

# Comprehensive Plan Report

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

November 30, 2016

**L. A. CHAFFIN JR. HIGH SCHOOL** NCES - 50633000358

Fort Smith School District

## School Success Indicators

Key Indicators are shown in **RED**.

### School Leadership and Decision Making

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

**Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36)**

**Status** Not a priority or interest

**Assess** Level of Development: Initial: **No development or Implementation** 09/11/2015

Not a priority or interest

Explain why not a Priority or Interest: A Leadership Team, Instructional Teams, and a School Community Council (PTA and Partners in Education) are all in place at Chaffin. Each team has a specific purpose and scheduled times to meet. They don't have an establishment in district policy.

Added date:

**Indicator ID02 - All teams have written statements of purpose and by-laws for their operation. (37)**

**Status** **Objective Met** 4/23/2015

**Assess** Level of Development: Initial: **Limited Development** 10/29/2014

**Objective Met - 04/23/2015**

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The current mission was created at a time at which now no longer meets the current needs of our students or our purpose. At it's development, it was created as an overall mission to meet goals of testing. Because of our changes of demographics and needs of students we serve, a new mission needs to be developed in order to align and support the district's mission and serve as the reason in which we make our decisions.

**Plan** Assigned to: Todd Marshall

	How it will look when fully met:	A new mission statement for Chaffin Junior High will be created enabling us, as educators, to better serve the students attending our school. This statement will better guide all members of the school in decisions toward helping students achieve academic success. The new mission statement will not only address academic needs but challenge students toward personal character.
	Target Date:	05/15/2015
Tasks:		
	1. Identify and recruit Task Force members to work on the development of a new mission statement.	
	Assigned to:	Todd Marshall
	Added date:	10/30/2014
	Target Completion Date:	09/30/2014
	Comments:	Todd Marshall met with Tim Beasley to discuss the need to create a new mission statement for Chaffin Junior High. During this meeting, it was also discussed other stakeholders needed to be part of the mission development. Once persons were identified, they were recruited for the task.
	Task Completed:	9/15/2014 12:00:00 AM
	2. Meet with Task Force team to address indicators for school improvement.	
	Assigned to:	Sara Lawrence
	Added date:	10/30/2014
	Target Completion Date:	10/10/2014
	Comments:	Team addresses the need for a new mission statement because the old statement only addressed test scores and not the student as a whole.
	Task Completed:	10/13/2014 12:00:00 AM
	3. Discuss "purpose" and establish need for new mission/vision statement.	
	Assigned to:	Todd Marshall
	Added date:	10/31/2014
	Target Completion Date:	10/23/2014
	Comments:	
	Task Completed:	10/23/2014 12:00:00 AM
	4. Establish timeline for future work and future meeting dates.	
	Assigned to:	Todd Marshall
	Added date:	10/31/2014
	Target Completion Date:	10/23/2014
	Comments:	
	Task Completed:	10/23/2014 12:00:00 AM
	5. Identify strengths, challenges, opportunities, and priorities.	
	Assigned to:	Todd Marshall
	Added date:	10/31/2014

		Target Completion Date:	11/24/2014
		Comments:	Continuing to reflect on the purpose and need for a mission statement. Once the strengths, challenges, opportunities and priorities are determined by the leadership committee, a survey will be given to the rest of the faculty and staff for their input to the process. This input allows these stakeholders to have ownership in the direction of their school.
		Task Completed:	11/18/2014 12:00:00 AM
	6. Create survey for faculty and staff to collect and increase input of strengths, challenges, opportunities, and priorities allowing the faculty and staff to have ownership in the process of developing new mission statement.		
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	12/01/2014
		Comments:	
		Task Completed:	12/8/2014 12:00:00 AM
	7. Recognize key elements that appear repeatedly in meeting discussing identifying strengths, challenges, opportunities, and priorities as well as the data collected from surveying faculty and staff.		
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	01/29/2015
		Comments:	
		Task Completed:	1/14/2015 12:00:00 AM
	8. Create multiple drafts of statements using key words found in strengths and opportunities.		
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	02/26/2015
		Comments:	
		Task Completed:	2/24/2015 12:00:00 AM
	9. Finalize new mission statement.		
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	03/10/2015
		Comments:	
		Task Completed:	3/10/2015 12:00:00 AM
	10. Present newly developed mission statement for Chaffin to faculty, staff and stakeholders.		
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	05/15/2015
		Comments:	

		<b>Task Completed:</b>	4/21/2015 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		4/23/2015
	Experience:		4/23/2015 The work developing our new mission statement was rewarding and meaningful. We identified and recruited stakeholders to help us identify strengths, challenges, and opportunities as they related to Chaffin Jr. High. After several meetings, we noted several core beliefs that kept coming up that had to be included in the final product. We are committed to creating a mission that would serve our school for years to come. The new mission reflects our Moral Purpose, it challenges our thinking, and serves as a basis for decision making.
	Sustain:		4/23/2015 We will communicate this mission to all stakeholders at every opportunity. We will base decisions (funding, instructional strategies, scheduling, etc.) on our new mission statement.
	Evidence:		4/23/2015 The mission of Chaffin Jr. High is to inspire student success through innovative instruction in a culture of high expectations and personal character.
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>		
<b>Status</b>	<b>Objective Met</b> 2/23/2016		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 09/11/2015
	<b>Objective Met - 02/23/2016</b>		
	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:		There is limited implementation of this indicator in that not all Instructional Teams prepare an agenda for each meeting.
<b>Plan</b>	Assigned to:		Sara Lawrence
	How it will look when fully met:		Agendas will be documented and presented to principal before each meeting.
	Target Date:		05/13/2016
	<b>Tasks:</b>		
	1. Collect agendas before each Instructional or Leadership meeting.		
	Assigned to:		Sara Lawrence
	Added date:		09/22/2015
	Target Completion Date:		05/20/2016
	Comments:		
	<b>Task Completed:</b>		2/17/2016 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		100%
	Objective Met:		2/23/2016

Experience:	2/23/2016 Instructional teams keep minutes to ensure we stay on task and accomplish "the purpose" of the meeting. Detailed notes are kept with ideas and suggestions as well as progress. This process also serves as a record of what all has been considered or contributed showing that decisions are not simply made without thought.
Sustain:	2/23/2016 We will continue to create agendas for meetings and we will assign a record keeper for the minutes.
Evidence:	2/23/2016 We have agendas and minutes from team meetings.

**Indicator ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)**

**Status Full Implementation**

<b>Assess</b>	Level of Development:	Initial: Full Implementation 09/11/2015
	Evidence:	A Leadership Team has been in place at Chaffin for several years. This team meets on a regular basis to discuss the development of needed programs and resources that would benefit instruction to students.
	Added date:	

### School Leadership and Decision Making

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

**Indicator IE07 - The principal monitors curriculum and classroom instruction regularly.(58)**

**Status Objective Met 9/11/2015**

<b>Assess</b>	Level of Development:	Initial: Limited Development 10/29/2014
		<b>Objective Met - 09/11/2015</b>
	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:	There exists a need for principals to increase capacity instructional leadership.
<b>Plan</b>	Assigned to:	Todd Marshall
	How it will look when fully met:	By observing classrooms and supporting instruction, as well as having meaningful conversations with teachers, it will increase student success. Evidence will be provided through Bloomboard of documented observations and evaluations.
	Target Date:	05/19/2017
	<b>Tasks:</b>	
	1. Identify and share instructional goals for school.	
	Assigned to:	Todd Marshall
	Added date:	10/29/2014

		Target Completion Date:	08/11/2014
		Comments:	Includes purpose and innovation
		Task Completed:	8/11/2014 12:00:00 AM
	2. Develop individual Professional Growth Plans for staff.		
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	10/01/2014
		Comments:	Teachers identified areas of needed growth based on a self-assessment. From the self-assessment, each teacher identified the goals to work toward and actions they are going to take to meet those goals.
		Task Completed:	9/26/2014 12:00:00 AM
	3. Enter information into Bloomboard - the new online tool for observations and assessment of growth plans.		
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	10/15/2014
		Comments:	Teachers entered their plan for professional growth into the new online system of Bloomboard.
		Task Completed:	9/26/2014 12:00:00 AM
	4. Divide staff among administration team.		
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	10/15/2014
		Comments:	Every staff member was divided into a group in which one administrator is to monitor curriculum and classroom instruction regularly.
		Task Completed:	9/26/2014 12:00:00 AM
	5. Schedule and conduct classroom observations.		
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	12/19/2014
		Comments:	
		Task Completed:	12/10/2014 12:00:00 AM
	6. Schedule and conduct follow-up reflective conversations with faculty.		
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	12/19/2014

		Comments:	A Mid-Year PGP Review was conducted with every teacher. They had to answer the following questions regarding their professional growth: 1. Describe your current progress toward completing your PGP goal. What have you accomplished and what has it done to affect your professional growth? 2. What challenges have you encountered during this process? What have you done or what are you planning to do to overcome these challenges so that you accomplish your goal? 3. What steps are you taking to ensure the completion of your PGP this year? If you do not believe you will meet your goal, why? 4. What do you expect to see at the end of this process?
		Task Completed:	12/10/2014 12:00:00 AM
		7. Schedule and conduct meetings with individual staff members to discuss progress toward goals and to look at supporting evidence.	
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	02/27/2015
		Comments:	
		Task Completed:	2/9/2015 12:00:00 AM
		8. Schedule and conduct summative conferences.	
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	04/30/2015
		Comments:	
		Task Completed:	4/1/2015 12:00:00 AM
		9. Meet to develop new goals for 2015-2016 school year.	
		Assigned to:	Todd Marshall
		Added date:	10/31/2014
		Target Completion Date:	05/29/2015
		Comments:	
		Task Completed:	5/4/2015 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	9/11/2015	
	Experience:	9/11/2015 Through continual classroom observations and valued discussion with teachers, there has been an increase in meaningful instruction.	
	Sustain:	9/11/2015 The principal will continually monitor classroom instruction and meet with teacher to discuss observations.	
	Evidence:	9/11/2015 Documentation through Bloomboard.	
<b>School Leadership and Decision Making</b>			
<b>Aligning classroom observations with evaluation criteria and professional development</b>			

<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assess</b>	Level of Development:	Initial: No development or Implementation 09/11/2015	
		Not a priority or interest	
	Explain why not a Priority or Interest:	Most professional development is determined by the district. The professional development designed by the building is determined by the principal or by doing a needs-assessment in a survey of the staff. Privacy information in the principal's summary reports is a concern to opening up to the Leadership Team.	
		Added date:	
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)</b>		
<b>Status</b>	Not a priority or interest		
<b>Assess</b>	Level of Development:	Initial: No development or Implementation 09/11/2015	
		Not a priority or interest	
	Explain why not a Priority or Interest:	Teachers should be allowed to choose, and not required, to develop professional development plans based on classroom observations. Professional development is more meaningful when allowed to choose what to attend rather than a requirement.	
		Added date:	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>		
<b>Status</b>	Full Implementation		
<b>Assess</b>	Level of Development:	Initial: Full Implementation 09/11/2015	
	Evidence:	Surveys are sent to the staff to address needs in professional development. That information is taken into consideration of what high quality, ongoing, and differentiated professional development is offered outside of the professional development offered on the district level.	
		Added date:	
<b>School Leadership and Decision Making</b>			
<b>Expanded time for student learning and teacher collaboration</b>			
<b>Indicator</b>	<b>IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>		
<b>Status</b>	Tasks completed: 5 of 8 (62%)		
<b>Assess</b>	Level of Development:	Initial: No development or Implementation 09/11/2015	
		Will include in plan	
	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:	Extended learning time programs are offered but improvement needs to be made on monitoring those programs in terms of their progress to make that instruction more meaningful and beneficial to student learning.	
<b>Plan</b>	Assigned to:	Todd Marshall	
	How it will look when fully met:	Students will show an improvement in their understanding of instructed material and test scores because of participation in the Extended Learning Time programs.	
	Target Date:	05/12/2017	
	<b>Tasks:</b>		
	1. Identify Extended Learning Time Programs.		
	Assigned to:	Sara Lawrence	
	Added date:	10/16/2015	
	Target Completion Date:	09/30/2015	
	Comments:	Leadership Team met and identified all areas of Extended Learning Time Programs.	
	<b>Task Completed:</b>	9/10/2015 12:00:00 AM	
	2. Identify staffing necessary for each Extended Learning Time Program.		
	Assigned to:	Todd Marshall	
	Added date:	10/16/2015	
	Target Completion Date:	09/30/2015	
	Comments:	Leadership Team identified areas of the Extended Learning programs that needed staffing as well as the number of staffing to meet the needs of students.	
	<b>Task Completed:</b>	9/10/2015 12:00:00 AM	
	3. Monitor the number of students that attend Extended Learning Times.		
	Assigned to:	Sara Lawrence	
	Added date:	10/16/2015	
	Target Completion Date:	05/02/2016	
	Comments:		
	<b>Task Completed:</b>	3/3/2016 12:00:00 AM	
	4. For tutoring services, note student's grades before they receive services and again during and after tutoring.		
	Assigned to:	Sara Lawrence	
	Added date:	10/16/2015	
	Target Completion Date:	05/02/2016	
	Comments:		
	<b>Task Completed:</b>	3/3/2016 12:00:00 AM	
	5. Notify teachers of students involved in tutoring so teachers can identify areas of weakness and monitor classroom progress and instruction.		

		Assigned to:	Sara Lawrence
		Added date:	10/16/2015
		Target Completion Date:	05/02/2016
		Comments:	
		<b>Task Completed:</b>	<b>3/3/2016 12:00:00 AM</b>
	6. Monitor the number of students that attend extended learning time programs.		
		Assigned to:	Sara Lawrence
		Added date:	03/04/2016
		Target Completion Date:	05/05/2017
		Comments:	
	7. For tutoring services, note student's grades before they receive services and again during and after tutoring.		
		Assigned to:	Sara Lawrence
		Added date:	03/04/2016
		Target Completion Date:	05/05/2017
		Comments:	
	8. Notify teachers of students involved in tutoring so teachers can identify areas of weakness and monitor classroom progress and instruction.		
		Assigned to:	Sara Lawrence
		Added date:	03/04/2016
		Target Completion Date:	05/05/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:		62%

### School Leadership and Decision Making

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

<b>Indicator</b>	<b>II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:		Initial: <b>Full Implementation</b> 09/11/2015
	Evidence:		Principal participates in all interviews with the Assistant Superintendent for Human Resources and Support Services.
		Added date:	

### Curriculum, Assessment, and Instructional Planning

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

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>		
<b>Status</b>	<b>Objective Met</b> 2/18/2016		
<b>Assess</b>	Level of Development:		Initial: <b>Limited Development</b> 09/11/2015

			<b>Objective Met - 02/18/2016</b>
	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:	Some cohorts meet to develop standards-aligned units of instruction within their grade level and subject. For those electives that may not have cohorts within the building, a plan needs to be put in to place how they can meet with cohorts in other buildings to develop such plans.	
<b>Plan</b>	Assigned to:	Todd Marshall	
	How it will look when fully met:	Instructional Teams will meet quarterly to develop standards-aligned units of instruction for each subject and grade level. Teachers will develop those units with understanding of student levels of thinking and challenge students to go beyond that level.	
	Target Date:	05/02/2016	
	<b>Tasks:</b>		
	1. Meet quarterly as an Instructional team to assess curriculum map to review alignment with standards and make adjustments.		
	Assigned to:	Todd Marshall	
	Added date:	10/16/2015	
	Target Completion Date:	05/02/2016	
	Comments:		
	<b>Task Completed:</b>	2/15/2016 12:00:00 AM	
	2. Document meetings with agendas turned in to principal prior to each meeting.		
	Assigned to:	Todd Marshall	
	Added date:	10/16/2015	
	Target Completion Date:	05/02/2016	
	Comments:		
	<b>Task Completed:</b>	2/15/2016 12:00:00 AM	
	3. Document differentiated instruction techniques being used to meet the needs to low performing/ELL/SPED students.		
	Assigned to:	Todd Marshall	
	Added date:	10/16/2015	
	Target Completion Date:	05/02/2016	
	Comments:		
	<b>Task Completed:</b>	2/15/2016 12:00:00 AM	
<b>Implement</b>	Percent Task Complete:	100%	
	Objective Met:	2/18/2016	

Experience:	2/18/2016 Once our staff created pacing guides they worked as grade level teams to develop their units. They began with the assessments then identified the instructional strategies they would use to teach the content.
Sustain:	2/18/2016 Teachers will need to be reflective about what is working and what adjustments need to be made in terms of pacing, sequence, or instructional strategies. Teachers will also need time to collaborate on these topics.
Evidence:	2/18/2016 Classroom documents such as assessments, developed pacing guides, lesson and unit plans. Classroom observations are conducted by administrators with reflective conversations.

## Curriculum, Assessment, and Instructional Planning

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

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/11/2015	
	Evidence:	The school tests each student at least 3 times a year to determine progress toward standards-based objectives through The Learning Institute and PARCC testing in literacy, math and science.	
	Added date:		

## Classroom Instruction

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

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	<b>Objective Met</b> 2/17/2016		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/11/2015	
		<b>Objective Met</b> - 02/17/2016	
	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:	Core subjects are guided through curriculum maps that align standards, curriculum, instruction, and assessment. If new standards are created, a new curriculum map needs to be developed.	
<b>Plan</b>	Assigned to:	Todd Marshall	
	How it will look when fully met:	Teachers will meet as Instructional Teams to review their curriculum maps and monitor their alignments with the standards, curriculum, instruction, and assessment.	

	Target Date:	05/02/2016
	<b>Tasks:</b>	
	1. Meet quarterly as an Instructional team to assess curriculum map to review alignment with standards and make adjustments.	
	Assigned to:	Todd Marshall
	Added date:	10/16/2015
	Target Completion Date:	05/02/2016
	Comments:	
	<b>Task Completed:</b>	2/15/2016 12:00:00 AM
	2. Document meetings with agendas turned in to principal prior to each meeting.	
	Assigned to:	Todd Marshall
	Added date:	10/16/2015
	Target Completion Date:	05/02/2016
	Comments:	
	<b>Task Completed:</b>	2/15/2016 12:00:00 AM
<b>Implement</b>	Percent Task Complete:	100%
	Objective Met:	2/17/2016
	Experience:	2/17/2016 The process of developing our pacing guides created opportunities for collaboration concerning standards, assessment, and instructional strategies. Some of the work was done over the summer, some on embedded professional development days, and some was done during SBC meetings (Site-Based Collaboration) after school. At times consensus on a particular topic was easy to reach i.e. pacing or sequence, and sometimes there was great discussion.
	Sustain:	2/17/2016 Teachers will need to continue to communicate and collaborate with one another. Teachers must reflect on effectiveness of these documents and adjust as needed. We must continue to remind each other that these are simply guides to use for planning purposes and not allow them to dictate what we are doing day to day. If/when our students are struggling with a concept, we must provide time and support for them. We cannot simply keep going because our pacing guide indicates that we are falling behind.
	Evidence:	2/17/2016 Teachers have the documents that have been created, their lesson plans, and in some cases common assessments. Teachers in math, science, and English are administering interim assessments. During classroom observations it is often noted that teachers teaching the same classes are covering the same topics. This indicates they are implementing what has been developed.
<b>Family Engagement in a School Community</b>		
<b>Explain and communicate the purpose and practices of the school community</b>		

<b>Indicator</b>	<b>FE04 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)</b>		
<b>Status</b>	Tasks completed: 10 of 14 (71%)		
<b>Assess</b>	Level of Development:	Initial: <b>Limited Development</b> 09/11/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	As a Non-Title I school, we communicate with parents what they can do to support their students' learning at home by giving them access and training on Home Access Center - an online website showing student's assignments and grades.	
<b>Plan</b>	Assigned to:	Todd Marshall	
	How it will look when fully met:	Chaffin will frequently provide information to families about institutional programs. Chaffin will frequently provide information to families regarding individual student success. Chaffin will offer engagement opportunities for families so they can participate in learning activities.	
	Target Date:	05/19/2017	
	<b>Tasks:</b>		
	1. Instructional Programs: Provide syllabus' by all teachers explaining "purpose of their class, objectives/units, activities, grading policies" in student's home language.		
	Assigned to:	Todd Marshall	
	Added date:	12/15/2015	
	Target Completion Date:	08/15/2016	
	Comments:		
	2. Instructional Programs: Provide rules/expectations in student's home language.		
	Assigned to:	Todd Marshall	
	Added date:	12/15/2015	
	Target Completion Date:	08/15/2016	
	Comments:		
	3. Instructional Programs: Provide families information from Chaffin regarding Counseling Services in student's home language.		
	Assigned to:	Todd Marshall	
	Added date:	12/15/2015	
	Target Completion Date:	08/15/2016	
	Comments:		
	4. Instructional Programs: Provide families information about tutoring opportunities in student's home language.		
	Assigned to:	Todd Marshall	

		Added date:	12/15/2015
		Target Completion Date:	09/30/2016
		Comments:	Letters were sent home with students in both English and Spanish versions informing parents of tutoring opportunities for their student in 3 core subjects; Math, Science, and Literacy.
		<b>Task Completed:</b>	<b>9/19/2016 12:00:00 AM</b>
	5. Student Progress: *Chaffin will provide information to parents about Home Access Center. An online program for parents to monitor their student's grades.		
		Assigned to:	Sara Lawrence
		Added date:	12/15/2015
		Target Completion Date:	08/31/2016
		Comments:	
		<b>Task Completed:</b>	<b>8/11/2015 12:00:00 AM</b>
	6. Student Progress: Chaffin will create a Facebook page and a Twitter site for parents to access for up-to-date information.		
		Assigned to:	Todd Marshall
		Added date:	12/15/2015
		Target Completion Date:	12/01/2015
		Comments:	Both a Facebook and Twitter account were created to provide up-to-date information for parents.
		<b>Task Completed:</b>	<b>10/6/2015 12:00:00 AM</b>
	7. Student Progress: Provide a system that ensures Chaffin staff is contacting and meeting with parents when concerns arise in a timely manner.		
		Assigned to:	Todd Marshall
		Added date:	12/15/2015
		Target Completion Date:	05/19/2017
		Comments:	
	8. Student Progress: Chaffin will develop a system for recognizing and rewarding student success.		
		Assigned to:	Sara Lawrence
		Added date:	12/15/2015
		Target Completion Date:	05/19/2017
		Comments:	We have worked very hard promoting Character Education, being kind, and doing right. The Media Specialist maintains multiple bulletin boards promoting citizenship and good character. One bulletin board is kept up to date with pictures recognizing students for achievement, participating, and showing exceptional qualities. We publish a list quarterly of students with no disciplinary issues, no tardies, and no absences. With help from our Partners in Education, we reward these students with prizes.
		<b>Task Completed:</b>	<b>10/31/2016 12:00:00 AM</b>
	9. Engagement Opportunities: Provide a Transition to Success day for incoming 7th graders to learn their schedule and meet teachers.		
		Assigned to:	Todd Marshall

		Added date:	12/15/2015
		Target Completion Date:	08/13/2015
		Comments:	
		<b>Task Completed:</b>	<b>8/13/2015 12:00:00 AM</b>
	10. Engagement Opportunities: Provide an opportunity for 6th graders and their parents to come to an orientation that showcases all clubs and organizations they can get involved in while they are a student at Chaffin.		
		Assigned to:	Todd Marshall
		Added date:	12/15/2015
		Target Completion Date:	04/28/2016
		Comments:	Each spring Chaffin Jr. High provides a program called Transition to Success for incoming 7th grade students. The purpose is to reduce anxieties of parents and students, and to ensure each child has an opportunity for a smooth start to junior high. One activity in this program involves a 6th grade visit to our campus in late April or early May. The purpose of the 6th grade visit is two-fold. One is we want students excited and proud to be coming to Chaffin Jr. High. The other reason is to show students the many organizations, club, and the many opportunities they will have to get involved in school. We want them to know about these activities before filling out their 7th grade schedule. We believe that student participation is one of the many keys to our success at Chaffin. This activity allows us an opportunity to showcase our great groups and recruit them into something positive.
		<b>Task Completed:</b>	<b>10/31/2016 12:00:00 AM</b>
	11. Provide an opportunity for parents to attend a 6th Grade Parent Night where they can meet the administrators, receive information regarding expectations of students when they become students at Chaffin. Within this night, they will be allowed time to ask questions and learn of procedures important to them and their student.		
		Assigned to:	Todd Marshall
		Added date:	12/15/2015
		Target Completion Date:	02/29/2016
		Comments:	As part of the Transition to Success program, we host a 6th grade Parent Night in April. During this meeting, we share information about our school that parents need to know in order to set their child up for a smooth transition from elementary school. We also share important dates about upcoming activities associated with the Transition to Success program. We use this as an opportunity to answer questions, relieve anxiety, and promote the success of our school.
		<b>Task Completed:</b>	<b>10/31/2016 12:00:00 AM</b>
	12. Provide an Open House time when parents can visit with teachers to receive objectives, rules/expectations, grading policies of each teacher as well as Counseling Services.		
		Assigned to:	Todd Marshall
		Added date:	12/15/2015
		Target Completion Date:	08/11/2015
		Comments:	



		<b>Task Completed:</b>	8/11/2015 12:00:00 AM
		13. Provide a total of four nights of Parent/Teacher Conferences. Parents visit with individual teachers regarding student progress.	
		Assigned to:	Todd Marshell
		Added date:	12/15/2015
		Target Completion Date:	03/17/2016
		Comments:	Each school year we schedule four separate evenings for Parent/Teacher Conferences. We believe that we need help and support from parents to ensure student success. We schedule two evenings at the end of the 1st and 3rd quarters. These conferences provide us an opportunity to discuss concerns or share suggestions or strategies for academic improvement.
		<b>Task Completed:</b>	10/31/2016 12:00:00 AM
		14. Parent Teacher Association is an organization parents can become involved in the school and work alongside teachers by providing necessary support.	
		Assigned to:	Todd Marshell
		Added date:	12/15/2015
		Target Completion Date:	08/11/2015
		Comments:	
		<b>Task Completed:</b>	8/11/2015 12:00:00 AM
<b>Implement</b>	Percent Task Complete:		71%
<b>High School: Opportunity to Learn</b>			
<b>Ensure content mastery and graduation</b>			
<b>Indicator</b>	<b>HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assess</b>	Level of Development:	Initial: Full Implementation 09/11/2015	
	Evidence:	A Career Development Facilitator meets with every 8th grade student to develop career plans for high school. A course plan for each grade 9 thru 12 is developed and grades are discussed. The facilitator then meets with each student in the 9th grade to discuss progress toward the plan.	
		Added date:	