benchmark assessments, and those assessments associated with the IStation Reading and Carnegie math programs). This information will be used to determine additional support needed from the division, the local school board and the Virginia Department of Education.
	Assigned to: Margie Stallings
	Added date: 11/13/2012
	Target Completion Date: 06/30/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 3 (0%)



Norfolk Public Schools
NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

November 16, 2012

Dear Ruffner Academy Family:

As you may know, Ruffner Academy has not met the Virginia Department of Education's benchmarks to achieve accreditation for our school based upon students' pass rates on last spring's Standards of Learning tests. Forty-six percent of Ruffner's students passed the mathematics SOL tests, and 63 percent passed the history SOL tests. The state's minimum pass rate is 70 percent.

Recently, the Virginia Department of Education informed us that Ruffner would be assigned a status of "accreditation denied." A school is given this rating if it fails to meet the requirements for full accreditation for four consecutive years. Norfolk Public Schools is developing a corrective action plan for Ruffner, and our school is receiving additional support from the Virginia Department of Education for our school improvement efforts.

I want to personally assure you of my team's commitment to providing an excellent education to Ruffner's students, and I want to share with you what we are doing this year to ensure academic success for your children.

We will build upon our strengths. Last year, 86 percent of our students passed the science SOL tests, and we had 100 percent pass rates in our high school-level science courses of Biology and Earth Science. We also had a 100 percent pass rate in World Geography.

I and my team are monitoring the progress of every student. I am frequently reviewing Ruffner's data and overseeing my leadership team's efforts to make sure the entire school's test scores meet and exceed state standards.

In addition, we will continue to offer extended-day learning opportunities before- and after-school as outlined in the letter sent home to you on November 5, 2012.

Your support is greatly appreciated as we strive for the high levels of achievement we know our students are capable of attaining. As we move forward, we will seek to increase our parental involvement as well. Research shows that strong parental involvement leads to student success at school. I encourage you to contact the school for additional information regarding parental involvement programs and volunteer opportunities.

If you have questions, need additional information on how you can get involved in the school improvement efforts, or would like to discuss the school's instructional program, please contact me and/or visit the school.

Sincerely,

A handwritten signature in black ink that reads "R. C. Fraley". The signature is written in a cursive style and is positioned to the right of the word "Sincerely,".

Richard Fraley, Principal

Ruffner Academy
Richard C. Fraley, Principal
610 May Avenue • Norfolk, VA 23504
phone: (757) 628-2466 • fax: (757) 628-2465

William H. Ruffner Middle School

Comprehensive Plan Report

Key Indicators are shown in **RED**.

Lead Turnaround Partner Requirements

Lead Turnaround Requirements	
25 Requirements	
Indicator	1. - Our school provides formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline. (982)
Status	Tasks completed: 26 of 34 (76%)
Assessment	Level of Development: Initial: Limited Development 10/24/2010
	Index: 6 (Priority Score x Opportunity Score)
	Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	<p>Student achievement: Counselors have met with students who have not met with success to help students develop goals, study habits, and time-management skills. Also, the principal has met with each of the students to look at psychological indicators that prevent students from achieving academic success. Teachers have established remediation during class time. Opportunities have been provided for students through after-school enrichment programs from 3pm-5pm. Students also have an opportunity for early morning academic enhancement from 6:45am-8am.</p> <p>Parental Involvement: Plans are in the works to have a "Back to School Day" for parents on November 15-16. Parental classroom visits are strongly encouraged. The Guidance Department schedules weekly parent conferences. The Parent Academy is a program that helps parents to develop marketable skills that assists them to re-enter the workplace.</p> <p>Student Attendance: Student attendance is monitored by the Guidance Counselors and Dean of Students. The Student Information Processing Clerk provides a daily attendance report to all teachers. Students are recognized for perfect attendance through the following means: attendance wall of fame, receive quarterly certificates, a celebration in their honor, and incentives.</p> <p>Student Discipline: "The Changing of the Shirt" ceremony is when a student has successfully reached the goals of academic success, discipline goals, and attendance goals. Once achieved, a student is</p>

		<p>promoted to the next grade level. Deans facilitate conflict mediation sessions with students with the assistance of the Guidance Department.</p> <p>Monthly SGT Meeting: Our school will provide the SGT Team information that addresses changes made based on student data.</p>
Plan	Assigned to:	Richard Fraley
	Added:	11/20/2010
	How it will look when fully met:	The Leadership Team will pull, analyze, and disaggregate data for each area using the following methods: eSembler - Student Achievement; Starbase - Student Achievement; Ultimate Data Warehouse - Student Attendance and Student Discipline; and Data Driven Software Corporation - Student Achievement. Data will be used to drive instruction.
	Target Date:	06/15/2013
	Tasks:	
	1. Stakeholders will be informed during regularly scheduled meetings, including faculty meetings, PTSA, and department meetings.	
	Assigned to:	Sharon Mims
	Added date:	01/18/2011
	Target Completion Date:	06/17/2011
	Comments:	Faculty meetings and department meetings are held at a minimum once per month.
	Task Completed:	06/13/2011
	2. Information will be presented during parent nights, open houses, and community meetings.	
	Assigned to:	Sharon Mims
	Added date:	01/18/2011
	Target Completion Date:	06/17/2011
	Comments:	
	Task Completed:	06/17/2011
	3. Administrators will provide faculty with assignments and due dates to effectively communicate the urgency of school improvement and the need for change.	
	Assigned to:	Sharon Mims
	Added date:	01/18/2011
	Target Completion Date:	11/01/2011
	Comments:	Principal communicated with staff the urgency related to reform efforts and the need for change during the November 2011 faculty meeting.
	Task Completed:	11/14/2011
	4. Administrators will explain the urgency of school improvement and provide faculty with a timeline of events.	
	Assigned to:	Sharon Mims

		Added date:	01/18/2011
		Target Completion Date:	06/17/2011
		Comments:	Principal met with staff members during the summer instructional retreat to discuss events that will take place during the 2nd year of transformation to include: Johns Hopkins Talent Development Secondary technical days schedule; Ruffner Planner - dates for events embedded in planner; and power planning sessions for all departments.
		Task Completed:	08/15/2011
	5. Information will be provided to stakeholders by sending home a parent newsletter, posting on website, and sending information via email to faculty staff and division.		
		Assigned to:	Sharon Mims
		Added date:	01/18/2011
		Target Completion Date:	06/17/2011
		Comments:	1. Instructional Coaches analyze data with team after each CFA and benchmark assessment with the use of D2SC. 2. Student attendance, behavior, and course performance is analyzed and reviewed during the bi-weekly EWI meetings (Starbase and Ultimate Data WH). 3. Principal reviews teacher gradebooks to analyze student achievement.
		Task Completed:	02/04/2011
	6. School transformation facilitator to create walls of growth and post data on all floors.		
		Assigned to:	Marice Minor
		Added date:	01/18/2011
		Target Completion Date:	01/31/2012
		Comments:	Data walls posted on all 4 floors, including attendance percentages; course performance; percent of students on-track, sliding, and off-track; honor roll lists; and perfect attendance.
		Task Completed:	03/05/2012
	7. School transformation facilitator to post school-wide goals throughout the hallway and in all classes.		
		Assigned to:	Marice Minor
		Added date:	01/18/2011
		Target Completion Date:	02/01/2011
		Comments:	
		Task Completed:	01/25/2011
	8. Communication will be facilitated through the Pawprints newsletter, which highlights the changes and the upcoming events of Ruffner.		
		Assigned to:	Joyce Williams
		Added date:	01/18/2011

		Target Completion Date:	06/17/2011
		Comments:	Pawprints newsletters were e-mailed to staff monthly. The newsletter, written by Joyce Williams and Helen Pryor, highlights events held for parents, students, and staff members to support the transformation of the school.
		Task Completed:	06/01/2011
	9. October 2010 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	01/18/2011
		Target Completion Date:	11/01/2010
		Comments:	Meeting held.
		Task Completed:	10/25/2010
	10. November 2010 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	01/18/2011
		Target Completion Date:	12/01/2010
		Comments:	Meeting held.
		Task Completed:	11/29/2010
	11. January 2011 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	01/18/2011
		Target Completion Date:	02/01/2011
		Comments:	Meeting held. See "Plan Your Meeting" for minutes.
		Task Completed:	02/01/2011
	12. February 2011 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	03/09/2011
		Target Completion Date:	02/28/2011
		Comments:	Meeting held.
		Task Completed:	06/16/2011
	13. October 2011 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	11/14/2011
		Target Completion Date:	10/31/2011
		Comments:	Meeting held. See "Plan Your Meeting" for minutes.
		Task Completed:	10/31/2011
	14. September 2011 SGT Meeting		

		Assigned to:	Sharon Mims
		Added date:	11/14/2011
		Target Completion Date:	09/20/2011
		Comments:	Meeting held. See "Plan Your Meeting" for minutes.
		Task Completed:	10/03/2011
	15. November 2011 SGT meeting		
		Assigned to:	Sharon Mims
		Added date:	11/30/2011
		Target Completion Date:	11/22/2011
		Comments:	Meeting held. See "Plan Your Meeting" for minutes.
		Task Completed:	11/15/2012
	16. January 2012 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	03/07/2012
		Target Completion Date:	01/15/2012
		Comments:	
		Task Completed:	01/15/2012
	17. February 2012 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	03/07/2012
		Target Completion Date:	02/12/2012
		Comments:	
		Task Completed:	02/12/2012
	18. March 2012 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	06/11/2012
		Target Completion Date:	03/12/2012
		Comments:	
		Task Completed:	03/12/2012
	19. April 2012 SGT Meeting		
		Assigned to:	Sharon Mims
		Added date:	06/11/2012
		Target Completion Date:	04/02/2012
		Comments:	
		Task Completed:	04/02/2012
	20. May 2012 SGT Meeting		

		Assigned to:	Sharon Mims
		Added date:	06/11/2012
		Target Completion Date:	05/07/2012
		Comments:	
		Task Completed:	05/07/2012
	21. Students will receive incentives for attendance, participation, and discipline through grade-level competitions. Bulldog Bucks will be distributed as reinforcers, and students will have the opportunity to purchase items from the school store.		
		Assigned to:	LaTonya Durr
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	22. Student incentives will be used for class-to-class academic competitions.		
		Assigned to:	LaTonya Durr
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	23. The school will compile and organize the quarter four data to include: Spring 2012 Preliminary SOL results, ARDT (Algebra Readiness Diagnostic Test) data, iStation data, and grade distribution to determine areas of identified need for the 2012-13 school year.		
		Assigned to:	Marice Minor
		Added date:	06/21/2012
		Target Completion Date:	08/30/2012
		Comments:	This data was compiled in an Early Warnings Indicator report that was reviewed through September 2012 EWI meetings with grade-level teams.
		Task Completed:	09/30/2012
	24. Instructional coaches will modify evidence of need plans to reflect SOL preliminary data for the beginning of the 2012-13 school year.		
		Assigned to:	Marice Minor
		Added date:	06/21/2012
		Target Completion Date:	08/30/2012
		Comments:	This task is no longer a focus.
		Task Completed:	10/24/2012
	25. Common formative assessments will include open-ended test items that mirror the rigor and technology-enhanced items on the SOL assessments.		

		Assigned to:	Richard Fraley
		Added date:	06/25/2012
		Target Completion Date:	06/15/2013
		Comments:	
	26. October 2012 SGT Meeting		
		Assigned to:	Richard Fraley
		Added date:	10/24/2012
		Target Completion Date:	10/24/2012
		Comments:	The team reviewed current formative assessment data for all content teams who SOL test at the end of the school year.
		Task Completed:	10/24/2012
	27. November 2012 SGT Meeting		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	11/20/2012
		Comments:	
	28. December 2012 SGT Meeting		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	12/19/2012
		Comments:	
	29. January 2013 SGT Meeting		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	01/30/2013
		Comments:	
	30. February 2013 SGT Meeting		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	02/27/2013
		Comments:	
	31. March 2013 SGT Meeting		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	03/20/2013
		Comments:	
	32. April 2013 SGT Meeting		

		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	04/17/2013
		Comments:	
	33. June 2013 SGT Meeting		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	06/05/2013
		Comments:	
	34. The principal will notify parents of Ruffner's accreditation denied status via a formal letter.		
		Assigned to:	Richard Fraley
		Added date:	11/19/2012
		Target Completion Date:	11/19/2012
		Comments:	Per the state's requirements, Richard Fraley is required to send home a letter to parents outlining Ruffner's accreditation denied status. Elizabeth Mather provided the school with a form letter, and Fraley aligned this letter with report card distribution.
		Task Completed:	11/19/2012
Implement	Percent Task Complete:		Tasks completed: 26 of 34 (76%)

Indicator	2. - Our school employs research-based strategies that provide an immediate and dramatic turnaround in student achievement. (984)		
Status	Tasks completed: 43 of 47 (91%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional Coaches work closely with their department to analyze data and provide professional development to address the needs of learners. The EWI team works closely with the teachers to target students for intervention in the areas of Attendance, Behavior, and Course Work (Math and Literacy). Other research-based strategies that are addressed are: Identifying similarities and differences; Summarizing and note taking - how to use interactive notebooks effectively; Reinforcing effort and providing recognition - Schoolwide Climate Program; Representing knowledge (nonlinguistic representation); Creating effective Learning Groups; Setting objectives and providing feedback; Cues, questions, and advance organizers	

Plan	Assigned to:	Johann Liljengren
	Added:	11/20/2010
	How it will look when fully met:	Johns Hopkins University's Instructional Coaches along with Ruffner Academy's Coaches will assist teachers with research-based strategies that will result in immediate and dramatic turnaround in student achievement.
	Target Date:	06/15/2013
	Tasks:	
	1. Instructional coaches will provide training monthly on research-based strategies for sustained student academic gains.	
	Assigned to:	Richard Fraley
	Added date:	11/20/2010
	Target Completion Date:	06/15/2013
	Comments:	<p>Training Sessions during 2011 - 2012 School Year:</p> <p>Science Department: Team-Building 8/15/2011 Visual Literacy and Formative Assessments 8/15/11 Interactive Notebooks 8/15/11 Effective Team Planning 8/16/11 Word Connections and Learning Styles 10/20/11 Foldables vs Worksheets 11/7/11 Activity Before Content 12/12/11 The 5 Es of Inquiry-Based Learning 12/12/11 Common Formative Assessments 12/12/11 Activity Before Content 2/6/12 Peer Lesson plan Reviews 2/27/12 Reading and Writing Strategies for the Science Classroom 4/16/12</p> <p>History Department: Interactive Notebooks 8/16/11 Interactive Word Wall Strategies 8/16/11 Cooperative Groups 8/16/11 Interactive Notebooks 9/13/11 Pandy 9/21/11 Flocabulary 10/17/2011 Classroom Management 12/6-8/11 Webinar 2.0 - Technology in the classroom 12/6-8/11 Testing Strategies 12/6-8/11 Kagan Materials 1/4/12 Differentiated Instruction - Part 1 2/8-9/12 Photostory 3 - 2/15/12 Differentiated Instruction - Part 2 3/29/12</p> <p>Math Department: Seventh Grade Power Planning 9/19/11 Seventh Grade Power Planning 9/21/11 Seventh Grade Power Planning 9/24/11 Seventh Grade Power Planning 9/28/11 Seventh Grade Power Planning 10/1/11 ARDT Training 10/13/11</p>

			<p>Cognitively Demanding Tasks 10/20/11 Sixth Grade Power Planning 10/24/11 Seventh Grade Power Planning 10/25/11 Eighth Grade Power Planning 10/26/11</p> <p>English Department: Interactive Notebooks 9/13/11 Tiered Instruction 9/28/11 iStation: Logging In and Intervening 10/5/11 D2SC: An Introduction 10/25/11 Planning for Tiered Instruction 10/26/11 iStation Interventions 10/27/11 Writing Quality Common Formative Assessments 10/28/11 D2SC: Pulling Quality Reports for Telling Data 10/31/11 iStation Interventions 11/1/11 The Detailed Map to the Road Ahead of Us: Putting it All Together 11/2/11 Writing Quality Common Formative Assessments 11/3/11 Power Planning, Grade 6, Focus: Writing Objectives 11/14/11 Power Planning, Grade 6, Focus: Writing Objectives 11/14/11 Power Planning, Grade 8, Focus: Writing Objectives 11/15/11</p> <p>Organization / Climate High Five As and Bs - October 4, 2011</p> <p>Special Education Department: Specially Designed Instruction 8/16/11, 10/6/11, and 1/10-12/12 Co-Planning / Co-Teaching 9/12/11, 9/12/11, and 1/10-12/12 Standards-Based Math Goals 9/16/11 SRA 9/21-22/11 VAAP 10/17/11 VAAP/VGLA Portfolio Review 10/21/11 ARDT 10/26/11 D2SC 10/26/11 Collaboration Symposium 10/27-28/11 MANDT 11/2-3/11 Kagan Strategies 11/3-4/11 FBA/BIP 11/7/11, 12/2/11, and 1/6/12 iStation 11/10/11 LINC's Vocabulary 12/6-8/11 Transition 1/17/12 Roles and Responsibilities of Paraprofessionals 1/26/12 Data Collection 1/26/12 Self-Correcting Materials 1/10-12/12</p>
		2. Kathy Nelson, Lead Turnaround Partner facilitator for Johns Hopkins, will provide Ruffner's Instructional Coaches with research-based strategies that will result in immediate and dramatic turnaround in student achievement.	
		Assigned to:	Kathy Nelson
		Added date:	11/20/2010
		Target Completion Date:	01/14/2011
		Comments:	
		Task Completed:	01/31/2011

	3. Math District Coordinator, Alfreda Jernigan, will conduct a power planning for each grade level. Teachers will be taught research-based strategies to implement during classroom instruction.
	Assigned to: Marye Werling
	Added date: 11/14/2011
	Target Completion Date: 11/01/2011
	Comments: Power planning sessions for each grade level were held.
	Task Completed: 10/26/2011
	4. History Instructional Improvement Coach Secondary will conduct a power planning for each grade level. Teachers will be taught researched based strategies to implement during classroom instruction.
	Assigned to: Heidi Davis
	Added date: 11/14/2011
	Target Completion Date: 10/06/2011
	Comments:
	Task Completed: 10/06/2011
	5. A Professional Development Plan on best practice strategies to improve student engagement will be developed by the Instructional Leadership Team and provided to the entire staff.
	Assigned to: Marice Minor
	Added date: 11/28/2011
	Target Completion Date: 01/03/2012
	Comments: Decide topics and dates to implement training. Instructional Coaches provided a professional development plan to their teachers based on department and specific teacher needs. A "school-wide" plan was not distributed to the entire staff.
	Task Completed: 02/01/2012
	6. Special Education Department training will be a focus for 2011-12 school year.
	Assigned to: Paula Chadwick
	Added date: 11/29/2011
	Target Completion Date: 06/01/2012
	Comments: The following trainings have been conducted for the Special Education Department: Specially Designed Instruction - September 16, October 6, and October 11 Co-Planning / Co-Teaching - September 12, September 22, January 10 -12 SRA - September 22 Standards-based Math Goals - September 16, October 20 VAAP - October 17 VAAP/VGLA Portfolio Review - October 21 Collaboration Symposium - October 27, October 28 MANDT - November 2 -3 Kagan Strategies - November 3, November 4

			ARDT - October 26 D2SC - October 26 City-wide Staff Development - November 17 FBA/BIP - November 7 (Planned December 2, January 6) iStation - November 10 LINCS - December 6 - 8 Transition - January 17 Roles and responsibilities of paraprofessionals - January 26 Data Collection - January 26 Self-correcting materials - January 10-12 Content Power Planning November 14 and 15 - English/Reading
		Task Completed:	06/15/2012
	7. Teachers will implement brain-based strategies, Best practices for Social Studies (Pandy), and Marzano research-based strategies by utilizing the InterActive Notebook (IAN/INB).		
		Assigned to:	Heidi Davis
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	Teachers were trained on how to effectively implement these strategies in their classrooms. On-going modeling of implementation will be done by the Instructional Coach.
		Task Completed:	11/21/2011
	8. Teachers will utilize manipulatives, including Nystrom Maps, Globes Kits, and content specific whiteboards in United States History I and II classes, during classroom instruction.		
		Assigned to:	Heidi Davis
		Added date:	01/13/2012
		Target Completion Date:	03/01/2012
		Comments:	
		Task Completed:	10/01/2011
	9. Teachers will utilize role-playing and real-world scenarios in classroom instruction.		
		Assigned to:	Heidi Davis
		Added date:	01/13/2012
		Target Completion Date:	03/01/2012
		Comments:	History teachers are implementing strategy to enhance classroom instruction.
		Task Completed:	11/21/2011
	10. Teachers will provide additional support to students during History Breakfast Club.		
		Assigned to:	Heidi Davis
		Added date:	01/13/2012
		Target Completion Date:	03/01/2012
		Comments:	Each core content was assigned a computer lab from 6:45 AM

			- 7:45 AM. Students are able to work on remediation programs based on areas of need. Math - IXL Math History - BrainPop, SOLpass.org, Quia Reading - iStation
		Task Completed:	02/01/2012
		11. Administrators, science department chair, and science coach will monitor the implementation of students and teachers incorporating visual literacy and interactive word walls into their weekly lesson plans.	
		Assigned to:	Tekita Blackwell
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	Instructional Coach monitors this process through planning, observation, and coaching cycle.
		Task Completed:	01/09/2012
		12. Teachers will plan and implement vocabulary enrichment activities that enhance kinesthetic learners (i.e. learning stations, role play, constructing models, group games, choreography, etc.).	
		Assigned to:	Tekita Blackwell
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	Teachers recieved training from Instructional Coach at power planning sessions.
		Task Completed:	02/16/2012
		13. Teachers will provide weekly opportunities for students to explore content-related science problems via lab investigations (Inquiry Learning).	
		Assigned to:	Tekita Blackwell
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	
		Task Completed:	02/16/2012
		14. Teachers will provide student-centered, inquiry-based instruction through the use of experimentation before emphasizing content (Activity Before Content).	
		Assigned to:	Tekita Blackwell
		Added date:	01/13/2012
		Target Completion Date:	02/01/2012
		Comments:	Instructional Coach trained, modeled, and co-taugh with teachers how to successfully implement activity before content.
		Task Completed:	01/15/2012
		15. Teachers will maximize their time in co-taught classes and collaborative planning to provide services for SWD.	
		Assigned to:	Paula Chadwick

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

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

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

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

		Assigned to:	Angelicia Speller
		Added date:	06/13/2012
		Target Completion Date:	04/05/2012
		Comments:	
		Task Completed:	06/15/2012
	36. The English, reading, and math teachers will participate in training and implement the strategies from the Data Driven Decision-Making Professional Development provided by Laurel Masterson, CPD Teacher Specialist.		
		Assigned to:	Sharon Mims
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	37. All extended learning time programs will be restructured based on an evaluation of the existing programs, as well as linked directly to the identified needs of the students.		
		Assigned to:	Angelicia Speller
		Added date:	06/13/2012
		Target Completion Date:	03/15/2012
		Comments:	
		Task Completed:	06/15/2012
	38. Individual and group data team forms will be utilized to identify areas of students' needs and the specific instructional strategies being used to remediate and/or reteach.		
		Assigned to:	Sharon Mims
		Added date:	06/13/2012
		Target Completion Date:	06/15/2013
		Comments:	This task is repetitive of another listed task and has been closed after the dismissal of the former administration.
		Task Completed:	07/01/2012
	39. Special educators, department chair, and instructional coach will create a SDI chart, which identifies research-based strategies to address the disability-related needs of students receiving special education services.		
		Assigned to:	Paula Chadwick
		Added date:	06/13/2012
		Target Completion Date:	03/30/2012
		Comments:	
		Task Completed:	04/15/2012
	40. Teachers will analyze data and place students in either the Red, Yellow, or Green tiers. Teachers will plan collaboratively and implement lessons and enrichment activities that incorporate tiered interactive instruction that meets the needs of students identified through benchmark and common formative assessments.		

		Assigned to:	Richard Fraley
		Added date:	06/13/2012
		Target Completion Date:	06/15/2013
		Comments:	
	41. All math teachers will be trained in SpringBoard for use during the 2012-13 school year.		
		Assigned to:	Daniel Board
		Added date:	06/21/2012
		Target Completion Date:	08/30/2012
		Comments:	Math teachers participated in a Math SpringBoard training on 8/20 - 8/22 from 8:00 - 3:00 each day.
		Task Completed:	08/31/2012
	42. An instructional retreat will be scheduled for the 2012-13 school year.		
		Assigned to:	LaTonya Durr
		Added date:	06/21/2012
		Target Completion Date:	10/30/2012
		Comments:	Funding restrictions do not permit an instructional retreat to be scheduled in the same way in which it was in previous years of the grant. Professional development for teachers will be scheduled per the other tasks.
		Task Completed:	07/01/2012
	43. Remediation pull-out groups will be used throughout the school year to allow for intensive, small group instruction on specific student weaknesses in math.		
		Assigned to:	Daniel Board
		Added date:	06/25/2012
		Target Completion Date:	06/15/2013
		Comments:	
	44. Special educators supporting math, reading, and writing will be scheduled the entire instructional block to provide specially designed instruction to students with disabilities and support remediation groups.		
		Assigned to:	Paula Chadwick
		Added date:	06/25/2012
		Target Completion Date:	10/15/2012
		Comments:	Staffing limitations did not afford the administration the opportunity to schedule special educators for the entire instructional block. However, contents that are SOL tested have a professional special educator a minimum of 45 minutes her instructional bell for co-taught classes. Most SOL tested contents have special educators available for the full 90 minute instructional bell for each co-taught classes, specifically in math, social studies, and reading.
		Task Completed:	09/30/2012
	45. Teachers will use questioning techniques that involve "higher-order" questions, which require		

		students to apply, analyze, synthesize, and evaluate information.
	Assigned to:	Richard Fraley
	Added date:	06/25/2012
	Target Completion Date:	06/15/2013
	Comments:	All teachers have been trained on higher-order questioning and are evaluated weekly using the Ruffner Middle School questioning rubric. Teachers continue to develop higher-order questions to accompany daily lesson plans and pose higher-order questions as part of the instructional process. This is an ongoing support need, and support will be provided by the administration, department chairs, and instructional coaches.
	Task Completed:	09/30/2012
	46. Instructional coaches will complete the coaching cycle with a minimum of three teachers per week.	
	Assigned to:	Richard Fraley
	Added date:	10/25/2012
	Target Completion Date:	11/30/2012
	Comments:	
	47. Johns Hopkins University Talent Development Secondary facilitators will plan and teach with Ruffner Academy core-content teachers once per month.	
	Assigned to:	Johann Liljengren
	Added date:	10/25/2012
	Target Completion Date:	06/15/2013
	Comments:	JHU facilitators began their monthly visits in September 2012. The facilitators have scheduled additional support sessions on a monthly basis for the remainder of the 2012-2013 school year.
	Task Completed:	11/01/2012
Implement	Percent Task Complete:	Tasks completed: 43 of 47 (91%)

Indicator	3. - Our school works with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement. (985)		
Status	Objective Met 10/25/2012		
Assessment	Level of Development:	Initial: Limited Development 11/16/2010	
		Objective Met - 10/25/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Principal and Assistant Principal attended summer job fair to recruit, recommend, and hire teachers as well as instructional coaches with a proven record of success of increasing student achievement. Principal interviewed current teachers, recommended, and placed positions within the building to support student achievement.
Plan	Assigned to:	Richard Fraley
	Added:	11/20/2010
	How it will look when fully met:	Principal conducts all interviews, develops all interview questions and protocol for interviews, and does follow-up and next steps for recommending individuals with a proven record of success of increasing student achievement
	Target Date:	09/08/2012
	Tasks:	
	1. Principal will conduct interviews for teacher and leader positions.	
	Assigned to:	Sharon Mims
	Added date:	11/20/2010
	Target Completion Date:	05/12/2011
	Comments:	Principal conducted interviews throughout the summer to fill vacant positions. Principal will continue to interview candidates for vacant positions.
	Task Completed:	08/31/2011
	2. During the interview session, questions will be centered around what the interviewee has done to improve student achievement in their present/prior school.	
	Assigned to:	Sharon Mims
	Added date:	11/28/2011
	Target Completion Date:	01/01/2012
	Comments:	
	Task Completed:	01/01/2012
	3. Norfolk Public Schools will hire a Shared Governance Team Principal to support the principal with the supervision of the school, emphasizing instructional leadership for the remainder of the 2011-12 school year.	
	Assigned to:	Sharon Byrdsong
	Added date:	06/13/2012
	Target Completion Date:	02/01/2012
	Comments:	
	Task Completed:	02/01/2012
Implement	Percent Task Complete:	
	Objective Met:	10/25/2012 1/1/0001
	Experience:	10/25/2012 Though we began the 2012-2013 school year without a full-time, contracted staff, all core content positions have now been filled. The school experienced particular difficulties in

		seeking Human Resources support to staff math and end-of-course positions as the application pool was limited.
	Sustain:	10/25/2012 Should a position open at Ruffner Academy due to teacher resignation or dismissal, the school will need assistance from Human Resources to identify, interview, and hire a qualified applicant.
	Evidence:	10/25/2012 All core content positions are fully staffed by highly-qualified teachers as of October 25, 2012 through the support of NPS Human Resources.

Indicator	4. - Our school recommends necessary restructuring of teacher and leader contracts. (986)
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Status	Objective Met 10/25/2012
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Assessment	Level of Development:	Initial: Limited Development 11/16/2010
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		Objective Met - 10/25/2012
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	Index:	2	(Priority Score x Opportunity Score)
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	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
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	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)
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	Describe current level of development:	With the school improvement grant, there is a need to adjust the time for teachers and students to have an extended day.	
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Plan	Assigned to:	Natalie Halloran	
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	Added:	11/20/2010	
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	How it will look when fully met:	Members of the central administrative team are examining the full impact of the transformation model on existing NPS policies, practices, and/or procedures.	
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	Target Date:	06/15/2013	
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	Tasks:		
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		1. The school will work with the school system to restructure teacher and leader contracts.	
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		Assigned to:	Roni Myers-Daub
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		Added date:	11/28/2011
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		Target Completion Date:	06/15/2012
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		Comments:	To provide for additional learning time, teachers are compensated for hours beyond their contractual time.
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		Task Completed:	06/15/2011
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Implement	Percent Task Complete:		
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	Objective Met:	10/25/2012 1/1/0001	
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	Experience:	10/25/2012	
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		Funding was secured through the School Improvement Grant to provide teachers will pay beyond their contractual hours for academic support programming.
	Sustain:	10/25/2012 The grant funds will continue to be managed to afford all teachers an equitable opportunity to participate in extended-day teaching opportunities.
	Evidence:	10/25/2012 The budget for the 2012-2013 school year provides for funds for extended-day teaching. Teachers will receive these funds when they complete their agreed upon hours.

Indicator	5. - Our school develops and engages teachers and the leader in professional development aligned to programmatic goals. (987)		
Status	Tasks completed: 10 of 12 (83%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional Coaches provide monthly professional development based on the identified needs of both teachers and students. Teachers, in addition to Instructional Coaches, will attend regional, state, and national conferences in their content area. The Principal and Assistant Principal will conduct monthly professional learning community activities for the staff based on data collected via teacher observations.	
Plan	Assigned to:	Johann Liljengren	
	Added:	11/20/2010	
	How it will look when fully met:	Johns Hopkins will provide professional development to the leadership team that is aligned to programmatic goals.	
	Target Date:	06/15/2013	
	Tasks:		
	1. Administrators will meet with Kathy Nelson to develop training schedule and to design the Instructional Leadership Team Retreat.		
	Assigned to:	Kathy Nelson	
	Added date:	11/20/2010	
	Target Completion Date:	02/28/2011	
	Comments:		
	Task Completed:	01/30/2011	
	2. Administrators, Department Chairs, and Coaches will receive effective walkthrough training from Dr. Beers.		
	Assigned to:	Sharon Mims	

		Added date:	01/18/2011
		Target Completion Date:	01/18/2011
		Comments:	
		Task Completed:	01/17/2011
	3. Teachers will participate in professional development activities provided by School Improvement Instructional Coaches.		
		Assigned to:	Marice Minor
		Added date:	10/17/2011
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	4. Instructional Leadership Team Retreat will be held.		
		Assigned to:	Sharon Mims
		Added date:	11/14/2011
		Target Completion Date:	08/09/2011
		Comments:	Instructional Leadership Team Retreat held August 9, 2011 from 9:00 a.m. - 4:00 p.m. JHU Talent Development Secondary conducted mini-workshops for the leadership team. The overarching topic was standardizing Ruffner Academy.
		Task Completed:	08/09/2011
	5. Whole-school Instructional Retreat will be held. The purpose of the whole-school instructional retreat is to provide training and development of research-based strategies needed to support the transformation of the school.		
		Assigned to:	Sharon Mims
		Added date:	11/14/2011
		Target Completion Date:	08/16/2011
		Comments:	
		Task Completed:	08/16/2011
	6. Instructional retreat will be held on April 4, 2012. Each department developed their Pre-SOL Plans, focusing on specific instructional strategies to be used during remediation and reteaching sessions. Data from CFAs, DBAs, iStation, and ARDT will be used to identify specific areas of need.		
		Assigned to:	Angelicia Speller
		Added date:	06/13/2012
		Target Completion Date:	04/05/2012
		Comments:	
		Task Completed:	04/05/2012
	7. The Instructional Coaches will group the teachers in red, yellow, and green tiers to better plan structured support and professional development opportunities.		
		Assigned to:	Angelicia Speller

		Added date:	06/13/2012
		Target Completion Date:	04/20/2012
		Comments:	
		Task Completed:	04/20/2012
	8. The special education instructional coach and special education department chair will provide training in specially designed instruction to assist special education teachers in meeting the disability-related needs of students identified for services.		
		Assigned to:	Paula Chadwick
		Added date:	06/13/2012
		Target Completion Date:	06/15/2013
		Comments:	The special education team was provided with this training during pre-service week and through additional departmental meetings.
		Task Completed:	09/30/2012
	9. The instructional coaches will group the teachers in red, yellow, and green tiers to better plan structured support and professional development opportunities.		
		Assigned to:	Roni Myers-Daub
		Added date:	06/21/2012
		Target Completion Date:	06/15/2013
		Comments:	Coaches have identified teacher needs and continue to adjust the tiers as needed. All teacher professional development needs have been evaluated.
		Task Completed:	10/25/2012
	10. Teacher needs will be identified by collecting data from observations, learning walks, and lesson plan reviews to plan for professional development.		
		Assigned to:	Richard Fraley
		Added date:	06/25/2012
		Target Completion Date:	06/15/2013
		Comments:	
	11. Teachers will receive content-specific professional development from the instructional coach, department chair, and/or teacher leader once per month in the department meeting.		
		Assigned to:	Richard Fraley
		Added date:	10/25/2012
		Target Completion Date:	06/15/2013
		Comments:	
	12. All employees will submit professional goals and will provide attendance documentation for development opportunities designed to meet those goals.		
		Assigned to:	Doris Langhorne
		Added date:	10/25/2012
		Target Completion Date:	06/01/2013

		Comments:	All teachers submitted professional goals on October 15, 2012. The documentation for meeting those goals through professional development will be submitted June 2013.
		Task Completed:	10/15/2012
Implement	Percent Task Complete:		Tasks completed: 10 of 12 (83%)

Indicator	6. - Our school promotes student motivation for learning. (988)
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Status	Tasks completed: 10 of 12 (83%)
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Assessment	Level of Development:	Initial: Limited Development 10/24/2010
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	Index:	9	(Priority Score x Opportunity Score)
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	Priority Score:	3	(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:	The following are being implemented this year: incentives for students passing the benchmark assessments; Principals Hall of Fame Wall (Students that obtain all A's will have their pictures placed on the wall. Students that make the honor roll will have their name placed on the wall.); lunch with the Principal for students that make all A's; 600 Club for students that make a 600 on SOL assessments; and A Club for students with all A's.
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Plan	Assigned to:	LaTonya Durr
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	Added:	11/20/2010
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	How it will look when fully met:	Mastering the Middle Grades Curriculum will be implemented in our school. In addition, the following will be implemented: high Five As and Bs lessons will be taught; high Five As and Bs posters will be placed in all the classrooms and throughout the building; "Caught Doing Something Good" will be fully implemented; reflection room will be initiated; and student of the Month will be determined by demonstration of High Five As and Bs characteristics.
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	Target Date:	06/15/2013
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	Tasks:	
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		1. High 5 posters will be placed in all classrooms and throughout the building.
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	Assigned to:	Stephanie Hazell
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	Added date:	11/20/2010
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	Target Completion Date:	12/15/2010
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	Comments:	High 5 posters were placed in each classroom and on the walls throughout the building. Students are given "Caught Doing Something Good" tickets when they demonstrate the five appropriate behaviors.
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	Task Completed:	12/07/2010
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	2. Student of the Month Bulletin Boards will be displayed on each grade-level hall.
	Assigned to: Yolanda Brown
	Added date: 01/10/2011
	Target Completion Date: 12/01/2010
	Comments: Each grade level has a "Student of the Month" board. Each teacher is given the opportunity to nominate a student. The names and pictures of the students are then placed on the board for everyone to see.
	Task Completed: 10/01/2010
	3. Students will be able to earn rewards for demonstrating the High Fives daily. Students will then be able to purchase items from the school store.
	Assigned to: Marice Minor
	Added date: 10/07/2011
	Target Completion Date: 10/15/2011
	Comments: Orders for the school store was given to SIG office September 20, 2011. Bulldog Store has been fully implemented.
	Task Completed: 01/04/2012
	4. Grade level competitions based on the High Fives (Attendance, Achievement , Attitude, Accountability, and Awareness) will be held throughout the school year.
	Assigned to: LaTonya Durr
	Added date: 10/07/2011
	Target Completion Date: 06/15/2012
	Comments:
	Task Completed: 06/15/2012
	5. Motivational posters will be placed throughout the building.
	Assigned to: Marice Minor
	Added date: 10/17/2011
	Target Completion Date: 10/20/2011
	Comments: Posters were placed in the 1st floor.
	Task Completed: 11/04/2011
	6. Quarterly Honor Roll Celebrations will be held.
	Assigned to: Felecia Oliver
	Added date: 10/17/2011
	Target Completion Date: 06/15/2012
	Comments:
	Task Completed: 12/15/2010
	7. Bulldog Bucks will be created, and the criteria will be reviewed with teachers, regarding how students will earn bulldog bucks. Students will earn bucks based on the High Fives As and Bs program.
	Assigned to: LaTonya Durr

		Added date:	11/14/2011
		Target Completion Date:	11/15/2011
		Comments:	Mrs. Minor will create the bulldog bucks. Ms. Ingram will make copies of bucks. Bucks will be distributed to teachers during the November 15, 2011 EWI meetings.
		Task Completed:	11/07/2011
	8. Educational Empowerment Day will be held. Students will have the opportunity to meet with college representations, gain financial literacy, and hear a motivational speaker, Principal Kafele.		
		Assigned to:	Heidi Davis
		Added date:	11/14/2011
		Target Completion Date:	10/15/2011
		Comments:	Students participated in a college expo, financial literacy session, team building activities, and attended a session led by motivational speaker Principal Kafele. Milken National Educator, best-selling author, educational consultant and motivational speaker, Principal Kafele is on fire! He's on a mission to motivate, educate, and empower educators, parents, and children toward the elimination of the attitude gap, the world over. In these times of crisis-level drop-out rates, suspension rates and low academic performance, Principal Kafele brings an empowering message of attitude transformation. His message is inspiring, reinvigorating, thought-provoking, and candid. He inspires his audiences to expect nothing less than excellence.
		Task Completed:	10/12/2011
	9. The school transformation facilitator will organize report card conferences with sixth, seventh, and eighth grade students. Students will meet with non-teaching school personnel to discuss their progress and plan for improvement.		
		Assigned to:	Marice Minor
		Added date:	06/13/2012
		Target Completion Date:	06/15/2013
		Comments:	
	10. Students will continue to receive recognition for demonstrating the High Five As and Bs using a variety of incentives.		
		Assigned to:	LaTonya Durr
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	11. Teachers will utilize data portfolios to personalize student data and create student ownership.		
		Assigned to:	Sharon Mims

		Added date:	06/13/2012
		Target Completion Date:	06/15/2013
		Comments:	This task is no longer a focus due to the administrative change.
		Task Completed:	10/25/2012
12. Student incentives will be used for class-to-class and grade level academic competitions.			
		Assigned to:	LaTonya Durr
		Added date:	06/21/2012
		Target Completion Date:	06/15/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 10 of 12 (83%)

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

Indicator	8. - Our school promotes parental capacity to support student engagement, motivation, and learning within school, at home and in the community. (991)		
Status	Tasks completed: 15 of 18 (83%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Parental involvement activities include the following: eSembler - allows the parents to view their students grades, homework, and missing assignments; Edulink - a notification system put in place that allows parents to stay in touch with information disseminated from the school; SOL Parent Information Night - parents are informed about SOL scores and verified credits, they choose their child's elective class for the next school year, and they are given strategies for each content that helps their students with their SOL assessments; Gifted & Talented Information Night - information is shared with the parents on how students are assessed and evaluated for the gifted & talented program; Young Scholar Information Night - forums are provided for the parents, guest speakers come in to present information related to multiple intelligences and career exploration; Parent Conferences- held weekly with the assistance of the Guidance Department; Exceptional Children Parent Workshop - parents that have students with special	

		needs are provided workshops that focus on how to better assist their child with their academic needs; and communication occurs through the Pawprints newsletter.
Plan	Assigned to:	LaTonya Durr
	Added:	11/20/2010
	How it will look when fully met:	Our school will work with Marsha Greenfeld, Senior Program Facilitator of National Network of Partnership Schools, to promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community. Our school will work with the PTSA to schedule parent activities.
	Target Date:	06/15/2012
	Tasks:	
	1. A parent "Back to School Day" will be scheduled to provide parents an opportunity to see what it feels like to be a middle school student for a day.	
	Assigned to:	Sharon Mims
	Added date:	11/20/2010
	Target Completion Date:	11/15/2010
	Comments:	More than 40 parents visited during the two "Back to School Day" events. Mrs. Oliver, Guidance Counselor, conducted a workshop on "How to be a Successful Middle School Parent" in the morning on both days. Mrs. Mims, Principal, conducted a debriefing with parents both afternoons to answer questions and discuss any concerns.
	Task Completed:	11/16/2010
	2. Speciality Programs potluck informational night will be scheduled.	
	Assigned to:	Felecia Oliver
	Added date:	11/20/2010
	Target Completion Date:	11/16/2010
	Comments:	Young Scholars information night
	Task Completed:	11/16/2011
	3. Parent SOL Information Night Grade 8 will be scheduled.	
	Assigned to:	Tammi Hinton
	Added date:	11/20/2010
	Target Completion Date:	05/30/2011
	Comments:	
	Task Completed:	05/30/2011
	4. Parent SOL Information Night Grade 7 will be scheduled.	
	Assigned to:	Robert Wylie
	Added date:	11/20/2010

		Target Completion Date:	04/30/2011
		Comments:	
		Task Completed:	04/30/2011
	5. Parent SOL Information Night Grade 6 will be scheduled.		
		Assigned to:	Carolyn Jones
		Added date:	11/20/2010
		Target Completion Date:	04/30/2011
		Comments:	
		Task Completed:	04/30/2011
	6. Action Team Members Training will be scheduled.		
		Assigned to:	Marsha Greenfeld
		Added date:	01/10/2011
		Target Completion Date:	01/05/2011
		Comments:	Marsha Greenfeld of National Network of Partnership Schools will conduct training entitled Goal-Oriented Partnership Programs. The purpose of the training is to train and form an team Action Team whose main goal is to build partnerships with the community and promote parental capacity to support student engagement.
		Task Completed:	01/05/2011
	7. Parent Academy will be scheduled.		
		Assigned to:	Stephanie Hazell
		Added date:	03/09/2011
		Target Completion Date:	03/09/2011
		Comments:	<p>Parent Academy participants received classroom training for specific skills needed to apply for and retain employment. This training was a 12-hour structured learning experience covered in a four-week period, taught for a 1-1/2 hour time period twice a week.</p> <p>Learning strategies included discussion, role play, oral presentations, guest speakers, and written assignments.</p> <p>Upon successful completion of Parent Academy, participants received a certificate which was presented to prospective employers as proof of training.</p> <p>Brief Descriptions of the Sessions:</p> <p>"Getting to Know Yourself" Participants develop a personal inventory that will help them learn about their strengths, weaknesses, and interests.</p> <p>"The Right Job-Just for You" Participants learn to set goals and discover the important steps for searching successfully for the job best suited to</p>

			<p>them.</p> <p>“Marketing Yourself” Participants learn proven ways to help them connect with the right job, company or employer.</p> <p>“Preparing Your Resume” Participants learn the proper way to prepare a resume that fits them to the job they are interested in.</p> <p>“Writing the Cover Letter” Participants learn how to write a cover letter that tells a prospective employer what to look for in the resume.</p> <p>“Planning the Interview” Participants learn how to anticipate and respond to interview questions, how to dress, and the importance of body language.</p> <p>“Job Seeking Strategies” Participants receive information on the best ways to look for a job and fill out an application.</p> <p>“Staying on the Job Once You Are Hired” Participants learn how to become a successful employee who works well with others and can look forward to advancement.</p>
		Task Completed:	03/09/2011
		8. Breakfast with the Principal will be scheduled. Parents and Principal will discuss important issues pertaining to the improvement of student achievement.	
		Assigned to:	Sharon Mims
		Added date:	10/17/2011
		Target Completion Date:	10/15/2011
		Comments:	10 parents attended breakfast with the principal. Principal listened to and addressed parental concerns.
		Task Completed:	10/15/2011
		9. Lunch with the Principal will be scheduled. Parents and Principal will discuss important issues pertaining to the improvement of student achievement.	
		Assigned to:	Sharon Mims
		Added date:	10/17/2011
		Target Completion Date:	12/12/2011
		Comments:	
		Task Completed:	12/12/2011
		10. Dinner with the Principal will be scheduled. Parents and Principal will discuss important issues pertaining to the improvement of student achievement.	
		Assigned to:	Sharon Mims
		Added date:	10/17/2011

		Target Completion Date:	02/22/2012
		Comments:	
		Task Completed:	02/22/2012
	11. November 2011 Parent Academy will be scheduled.		
		Assigned to:	LaTonya Durr
		Added date:	10/17/2011
		Target Completion Date:	11/30/2011
		Comments:	The focus of the November 8 and 14, 2011 Parent Academy was to discuss with parents what help they needed from school staff in helping their child be successful in middle school. Parents also gave ideas on how to help gain more parental support.
		Task Completed:	11/14/2011
	12. A six-session parent academy will be developed to address parenting skills, bullying prevention, preparing your child for school, assistance with homework, and test taking strategies.		
		Assigned to:	LaTonya Durr
		Added date:	11/28/2011
		Target Completion Date:	01/03/2012
		Comments:	The Climate Coach, Mrs. Durr, attends the monthly community meetings to meet with the parents to discuss the above topics.
		Task Completed:	02/20/2012
	13. Parent SOL Night will be held on April 18, 2012. Parents and students will receive information regarding strategies to ensure student success on the SOL assessments.		
		Assigned to:	Sharon Mims
		Added date:	06/13/2012
		Target Completion Date:	04/20/2012
		Comments:	
		Task Completed:	04/18/2012
	14. The school will communicate with parents the importance of the tutoring support provided at Ruffner through emails, webpage, Newsletters, and Edulink.		
		Assigned to:	LaTonya Durr
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	15. School staff members will attend local housing meetings to increase parent awareness of the academic supports that are offered at Ruffner Academy.		
		Assigned to:	LaTonya Durr
		Added date:	06/13/2012

		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	16. Parent SOL Night will be scheduled earlier this year and advertised to ensure increased parent participation. Parents and students will receive information regarding strategies to ensure student success on the SOL assessments.		
		Assigned to:	LaTonya Durr
		Added date:	06/25/2012
		Target Completion Date:	01/30/2013
		Comments:	
	17. School staff members will continue to attend local housing meetings to increase parent awareness of the academic supports that are offered at Ruffner.		
		Assigned to:	LaTonya Durr
		Added date:	06/25/2012
		Target Completion Date:	06/15/2013
		Comments:	
	18. Ruffner parents will be directly notified of all NPS Parent Academy opportunities via newsletter and the edu-link phone system.		
		Assigned to:	LaTonya Durr
		Added date:	10/25/2012
		Target Completion Date:	06/01/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 15 of 18 (83%)

Indicator	9. - Our school works with the school division to expand community support to garner human resources needed for reform. (993)		
Status	Tasks completed: 7 of 7 (100%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The following programs are implemented to expand community support: RAMP - Ruffner Academy Mentor Program; Navy League Support; PTSA; Young Scholars - Parent Forum, Job Shadowing Program; Career Day; and Delta Academy.	
Plan	Assigned to:	LaTonya Durr	
	Added:	11/20/2010	

	How it will look when fully met:	Our school will work with PTSA President to develop community partnerships for reform.
	Target Date:	04/30/2011
	Tasks:	
	1. Training will be conducted for individuals in the RAMP Mentoring Program.	
	Assigned to:	Karen Vagnarelli
	Added date:	11/20/2010
	Target Completion Date:	04/30/2011
	Comments:	
	Task Completed:	02/15/2011
	2. Training will be conducted for Navy League Cadet Leaders.	
	Assigned to:	Jamel Hobson
	Added date:	11/20/2010
	Target Completion Date:	04/30/2011
	Comments:	
	Task Completed:	12/15/2011
	3. Training will be conducted for individuals responsible for Delta Academy.	
	Assigned to:	Priscilla Scott-Thomas
	Added date:	11/20/2010
	Target Completion Date:	04/30/2011
	Comments:	
	Task Completed:	05/15/2011
	4. Training will be conducted for individuals responsible for the Boys II Men group.	
	Assigned to:	Rodrick Barnes and Horace Hines
	Added date:	11/20/2010
	Target Completion Date:	04/30/2011
	Comments:	
	Task Completed:	02/01/2011
	5. Training will be conducted for individuals responsible for Men of Excellence.	
	Assigned to:	Randy Green, Sean Blackwell and Jamel Hobson
	Added date:	11/20/2010
	Target Completion Date:	04/30/2011
	Comments:	
	Task Completed:	04/30/2011
	6. Climate Coach serves on the Choice Schools Committee to bridge the gap with parent connection.	
	Assigned to:	LaTonya Durr

		Added date:	10/17/2011
		Target Completion Date:	10/10/2011
		Comments:	
		Task Completed:	10/30/2011
	7. Tutors from community organizers will be secured to provide academic support for our students from their community members.		
		Assigned to:	LaTonya Durr
		Added date:	10/25/2012
		Target Completion Date:	11/30/2012
		Comments:	Partners will include Norfolk State University, Regent University, and military options. Partnerships have been developed and tutoring will commence upon central office approval (background checks).
		Task Completed:	10/25/2012
Implement	Percent Task Complete:		Tasks completed: 7 of 7 (100%)

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

Indicator	11. - Our school develops constructive relationships with existing school personnel. (995)		
Status	Objective Met 11/28/2011 11/30/2011		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
		Objective Met - 11/28/2011 11/30/2011	
	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 following are being implemented at Ruffner: lapel pins - for individuals that have completed one year at Ruffner and have returned; school family pictures; birthday club; perfect attendance incentives; Bulldog Bistro - morning cafe; and Paw Print - weekly newsletter that provides information about the	

		staff.
Plan	Assigned to:	Richard Fraley
	Added:	11/20/2010
	How it will look when fully met:	Principal will collaborate with staff members to boost morale through teacher recognition and incentives.
	Target Date:	06/15/2013
	Tasks:	
	1. Recognition of teachers for perfect attendance will be completed.	
	Assigned to:	Sharon Mims
	Added date:	11/20/2010
	Target Completion Date:	11/08/2010
	Comments:	Teachers having perfect attendance for quarter one were recognized and given a certificate during the faculty meeting.
	Task Completed:	11/08/2010
	2. Principal will co-teach lesson with teachers.	
	Assigned to:	Sharon Mims
	Added date:	11/20/2010
	Target Completion Date:	11/24/2010
	Comments:	Principal co-taught lesson on reasons for taxation (SOL US1 5) with a grade 6 History teacher.
	Task Completed:	11/24/2010
	3. Recognition of custodial and classified staff will be completed.	
	Assigned to:	Sharon Mims
	Added date:	11/20/2010
	Target Completion Date:	09/03/2010
	Comments:	
	Task Completed:	09/13/2010
	4. Staff welcome back breakfast will be held, and the Teachers Walk of Fame will be done.	
	Assigned to:	Sharon Mims
	Added date:	11/20/2010
	Target Completion Date:	08/31/2010
	Comments:	
	Task Completed:	08/31/2010
	5. Staff lunch fiesta and recognition ceremony will be held.	
	Assigned to:	Sharon Mims
	Added date:	11/20/2010
	Target Completion Date:	09/03/2010
	Comments:	Teachers who received advanced degrees, the teacher of the

			year, and the assistant principal were honored for their accomplishments. All faculty and staff members who have been at Ruffner for more than 1 year received a Ruffner pin containing the newly created Ruffner crest.
		Task Completed:	09/03/2010
	6. Birthday cards for all teachers will be distributed.		
		Assigned to:	Sharon Mims
		Added date:	11/20/2010
		Target Completion Date:	10/30/2010
		Comments:	A monthly birthday list is sent to the entire staff. Teachers receive birthday cards from the principal.
		Task Completed:	10/01/2010
	7. The planning schedule will be adjusted to allow teachers to have collaborative planning five days per week and individual planning four days per week.		
		Assigned to:	Sharon Mims
		Added date:	06/13/2012
		Target Completion Date:	03/30/2012
		Comments:	
		Task Completed:	04/15/2012
	8. Weekly instructional leadership team meetings, including building administrators, Shared Governance Team Principal, Project Manager, department chairs, and instructional coaches will be held to ensure the systematic use of formative assessments data to drive instruction.		
		Assigned to:	Angelicia Speller
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	9. Weekly instructional coaches meetings will be held with the Shared Governance Team Principal and Project Manager to plan grant-supported activities and to identify support needs to facilitate teaching and learning.		
		Assigned to:	Angelicia Speller
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	10. The principal will continue to provide opportunities for collaboration via data and planning team meetings throughout the school year.		
		Assigned to:	Sharon Mims
		Added date:	06/21/2012
		Target Completion Date:	06/15/2013

		Comments:	Team planning is scheduled daily for 60 minutes.
		Task Completed:	10/25/2012
	11. The principal will maintain an "open door" policy for teacher and administration communication.		
		Assigned to:	Richard Fraley
		Added date:	10/25/2012
		Target Completion Date:	09/30/2012
		Comments:	Mr. Fraley posted office hours on the door leading to his office on November 1, 2012. Mr. Fraley communicated to the custodial staff that the door to his office is to remain unlocked between the hours of 7:00 a.m. and 4:30 p.m. The custodial staff adhered to this request, and the team uses Fraley's office hours to communicate timely information about student academic success.
		Task Completed:	11/01/2012
	12. The principal and assistant principal will recognize individual staff members for their contributions at monthly faculty meetings.		
		Assigned to:	Richard Fraley
		Added date:	10/25/2012
		Target Completion Date:	06/15/2013
		Comments:	
	13. The Hospitality Committee will provide quarterly team-building activities for all staff members.		
		Assigned to:	Melissa Castle
		Added date:	10/25/2012
		Target Completion Date:	06/15/2013
		Comments:	
Implement	Percent Task Complete:		
	Objective Met:	11/28/2011 11/30/2011	
	Experience:	11/28/2011 All Teacher/Staff appreciation tasks were completed during the first year.	
	Sustain:	11/28/2011 All Teacher/Staff appreciation tasks will be repeated annually to maintain positive school climate.	
	Evidence:	11/28/2011 Review pre-inservice week calendar, Ruffner school calendar	

Indicator	12. - Our school recommends changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day. (996)		
Status	Tasks completed: 5 of 6 (83%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Extended school day activities: Saturday school remediation from 8 am - 11 am; before school remediation from 6:45 am - 8 am; SOL Institute: access to academic improvement after school from 3 pm - 5 pm; Bulldog Academic Boot Camp: specifically targets students that need more intense academic intervention; and Pullout Program: students are pulled out of their Elective class and given additional time to improve academic achievement.	
Plan	Assigned to:	Richard Fraley	
	Added:	11/20/2010	
	How it will look when fully met:	Selected teachers will be available for academic support Tuesday - Thursday, weekly. In addition, Saturday remediation opportunities will be available beginning second semester of the 2012-2013 school year.	
	Target Date:	01/30/2013	
	Tasks:		
	1. Recruit teachers for extended day.		
	Assigned to:	Marice Minor	
	Added date:	11/20/2010	
	Target Completion Date:	01/27/2010	
	Comments:	Instructional Coaches and Department Chairs met with teachers to discuss the extended day program.	
	Task Completed:	12/21/2010	
	2. Invitation and Edulink messages will be sent to parents regarding extended day.		
	Assigned to:	Marice Minor	
	Added date:	11/20/2010	
	Target Completion Date:	01/21/2011	
	Comments:	Parents received Edulink messages will be sent regarding the Breakfast Club and Bulldog Believers program. Breakfast Club: Monday - Friday (6:45 a.m. - 7:45 a.m.) Bulldog Believers: Tues - Thurs (3:00 p.m. - 5:00 p.m.)	
	Task Completed:	10/31/2011	
	3. Training for the IXL program will be provided to all math teachers working during the extended day.		
	Assigned to:	Marye Werling	
	Added date:	11/28/2011	
	Target Completion Date:	01/31/2012	

		Comments:	Purchase of program was approved on November 23, 2011. Ms. Werling will contact the company to arrange for training for each math teacher in the building. All teachers will be trained by February 1, 2012.
		Task Completed:	02/01/2012
	4. A Tutor.com coordinator will assist students from 3:00 p.m. until 5:00 p.m. on Tuesdays and Thursdays in the media center.		
		Assigned to:	Sharon Mims
		Added date:	06/13/2012
		Target Completion Date:	01/30/2012
		Comments:	
		Task Completed:	06/15/2012
	5. A fully-staffed after-school remediation program will be created and implemented to assist students who are experiencing academic difficulties.		
		Assigned to:	LaTonya Durr
		Added date:	10/25/2012
		Target Completion Date:	11/30/2012
		Comments:	An extended-day learning program was developed and planned for the first week of November 2012. Extended-day learning opportunities are currently offered from 7:00 a.m. to 8:00 a.m. Monday through Friday and 3:00 p.m. to 4:00 p.m. on Tuesdays and Thursdays. Parents were notified of this extended day programming via a letter sent home on November 5, 2012.
		Task Completed:	11/05/2012
	6. A fully-staffed Saturday remediation program will be created and implemented for all students beginning second semester of the 2012-2013 school year.		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	01/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 5 of 6 (83%)

Indicator	13. - Our school requires commitment from parents to allow for additional time for instruction (such as after school support). (997)		
Status	Objective Met 2/25/2011 6/12/2012		
Assessment	Level of Development:	Initial: Limited Development 11/16/2010	
		Objective Met - 02/25/2011 06/12/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Parents are asked to allow students needing additional support to take advantage of the extended day and Saturday school program.	
Plan	Assigned to:	Doris Langhorne	
	Added:	11/20/2010	
	How it will look when fully met:	Parents will be notified of and will provide written permission for all extended day programs.	
	Target Date:	11/30/2012	
	Tasks:		
	1. Invitations, postcards, and contracts will be sent to parents to allow students to attend extended day program.		
	Assigned to:	Marice Minor	
	Added date:	11/20/2010	
	Target Completion Date:	02/01/2011	
	Comments:	Instructional Coaches and Department Chairs will meet to decide which students will be primary target for the after-school remediation program. Parents will be sent information and will be asked to sign a commitment letter for students to remain after-school. Other students will be afforded opportunity to attend as well.	
	Task Completed:	01/25/2011	
	2. Obtain list of targeted students from Instructional Coaches.		
	Assigned to:	Marice Minor	
	Added date:	01/19/2011	
	Target Completion Date:	01/19/2011	
	Comments:		
	Task Completed:	01/14/2011	
	3. Obtain written parental permission for students to attend extended day program.		
	Assigned to:	Marice Minor	
	Added date:	01/19/2011	
	Target Completion Date:	01/28/2011	
	Comments:		
	Task Completed:	02/01/2011	
	4. Assign students to an extended day class.		
	Assigned to:	Marice Minor	
	Added date:	01/19/2011	
	Target Completion Date:	01/31/2010	

		Comments:	
		Task Completed:	01/31/2011
	5. Bulldog Believers Program planning meeting will be scheduled.		
		Assigned to:	Marice Minor
		Added date:	03/09/2011
		Target Completion Date:	01/21/2011
		Comments:	Meeting was held on Friday, January 21, 2011.
		Task Completed:	01/21/2011
	6. Bulldog Believers and Breakfast Club will begin October 25, 2011 for the 2011 - 2012 School Year.		
		Assigned to:	Marice Minor
		Added date:	11/14/2011
		Target Completion Date:	10/31/2011
		Comments:	Recruit teachers for both programs. Advertise for both programs.
		Task Completed:	10/25/2011
	7. Students will attend Saturday remediation for Math, Reading, and Science.		
		Assigned to:	Marice Minor
		Added date:	11/14/2011
		Target Completion Date:	01/14/2011
		Comments:	Saturday Remediation for all subjects did begin February 25, 2012.
		Task Completed:	02/25/2011
	8. Summer camp was planned for summer 2012.		
		Assigned to:	Heidi Davis
		Added date:	06/12/2012
		Target Completion Date:	06/01/2012
		Comments:	Summer camp was planned, teachers were hired, and student enrollment is complete.
		Task Completed:	06/08/2012
	9. Written permission will be obtained for all extended day programming activities via a whole-school mailer and flier distributed with quarter one report cards.		
		Assigned to:	Doris Langhorne
		Added date:	10/25/2012
		Target Completion Date:	11/15/2012
		Comments:	An extended-day learning program was developed and planned for the first week of November 2012. Extended-day learning opportunities are currently offered from 7:00 a.m. to 8:00 a.m. Monday through Friday and 3:00 p.m. to 4:00 p.m.

			on Tuesdays and Thursdays. Parents were notified of this extended day programming via a letter sent home on November 5, 2012.
		Task Completed:	11/05/2012
Implement	Percent Task Complete:		
	Objective Met:		2/25/2011 6/12/2012
	Experience:		<p>6/8/2012</p> <p>Instructional Coaches worked closely with Department Chair to target students in need of additional support. Students that consistently score between a 50-69 on all Common Formative Assessments and District Benchmark test were invited to attend the acceleration program. Teachers then looked at specific objectives and worked with students that did not master the specific objectives during the acceleration program. The hours of the program are 3:00pm-5:00pm. Students do receive a snack.</p> <p>Tuesdays - Math Wednesdays - Reading and Writing Thursdays - History and Science</p> <p>During this time, students are provided the opportunity to work with teacher one-on-one, to work in cooperative learning groups, and to work on remedial software based on their weaknesses.</p> <p>Barriers included obtaining teachers that were willing to provide additional instruction until 5:00 pm.</p>
	Sustain:		<p>6/8/2012</p> <p>Teachers will need to follow-up with parents whose students are not staying back. We must continue to advertise the extended day program to students, parents, and teachers. Observations will need to be conducted to ensure students continue to get rigorous lessons during the program.</p>
	Evidence:		<p>2/25/2011</p> <p>The extended day program was fully implemented February 1, 2011.</p> <p>Math Week One: 97 Students Week Two: 83 Students Week Three: 78</p> <p>English Week One: 94 Students Week Two: 100 Students Week Three: 73 Students</p> <p>Science Week One: 34 Students Week Two: Snow Day Week Three: Early Release</p> <p>History Week One: 71 Students Week Two: Snow Day</p>

Indicator	14. - Our school works with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development. (998)		
Status	Tasks completed: 3 of 4 (75%)		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Division provides power planning sessions throughout the school year for all content areas. Staff Development Days are provided to for all schools. Early Release Days are used to provide professional development to teachers for 2 1/2 hours based on areas of need. Teachers are allowed to attend local, regional, state, and national conferences during the school year.	
Plan	Assigned to:	Richard Fraley	
	Added:	11/20/2010	
	How it will look when fully met:	Teachers will work with students after normal school hours to improve academic achievement.	
	Target Date:	11/30/2012	
	Tasks:		
	1. Teachers will be recruited to teach in the extended day program.		
	Assigned to:	Marice Minor	
	Added date:	11/20/2010	
	Target Completion Date:	01/03/2011	
	Comments:	Teachers will work with targeted students after school to provide additional instruction: Math - Tuesdays Reading/Writing - Wednesdays Science and History - Thursdays. Students will have 50 minutes of computer time and 50 minutes of direct instruction based on their area weakness.	
	Task Completed:	01/10/2011	
	2. Breakfast Club history teacher will use Tutor.com to address student weaknesses indicated by D2SC for CFAs and Benchmark tests.		
	Assigned to:	Heidi Davis	
	Added date:	11/28/2011	
	Target Completion Date:	02/01/2012	
	Comments:	Teachers are using BrainPop, Quia and SOLPass.org to	

			address the weak areas during the Breakfast Club.
		Task Completed:	02/06/2012
		3. A fully-staffed Saturday remediation program will be created and implemented for all students beginning second semester of the 2012-2013 school year.	
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	01/30/2013
		Comments:	
		4. A fully-staffed after-school remediation program will be created and implemented to assist students who are experiencing academic difficulties.	
		Assigned to:	LaTonya Durr
		Added date:	10/25/2012
		Target Completion Date:	11/30/2012
		Comments:	An extended-day learning program was developed and planned for the first week of November 2012. Extended-day learning opportunities are currently offered from 7:00 a.m. to 8:00 a.m. Monday through Friday and 3:00 p.m. to 4:00 p.m. on Tuesdays and Thursdays. Parents were notified of this extended day programming via a letter sent home on November 5, 2012.
		Task Completed:	11/19/2012
Implement	Percent Task Complete:	Tasks completed: 3 of 4 (75%)	

Indicator	15. - Our school provides comprehensive, coherent, manageable and integrated instructional and support programs. (999)		
Status	Tasks completed: 3 of 5 (60%)		
Assessment	Level of Development:	Initial: Limited Development 11/16/2010	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school provides students with before and after school programs to provide additional support. Programs are as follows: RAMP - student mentoring program; before and after school computer lab, and extended learning time opportunities.	
Plan	Assigned to:	Richard Fraley	
	Added:	11/20/2010	
	How it will look when fully met:	The support programs offered by Ruffner Academy include YCAPP, Compassion, and Agape. The school will continue to address instructional support through other indicators.	

	Target Date:	06/15/2013
	Tasks:	
	1. Meeting will be held with parents to discuss internal and external support services for students needing additional support.	
	Assigned to:	Elizabeth Layton
	Added date:	11/20/2010
	Target Completion Date:	06/15/2012
	Comments:	Sharing of internal and external support services has been done by the principal at events where parents have attended, as well as on an as-needed basis with parents one-on-one by the guidance counselors. Edulink has been used to share information about these resources too. This will continue to be done at various events to ensure that parents are aware of all services.
	Task Completed:	06/15/2012
	2. Students will participate in before- and after-school remediation programs. Data will be used to differentiate lessons to address students' needs.	
	Assigned to:	Sharon Mims
	Added date:	06/13/2012
	Target Completion Date:	06/15/2013
	Comments:	Remediation programs were provided before and after school during the 2011-2012 school year under the guidance of Sharon Mims.
	Task Completed:	06/30/2012
	3. Each core content area will effectively utilize computer-based programs to support increases in student achievement (IXL Math, Tutor.com, BrainPop, SOL Pass, ARDT, iStation).	
	Assigned to:	Richard Fraley
	Added date:	06/13/2012
	Target Completion Date:	06/15/2013
	Comments:	
	4. ARDT will be administered to all students attending summer school.	
	Assigned to:	Marye Werling
	Added date:	06/21/2012
	Target Completion Date:	07/15/2012
	Comments:	ARDT was administered during the summer school program.
	Task Completed:	08/30/2012
	5. Teachers in all content areas will incorporate use of remediation centers to review objectives not mastered on CFAs and DBAs.	
	Assigned to:	Richard Fraley
	Added date:	06/21/2012
	Target Completion Date:	06/15/2013

		Comments:	
Implement	Percent Task Complete:	Tasks completed: 3 of 5 (60%)	

Indicator	16. - Our school recommends which existing programs are to be continued and which programs are to be eliminated. (1000)		
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Status	Tasks completed: 2 of 2 (100%)		
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Assessment	Level of Development:	Initial: Limited Development 11/16/2010	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Monitoring of program effectiveness will continue each year.	

Plan	Assigned to:	Richard Fraley	
	Added:	06/13/2012	
	How it will look when fully met:	Existing programs will be evaluated based on impact of student achievement.	
	Target Date:	06/30/2013	

	Tasks:		
	1. Extended learning opportunities will be evaluated for effectiveness.		
	Assigned to:	Angelicia Speller	
	Added date:	06/13/2012	
	Target Completion Date:	03/30/2012	
	Comments:	All extended learning time opportunities will be restructured to ensure that data is being used to drive teaching and instructional practices.	
	Task Completed:	04/15/2012	
	2. A comprehensive remedial reading and writing program will be evaluated and implemented. Pre-existing programs will be eliminated in favor of this decision.		
	Assigned to:	Amanda Schilling	
	Added date:	10/25/2012	
	Target Completion Date:	11/30/2012	

		Comments:	Norfolk Public Schools determined - at the district level - that ELA support will be provided through Achieve 3000 programming. Read 180 will be added by the district second semester; an Indistar task will be created when this is done. Achieve 3000 provides students with manageable non fiction reading at their individual Lexile levels. Students are required to complete a set of multiple-choice questions to demonstrate their understanding as well as an extension piece of writing. Teachers will monitor the data once per month to assess student growth and progress.
		Task Completed:	11/01/2012
Implement	Percent Task Complete:		Tasks completed: 2 of 2 (100%)

Indicator	17. - Our school is consistent with the state Standards of Learning and recommends alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students. (1001)
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Status	Tasks completed: 9 of 9 (100%)
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Assessment	Level of Development:	Initial: Limited Development 10/24/2010
	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:	District Coordinators work closely with teachers to ensure the following: curriculum is closely aligned to state standards; benchmarks assess what students have learned; and teachers know how to create rigorous learning activities that engage and motivate students to learn. Building administrators, department chairs, and instructional coaches monitor instruction through informal and formal observations. Based on observations, professional development is designed to address both group and individual needs.
Plan	Assigned to:	Richard Fraley
	Added:	11/22/2010
	How it will look when fully met:	All teachers will have measurable daily learning objectives which will drive the delivery of instruction, selection of student activities, and creation of assessments for each SOL objective taught on a specific day in their assigned content area.
	Target Date:	06/15/2013
	Tasks:	
	1. Administrators, department chairs, and instructional coaches will conduct walkthroughs to determine the ability of Ruffner's teachers to write a daily learning objective according to required criteria.	

		Assigned to:	Marice Minor
		Added date:	11/22/2010
		Target Completion Date:	09/30/2010
		Comments:	It was determined that less than 30% of the Ruffner's teachers were writing daily learning objectives according to the following criteria: daily, student friendly, narrow in focus, measurable by the end of the class period, uses an appropriate verb from Bloom's taxonomy, and aligned with the curriculum.
		Task Completed:	09/29/2010
	2. A professional development opportunity was planned to develop the teachers' capacity for writing daily learning objectives. The Ruffner administration and instructional coaches created a powerpoint and cooperative learning activities to define, establish criteria, develop daily learning objectives, and evaluate and make suggestions for improving daily learning objectives.		
		Assigned to:	Sharon Mims
		Added date:	11/22/2010
		Target Completion Date:	10/14/2010
		Comments:	
		Task Completed:	10/14/2010
	3. A walkthrough tool for evaluating the progress of implementation of well written daily learning objectives will be utilized monthly by instructional coaches.		
		Assigned to:	Marice Minor
		Added date:	11/22/2010
		Target Completion Date:	10/28/2010
		Comments:	Dr. Beers conducted a Learning Walks inservice for administrators, instructional coaches, and department chairs.
		Task Completed:	01/18/2011
	4. A professional development plan will be developed by the instructional team to enhance the level of student engagement observed in the classroom.		
		Assigned to:	Sharon Mims
		Added date:	11/28/2011
		Target Completion Date:	06/15/2013
		Comments:	The professional development plan and topics to be addressed will be decided upon and dates for professional development implementation will be determined by 1/3/12. Instructional coaches will work with John Hopkins Talent Development to provide teachers with professional development activities based on teacher and student needs. The support dates were determined and have been provided as of 10/25/2012.
		Task Completed:	06/30/2012
	5. Department chairs and administrators will conduct weekly lesson plan reviews to ensure all lessons are aligned to state standards and on pace with the district's curriculum and pacing guides. Weekly written feedback will be provided by department chair and administrators.		
		Assigned to:	Richard Fraley

		Added date:	06/13/2012
		Target Completion Date:	06/15/2013
		Comments:	Department chairs provide feedback to teachers on a weekly basis. Revised and approved lesson plans are posted to our file-share system, Novell. From Novell, teachers, administrators, and other staff can access their approved plans. Lesson plans are due to department chairs on Wednesdays by 5:00 p.m. Feedback is due from the department chairs to the teacher teams by 12:00 p.m. on Fridays. All revised plans must be posted by 8:00 a.m. on Mondays.
		Task Completed:	10/15/2012
	6. Teachscape, an informal observation tool, will be utilized by the Shared Governance Team Principal and Project Manager to gather data to monitor instruction in all core content areas.		
		Assigned to:	Roni Myers-Daub
		Added date:	06/13/2012
		Target Completion Date:	06/15/2012
		Comments:	
		Task Completed:	06/15/2012
	7. Math teachers will attend both the TCTM and VCTM Conferences where Dr. Michael Bolling will speak about the new types of Technology Enhanced Items on the SOL assessments this year.		
		Assigned to:	Marye Werling
		Added date:	06/13/2012
		Target Completion Date:	03/30/2012
		Comments:	
		Task Completed:	06/15/2012
	8. In all science classes, scientific investigation labs/discovery activities will be implemented into daily instruction to support student mastery of scientific investigation objectives.		
		Assigned to:	Tekita Blackwell
		Added date:	06/21/2012
		Target Completion Date:	10/30/2012
		Comments:	All science classes utilize activity before content, visual literacy, and scientific investigation labs as of 10/25/2012.
		Task Completed:	10/25/2012
	9. Department chairs will conduct a minimum of three teacher observations per week to evaluate student engagement.		
		Assigned to:	Richard Fraley
		Added date:	10/25/2012
		Target Completion Date:	11/30/2012
		Comments:	Department chairs are required to submit three informal observation forms - with accompanying questioning rubrics - to Mr. Fraley each Friday. Mr. Fraley monitors the number of

			observations conducted by each department chair by keeping this data in a master matrix. Mr. Fraley provides this matrix to the leadership team once per month for reflection purposes. (i.e. Have I observed everyone on my team equitably? Did I meet the mandated number of observations?)
		Task Completed:	11/16/2012
Implement	Percent Task Complete:		Tasks completed: 9 of 9 (100%)

Indicator	18. - Our school organizes programming to engage students' sense of adventure, camaraderie, and competition. (1002)
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Status	Tasks completed: 3 of 3 (100%)
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Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	School-wide Climate Program will be implemented to address the following: perfect attendance competition between grade levels and homerooms; fields trips that are educational and motivational for all students; and competitions among grade levels and content areas for the number of students passing benchmark assessments.	
Plan	Assigned to:	LaTonya Durr	
	Added:	11/20/2010	
	How it will look when fully met:	School-wide Climate Program will be implemented based on Johns Hopkins Talent Development Secondary High Five Program.	
	Target Date:	01/30/2012	
	Tasks:		
	1. High Five As and Bs curriculum will be introduced to teachers.		
	Assigned to:	Stephanie Hazell	
	Added date:	11/20/2010	
	Target Completion Date:	11/23/2010	
	Comments:	Mrs. Hazell introduced the teachers to the High Five As and Bs program during their planning block. Teachers were told the importance of the High Five program and how it will be implemented throughout the school. Teachers discussed when to teach the curriculum to the students.	
	Task Completed:	11/23/2010	
	2. Teachers will implement the Master High Five As and Bs program and use the curriculum to assist with building positive student behavior.		
	Assigned to:	Stephanie Hazell	

		Added date:	11/20/2010
		Target Completion Date:	11/29/2010
		Comments:	Teachers taught the High Five As and Bs curriculum to students. The High Five curriculum is a positive behavior support system for middle grades schools. Students are explicitly taught appropriate behaviors and their success is celebrated. Students who consistently display inappropriate behaviors are provided extra support to help modify their behavior and remain on task.
		Task Completed:	12/10/2010
	3. A full day of discussion on student expectations and achievement will be implemented school wide.		
		Assigned to:	Sharon Mims
		Added date:	11/28/2011
		Target Completion Date:	01/30/2012
		Comments:	This has been recommended by the SMART Team as well as the leadership team in the building. Staff implemented a Climate Day (Changing the Weather at Ruffner Acacademy) to reinforce school rules.
		Task Completed:	01/06/2012
Implement	Percent Task Complete:		Tasks completed: 3 of 3 (100%)

Indicator	19. - Our school develops and implements evidence-based discipline programs that minimize time out of school and/or class. (1003)		
Status	Objective Met 10/25/2012 11/19/2012		
Assessment	Level of Development:		Initial: Limited Development 11/16/2010
			Objective Met - 10/25/2012 11/19/2012
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are in the process of developing a discipline committee to include deans, cluster leaders, lead teachers, and administrators. This committee will analyze data, survey teachers, and make recommendations to implement a consistent school-wide discipline plan. Through funding of the grant we have been able to re-implement an ISA program with a staff person to avoid use of out of school suspensions. A school-wide positive behavior support system is in place, as well.	
Plan	Assigned to:		Richard Fraley
	Added:		11/20/2010

	How it will look when fully met:	The Mastering the Middle Grades curriculum will be implemented in grade six and seven writing classrooms once per week for 45 minutes. The MMG curriculum will also be provided to the overage for grade population through their elective course. In addition, the PAWS suspension recovery program will be provided to students who receive an out-of-school suspension so that they have the opportunity to recover attendance and academic assignments.
	Target Date:	06/15/2013
	Tasks:	
	1. Teachers will be introduced to the JHU Talent Development Secondary High Five As and Bs program.	
	Assigned to:	Stephanie Hazell
	Added date:	11/20/2010
	Target Completion Date:	11/23/2010
	Comments:	
	Task Completed:	11/23/2010
	2. Instructional team will reinforce the use of the effective use of the High Five As and Bs program.	
	Assigned to:	LaTonya Durr
	Added date:	10/07/2011
	Target Completion Date:	11/01/2011
	Comments:	Climate Coach, LaTonya Durr, introduced the High Fives As and Bs to the staff. She reviewed the curriculum and gave teachers an outline of how the program would be taught. Each content was responsible for teaching a lesson each week. Every month each content will be responsible to touch on a different lesson. This will ensure every content will have the opportunity to teach each of the High Five lessons.
	Task Completed:	10/03/2011
	3. Owsellss Bullying program will be implemented.	
	Assigned to:	Elizabeth Layton
	Added date:	10/07/2011
	Target Completion Date:	10/30/2012
	Comments:	This program was not implemented under the previous administration and is no longer a focus.
	Task Completed:	10/25/2012
	4. A positive reinforcement level system will be implemented uniformly between grade levels and subject areas to improve behavior in self-contained classes.	
	Assigned to:	Paula Chadwick
	Added date:	11/28/2011
	Target Completion Date:	06/15/2012
	Comments:	

		Task Completed:	06/15/2012
	5. Monthly meetings of the discipline team will be held with representation from each grade level, subject area, and department to target and discuss specific behaviors, time, and school zones for reduction in discipline infractions.		
		Assigned to:	Elizabeth Layton
		Added date:	11/28/2011
		Target Completion Date:	06/15/2013
		Comments:	This is no longer an area of focus.
		Task Completed:	10/25/2012
	6. The suspension recovery program (PAWS) will be staffed and implemented to permit students to recover school attendance and academic assignments.		
		Assigned to:	Lavonya Blowe
		Added date:	10/25/2012
		Target Completion Date:	10/30/2012
		Comments:	The PAWS program was staffed and implemented the first week of October 2012.
		Task Completed:	10/25/2012
	7. JHU's Mastering the Middle Grades curriculum will be integrated into core writing 6 and 7 classes a minimum of once per week for 45 minutes.		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	10/30/2012
		Comments:	All writing 6 and 7 teams are writing lesson plans that incorporate the MMG curriculum an average of once per week for 30 minutes.
		Task Completed:	10/25/2012
Implement	Percent Task Complete:		
	Objective Met:		
	10/25/2012 11/19/2012		
	Experience:		
	10/25/2012 At the beginning of the 2012-2013 school year, school-wide rules and procedures were implemented in each classroom. Behavior infractions have been addressed accordingly since this implementation - compared to the 2010-2011 and 2011-2012 school year. In order to limit time out of class for students who do not meet the requirements, the PAWS program was implemented the first week of October 2012. Through this program, students are able to recover both attendance and academic assignments from days assigned out-of-school for suspension.		
	Sustain:		
	10/25/2012 The PAWS program will continue to be an area of focus to minimize the impact of behavior on academics. The PAWS program coordinator, Lavonya Blowe, will continue to communicate with the administration about program needs. A quarterly report will be completed to evaluate program		

		effectiveness and will be submitted to the central office.
	Evidence:	10/25/2012 In order to limit time out of class for students who do not meet the requirements, the PAWS program was implemented the first week of October 2012. Through this program, students are able to recover both attendance and academic assignments from days assigned out-of-school for suspension.

Indicator	20. - Our school identifies and recommends supporting partners to address social, emotional and behavioral issues (e.g., over-age students). (1004)		
Status	Objective Met 10/25/2012		
Assessment	Level of Development:	Initial: Limited Development 10/24/2010	
		Objective Met - 10/25/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Youth and Community Accountability and Prevention Program (YCAPP) helps students develop coping and problem solving strategies. They work closely with students demonstrating continued inappropriate behavior. Students are referred by teachers, parents, and guidance counselors. Guidance counselors offer group and individual counseling sessions in conflict remediation and academics.	
Plan	Assigned to:	Richard Fraley	
	Added:	11/20/2010	
	How it will look when fully met:	Mrs. Avery will be the teacher of record for grade-level overage-for-grade students. This course will be a year-long course in which the students will receive academic, social, emotional, and behavioral support. The Mastering the Middle Grades curriculum will be implemented to address the social-emotional piece.	
	Target Date:	06/15/2012	
	Tasks:		
	1. Parent Awareness Day will be scheduled. Parents will gain information regarding internal and external partners to support their child.		
	Assigned to:	Felecia Oliver	
	Added date:	11/20/2010	
	Target Completion Date:	12/01/2010	
	Comments:		
	Task Completed:	12/01/2010	
	2. Project Pass will be implemented. Overage students will be given the opportunity to move up		

		a grade level after first quarter. Students will be promoted based on academics, behavior, and attendance. Students' progress will be monitored throughout the school year.
	Assigned to:	Felecia Oliver
	Added date:	11/20/2010
	Target Completion Date:	11/15/2010
	Comments:	
	Task Completed:	11/15/2010
	3. Mrs. Durr has introduced the "Mastering the Middle Grades" program to Mrs. Avery for the overage students. It is being implemented with 2 classes of overage 7th grade students.	
	Assigned to:	Audrey Avery
	Added date:	11/28/2011
	Target Completion Date:	06/15/2012
	Comments:	The "Mastering the Middle Grades" curriculum to the overage 7th grader students.
	Task Completed:	10/31/2012
	4. Overage for Grade courses will be scheduled for every students two or more years behind. Promotion opportunities will be provided to increase social and emotional well-being.	
	Assigned to:	Doris Langhorne
	Added date:	10/25/2012
	Target Completion Date:	09/30/2012
	Comments:	The appropriate courses were scheduled with the assistance of the Assistant Principal and the guidance team. Mrs. Avery currently teaches these courses.
	Task Completed:	09/01/2012
Implement	Percent Task Complete:	
	Objective Met:	10/25/2012 1/1/0001
	Experience:	10/25/2012 Day service providers continue to support students during the regularly scheduled school day. These service providers include Compasion, YCAPP, and Agape. Though alignment of services was sometimes a challenge, student needs are consistently addressed. Students who are overage for grade by two or more years have been scheduled for an overage for grade course. Students meeting all requirements outlined by the course agreement were promoted at Interim 1. Not all students were promoted, which revealed an additional need for parental and community engagement to increase student motivation. The program was implemented with fidelity at the start of the 2012-2013 school year. Prior attempts were successful in a limited manner, particularly because students who were promoted were demoted as the administration deemed necessary.
	Sustain:	10/25/2012 Students receiving day-treatment services and those who are OAG will continue to be discussed in monthly EWI meetings. This is an opportunity for teachers to collaborate and define

		the supports they can offer through their instructional bell and after school.
	Evidence:	10/25/2012 Day service providers continue to support students during the regularly scheduled school day. Students who are overage for grade by two or more years have been scheduled for an overage for grade course. Students meeting all requirements outlined by the course agreement were promoted at Interim 1.

Indicator	21. - Our school identifies and obtains adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments). (1006)
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Status	Tasks completed: 3 of 5 (60%)
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Assessment	Level of Development:	Initial: Limited Development 11/16/2010
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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:	The following school resources are being used ARDT, benchmark assessments, and Gates McGinitie.
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Plan	Assigned to:	Richard Fraley
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	Added:	06/13/2012
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	How it will look when fully met:	The school will use ARDT, STAR, READ 180, My Access, Achieve 3000, Datacation, D2SC, and other school system resources to identify student academic needs.
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	Target Date:	06/15/2013
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	Tasks:	
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	1. Istation assessments will be used to track students' progress in reading.	
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	Assigned to:	Amanda Schilling
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	Added date:	06/13/2012
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	Target Completion Date:	06/15/2013
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	Comments:	This task is no longer a focus. Achieve 3000 programming will replace iStation programming.
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	Task Completed:	11/16/2012
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	2. The D2SC tool and Datacation will be utilized to monitor data results on common formative assessments and district benchmarks.	
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	Assigned to:	Sharon Mims
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	Added date:	06/13/2012
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	Target Completion Date:	06/15/2013
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	Comments:	D2SC is used after every common formative assessment to facilitate grade-level, content-team data disaggregation.
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			Teams use this data to plan for remediation, re-teaching, and enrichment.
		Task Completed:	10/01/2012
	3. ARDT assessments will be used to track students' progress in math.		
		Assigned to:	Marye Werling
		Added date:	06/13/2012
		Target Completion Date:	06/15/2013
		Comments:	This is no longer a focus as the district no longer appeals to teachers to implement ARDT.
		Task Completed:	10/25/2012
	4. Students will participate in quarterly District Benchmark Assessments.		
		Assigned to:	Doris Langhorne
		Added date:	10/25/2012
		Target Completion Date:	05/01/2013
		Comments:	
	5. READ 180 will be implemented through the regularly scheduled reading bell for sixth grade students performing two or more grade levels below as measured by the STAR assessment.		
		Assigned to:	Amanda Schilling
		Added date:	10/25/2012
		Target Completion Date:	01/30/2013
		Comments:	
Implement	Percent Task Complete:		Tasks completed: 3 of 5 (60%)

Indicator	22. - Our school identifies and recommends outside resources needed in the reform effort. (1007)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/18/2010	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our school utilizes outside resources such as YCAPP, Navy League Cadets, and the RAMP Program.	
Plan	Assigned to:	Natalie Halloran	
	Added:	11/20/2010	
	How it will look when fully met:	The Project Manager will work with the Lead Turnaround Partner, Johns Hopkins Talent Development Secondary, to provide resources and training for coaches and teachers for effective reform.	

	Target Date:	06/15/2013
	Tasks:	
	1. School transformation facilitator will identify and recommend community resources as an outgrowth of Early Warning Indicator meetings.	
	Assigned to:	LaTonya Durr
	Added date:	11/20/2010
	Target Completion Date:	06/15/2013
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)

Indicator	23. - Our school develops and recommends a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone. (1008)
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Status	Tasks completed: 5 of 6 (83%)
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Assessment	Level of Development:	Initial: Limited Development 11/18/2010
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has input in developing the budget.

Plan	Assigned to:	Richard Fraley
	Added:	11/22/2010
	How it will look when fully met:	All monies spent are contributing to improving the academic achievement for students.
	Target Date:	06/17/2013

	Tasks:	
	1. An after-school program will be implemented to re-capture academic instruction in reading and math for students who have received an out-of-school suspension. These students will be allowed to come to school at 2:00 pm and meet with a counselor to discuss NPS code of conduct, as well as personal responsibility for their choices. After dismissal of the regular students, these suspended students will receive instruction on the math and reading objectives they missed in their classrooms that day.	

	Assigned to:	Elizabeth Layton
	Added date:	11/22/2010
	Target Completion Date:	11/15/2010
	Comments:	Completed.
	Task Completed:	12/01/2010

	2. A Breakfast Club will be held from 6:45-7:45 each morning for students to work on iStation or	
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	other computer programs which increase academic skills in the areas of reading, vocabulary, math, or history.
	Assigned to: Marice Minor
	Added date: 11/22/2010
	Target Completion Date: 11/29/2010
	Comments: Initially Istation will be the focus for the Breakfast Club. Breakfast Club started October 25, 2011 for the 2011-2012 school year.
	Task Completed: 10/25/2011
	3. The after-school SOL program for non-suspended students will be re-vamped to maximize student academic gains utilizing student performance data and specifically targeting the yellow and red tier of students.
	Assigned to: Elizabeth Layton
	Added date: 11/22/2010
	Target Completion Date: 01/03/2012
	Comments: Money for our after suspension recovery program has just been approved. The new program director will begin recruiting for staff and implementing a system for student participation. The program should be up and running by 1/3/12.
	Task Completed: 01/14/2011
	4. After-school suspension recovery program will be used to support the academic needs of students suspended from school.
	Assigned to: Elizabeth Layton
	Added date: 11/28/2011
	Target Completion Date: 01/03/2012
	Comments: After-school program implemented.
	Task Completed: 01/10/2012
	5. A fully-staffed Saturday remediation program will be created and implemented for all students beginning second semester of the 2012-2013 school year.
	Assigned to: Amanda Schilling
	Added date: 10/25/2012
	Target Completion Date: 01/30/2013
	Comments:
	6. A fully-staffed after-school remediation program will be created and implemented to assist students who are experiencing academic difficulties.
	Assigned to: LaTonya Durr
	Added date: 10/25/2012
	Target Completion Date: 11/30/2012
	Comments: An extended-day learning program was developed and planned for the first week of November 2012. Extended-day learning opportunities are currently offered from 7:00 a.m. to

			8:00 a.m. Monday through Friday and 3:00 p.m. to 4:00 p.m. on Tuesdays and Thursdays. Parents were notified of this extended day programming via a letter sent home on November 5, 2012.
		Task Completed:	10/15/2012
Implement	Percent Task Complete:		Tasks completed: 5 of 6 (83%)

Indicator	24. - Our school works with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort. (1009)
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Status	Tasks completed: 0 of 2 (0%)
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Assessment	Level of Development:	Initial: Limited Development 11/18/2010	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Teachers currently work with the district to obtain grants and partnerships from various sources. Thus far, grants have been awarded to the school from the Norfolk Federation Foundation, AFECA, and the mini-grants through school improvement grant. Teachers submit grant applications throughout the school year.	
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Plan	Assigned to:	Natalie Halloran	
	Added:	11/20/2010	
	How it will look when fully met:	Project Manager will work with Central Administration to secure funding needed to support the reform.	
	Target Date:	06/15/2013	

	Tasks:		
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	1. Project manager will investigate resources available to support transformation of school.		
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	Assigned to:	Natalie Halloran	
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	Added date:	11/20/2010	
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	Target Completion Date:	06/15/2013	
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	Comments:		
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	2. The school will continue to coordinate resources and services for families, students, and the school with community businesses, agencies, cultural and civic organizations, colleges or universities, and other community groups. For example, school staff attends Choice Neighborhood Program meetings monthly and WHRO Youth Partnership Program meetings monthly.		
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	Assigned to:	LaTonya Durr	
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	Added date:	06/13/2012	
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	Target Completion Date:	06/15/2013	
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		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 2 (0%)

Indicator	25. - Our school integrates all academic and support services. (1010)		
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Status	Tasks completed: 2 of 2 (100%)		
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Assessment	Level of Development:	Initial: Limited Development 11/20/2010	
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	Index:	9	(Priority Score x Opportunity Score)
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	Priority Score:	3	(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:	Our school integrates enrichment opportunities through the Young Scholars program. Ruffner also offers extended day opportunities and remediation during class. Support Services include YCAPP, Guidance, RAMP, and Teacher Mentor Program.	
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Plan	Assigned to:	Doris Langhorne	
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	Added:	11/20/2010	
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	How it will look when fully met:	Data from all internal and external support service groups will be reviewed to ensure full implementation.	
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	Target Date:	06/15/2013	
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	Tasks:		
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	1. Students, teachers, and parents will be surveyed regarding their knowledge of available support services for students.		
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	Assigned to:	Elizabeth Layton	
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	Added date:	11/20/2010	
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	Target Completion Date:	06/15/2012	
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	Comments:	This is no longer an area of focus. This task was not completed per the former administration's goal.	
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	Task Completed:	10/25/2012	
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	2. An extended-day learning opportunity will be provided for all Tier 2 and Tier 3 students as identified per the monthly EWI report.		
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	Assigned to:	LaTonya Durr	
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	Added date:	10/25/2012	
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	Target Completion Date:	11/30/2012	
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	Comments:	An extended-day learning program was developed and planned for the first week of November 2012. Extended-day learning opportunities are currently offered from 7:00 a.m. to 8:00 a.m. Monday through Friday and 3:00 p.m. to 4:00 p.m. on Tuesdays and Thursdays. Parents were notified of this extended day programming via a letter sent home on November 5, 2012.	
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	Task Completed:	11/05/2012	
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Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)
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November 26, 2012