

# London Independent School District

## District Improvement Plan

### 2018-2019

Accountability Rating: Met Standard



# Mission Statement

*“Educating Leaders of Tomorrow”*

*As a small school, London I.S.D. has a responsibility to keep up with TEA guidelines and surpass the quality of education of larger systems. We have a wonderful opportunity to address individual needs of children and elicit home involvement. We believe all children can and will learn in the proper learning environment.*

*The London I.S.D. is committed to the future of all our children, enabling them to become productive, responsible members of society. We pledge ourselves to prepare all students for the challenges and changes of the future.*

# Comprehensive Needs Assessment

## Demographics Summary

Based on the 2017-2018 District Profile, London ISD was represented by following student demographics:

- 1043 students enrolled
- Hispanic 49.2%
- White 44.6%
- Asian 3.5%
- Two or More Races 1.4%
- African American 1.1%
- American Indian .2%
- Pacific Islander .1%
- English Language Learners (ELL) .9%
- Economically Disadvantaged 22.4%

Based on the 2017-2018 Attendance Report, London ISD had a **96.47%** student attendance rate and a 0% dropout rate.

Based on the 2017-2018 District Profile Report, LISD had the following staff representation:

- Teachers 65.3
- Total Staff 112.1

## Demographics Strengths

London ISD serves an exceptional student population and strives for success for each student. The District is committed to preparing students for higher education and career readiness, and recent student achievement reflects that commitment.

## Demographics Needs

London ISD is growing at a fast pace. Transfer students comprise approximately 40% of the total district population. The District's Economically Disadvantaged, Special Education, and At-Risk numbers have remained consistent over the years, but as the state accountability systems and mandates change more resources are needed to serve all students.

## **Student Achievement Summary**

London ISD has a 2018 state overall rating of 94/100, which is an Accountability Rating of “A.” The District earned a 92/100 in Student Achievement, an 82/100 in Student Progress, and 100/100 in Closing the Gaps. The high school received an overall rating of earned 6 out of 7 possible Distinction Designations in 2017-2018, including Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in English Language Arts/Reading, Top 25 Percent: Comparative Academic Growth, Postsecondary Readiness and Top 25 Percent: Comparative Closing the Gaps.

### **Student Achievement Strengths**

The District consistently outscored the State and other Region 2 Districts in most grades and content areas of the STAAR. In addition to exceptional AP and dual credit performances, the District’s secondary students achieved above the state averages in most PSAT, SAT, and ACT categories.

### **Student Achievement Needs**

The Elementary and Middle school campuses earned no Distinction Designations, with writing, reading fluency and comprehension being identified as weaknesses. STAAR scores in 3rd and 6<sup>th</sup> grade reading and 4<sup>th</sup> writing have flattened. A district-wide priority is to increase STAAR student achievement results from the Approaches to Meets and Masters levels.

## **District Culture and Climate Summary**

London ISD remains a district of choice in the Coastal Bend. The district’s reputation and history of high student achievement draws interest from families who build homes within the district and from those outside the District as we receive hundreds of transfer applications annually.

## **District Culture and Climate Strengths**

In a parent survey administered in May of 2018, most parents (81%) (+2%) felt “very welcomed” or “welcomed” in interactions with teachers. (conferences, emails, phone calls)

## **District Culture and Climate Needs**

Specific needs are:

- continue to support staff with crisis-specific training (suicide prevention, AED-CPR training, drug and alcohol awareness)
- maintain and enhance our relationships with the Nueces County Sherriff’s Office

## **Staff Quality, Recruitment, and Retention Summary**

Positions in London ISD are highly sought-after. Job openings frequently bring an abundance of highly qualified and experienced personnel.

## **Staff Quality, Recruitment, and Retention Strengths**

Strengths in the HR programs are:

- All instructional staff members (teachers and instructional aides) meet the current certification standards
- Campus administrators provide mentoring for new teachers
- All staff receive specialized safety trainings
- All staff receive specialized security trainings
- All teachers receive Gifted and Talented Training

## **Staff Quality, Recruitment, and Retention Needs**

- The District equalized teacher salaries relative to neighboring districts effective 2018-2019
- Promote supplementary ESL certifications
- Promote math/science/IT/ and bilingual certifications

## **Curriculum, Instruction, and Assessment Strengths**

- Grade-level committees create common assessments
- Local assessments mirror the STAAR experience
- Tiered instruction is provided in the elementary classrooms
- In a parent survey administered in May of 2018, 70 % (+12%) parents revealed they were “very satisfied” or “satisfied” with the District’s curriculum and instructional programs.

## **Curriculum, Instruction, and Assessment Needs**

- Provide training to teachers to address deficits in students' writing skills
- Provide more training to teachers who are using iPads and Apps in the classroom
- Continue to provide tutoring to close knowledge gaps
- Provide training to teachers to address differentiation of instruction

## **Family and Community Involvement Strengths**

- Family Math/Science Night (provide an opportunity for parents to learn alongside their children and experience academic content applicable to students at the middle school level);
- Booster clubs and PTO
- Fall Festival
- PTO Fun Run
- Peer Mentoring programs
- Collaboration on facility needs (Booster Club with sports fields, Eagle Scouts’ Projects)
- Homeless shelter and canned food drives
- College Nights
- Agreements with Del Mar College and Craft Trade Center
- Watch D.O.G.S.
- A commitment from every London High School graduate to complete service to the community through volunteer hours

## **Family and Community Involvement Needs**

- Continue to explore opportunities for our students to serve

## **District Operations and Organizational Strengths**

- London ISD received "*Superior Achievement*" from Financial Integrity Rating System of Texas
- Strong working relationship between the London ISD Board of Trustees and Administrators
- District Leadership Team meets weekly to discuss all aspects of District operations and goals

## **Technology Strengths**

- Increased the number of iPads and Chromebooks
- Recent expansion of (doubling) of district bandwidth
- Increase in district personnel to facilitate technology  
**Google Certified Educator Level I and Level II Certifications**

## **Technology Needs**

- More capital investment in Chromebooks and mobile technology devices
- Instructional emphasis on data processing and basic coding starting at the elementary level

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information) State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results
- STAAR End-of-Course current and longitudinal results
- Progress of students who failed prior year STAAR exams
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI)
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment
- SAT and/or ACT assessment data
- PSAT results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Dual credit data



## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

## **Employee Data**

- Staff surveys and/or other feedback
- ESSA data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data






## **Parent/Community Data**

- End of Year parent, faculty, community surveys

# District Goals for 2018-2019

**Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.**

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Based on an analysis of STAAR and EOC test data, both vertically and horizontally, the London ISD curriculum will continuously be updated and revised. In addition, curriculum and instructional strategies will be discussed and revised based on discussions at PLC and grade level meetings throughout the school year.	Local	Principals	Monitor student progress through an analysis of Benchmark and Checkpoint data throughout the school year			
2) Research best practices and instructional materials in all core subject areas. a. Study weakest TEKS/SE's b. Teachers will meet horizontally and then vertically to identify best instructional strategies and materials, to look for gaps in the curriculum, and to ensure alignment of vocabulary and instruction. c. Integrate more hands-on lab experiences into the science curriculum d. Administrators and teachers will meet following each Benchmark test to analyze test data and develop intervention plans in order to close the gaps between the written, taught, and tested curriculum.	Local	Principals	Monitor student progress through an analysis of Benchmark and Checkpoint data throughout the school year			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

## Goal 2: Facilitate the effective integration of technology into the teaching and learning process.

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) The London ISD administration will explore technology hardware and software for instructional delivery and plan for staff development opportunities. All teachers are expected to earn <b>Google Certified Educator Level I and Level II Certifications by January 2019</b>	Local, Title IV	Principals, Director of Technology	Improvements in core academic and technology application skills and Texas STAAR Chart results in target level for categories: Infrastructure of Technology and Teaching & Learning			
2) Fully equip all classrooms with readily available technology to enhance student instruction.	Local	Principals, Director of Technology	Improvements in core academic and technology application skills and Texas STAAR Chart results in target level for category of Infrastructure for Technology			
3) Professional development includes technology integration and use of proven strategies that facilitate the development of higher-order thinking skills and collaboration.	Local, Title IV	Principals, Director of Technology	Improvements in core academic and technology application skills and Texas STAAR Chart results in target level of Educator Preparation & Development			
4) Create a districtwide Assistive Technology Team to assess student needs and identify technology that will better enable special education students to access the general curriculum.	Local	Principals, Director of Technology, Director of Special Education	Improvement in special education core academic grades and state assessment scores.			
5) Assist campuses with the purchase of supplemental instructional technology resources, including software, hardware, licenses, and professional development to foster academic growth for all students.	Local, Title IV	Principals, Director of Technology	Accountability data and usage reports will reflect student success.			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 3: Improve student performance on STAAR through data-driven instruction and focus on value-added opportunities.**

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Analyze and disaggregate state assessment data by district and campus results in preparation for annual staff development training in July	Local	Principals	Monitor student progress through an analysis of data from October through April			
2) Provide a Credit Recovery Program at London High School for at-risk students	Local, SCE	LHS Principal LHS College and Career Readiness	Each semester the LHS Principal and College and Career Readiness Counselor will review the progress of students not likely to pass STAAR/TAKS and discuss the intervention plan to ensure student success.			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 4: Provide job awareness and training, including industry standard certifications, in Career and Technical Education Courses.**

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Encourage career and academic awareness in all grades with a focus on "Career Awareness" at the elementary level, "Career Investigations" at the middle school level, and "Career Focus" at the high school level	Local	Principals, Counselors	A London ISD CTE advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses.			
2) Increase students' and parents' awareness of Dual Credit and Endorsement measures that can be achieved through CTE Programs through district publications and community meetings prior to registration	Local	Principals, Counselors, LHS College and Career Readiness Counselor	Parent and student engagements, college and career site visits			
3) Develop and implement comprehensive career plans, Personal Graduation Plans (8-12), and Endorsements for all students	Local	Principals, Counselors, LHS College and Career Readiness Counselor	The high school principal and college and career readiness counselor will verify that career plans are in place for all students in compliance with the Perkins Grant.			
4) Offer a variety of CTE courses, both traditional and nontraditional, to meet the interests of all London students including special populations, as well as the needs of businesses in the Corpus Christi area.	Local	Principals, Counselors, LHS College and Career Readiness Counselor, Director of Special Education	Student achievement in coursework and industry certifications obtained			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 5: Provide appropriate interventions to students with dyslexia or characteristics of dyslexia.**

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Provide campus-based dyslexia services to identified students using appropriately designed materials and/or programs	Local	Principals, Dyslexia Coordinator	Each semester the Dyslexia Campus Coordinator and principals will review the progress of identified dyslexia students to ensure proper program implementation as well as student success.			
2) Ensure appropriate implementation of a scientifically-based dyslexia program that will provide support to assist dyslexic students in succeeding in school	Local	Principals, Dyslexia Coordinator	Each semester the Dyslexia Campus Coordinator and principals will review the progress of identified dyslexia students to ensure proper program implementation as well as student success.			
3) Provide staff development and distribute the most recent district dyslexia and dysgraphia handbook updates	Local	Dyslexia Coordinator	Documentation will show staff development records.			
4) Coordinate with testing coordinators to ensure Dyslexia Accommodations are implemented for testing purposes	Local	Principals, Dyslexia Coordinator, District Assessment Coordinator	Records kept by Campus Test Coordinators and the District Test Coordinator will reflect accurate implementation of test accommodations.			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue






**Goal 6 : Differentiate the curriculum to meet the needs of gifted students in classes in all elementary classrooms, the pre-AP classes at LMS and in the Pre-AP and AP classes at LHS.**

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) The Challenge Lab at the elementary campus will create a variety of advanced level projects with gifted and high ability students.	Local	Principals, GT Coordinator	Campus Advanced Product Showcases - May 2019			
2) Teachers will receive additional training on differentiation strategies for gifted students in grades K - 12.	Local	Superintendent	Parent survey of GT services Increased observation of good differentiation strategies by principals during classroom walkthroughs			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 7: Increase the number of students taking AP courses and both the number and percentage of students passing the AP tests in May 2019.**


Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Continue to monitor and support the AP teachers with training, materials, and expectations	Local, State AP Grants	LHS Principal, LHS College and Career Readiness Counselor	Compare the 2019 AP scores to those of the last three years			
2) Communicate the importance of taking the AP tests to the students in AP classes	Local	LHS Principal, LHS College and Career Readiness Counselor	Compare the 2019 AP scores to those of the last three years			
3) Evaluate the effectiveness of teachers based on resulting AP test scores	Local	LHS Principal	Compare the 2019 AP scores to those of the last three years			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue



**Goal 8: Increase the opportunities for dual credit and early admission credit through Delmar College and TAMU-CC**

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Conduct parent meeting regarding dual credit; Update course selection booklet to accurately detail dual credit options and virtual school options in both core content and CTE classes	Local	LHS Principal, LHS College and Career Readiness Counselor	Compare number of students enrolled in dual credit courses as well as the variety of courses offered in Fall 2018 to those enrolled in Fall of past years;			
2) Conduct college entrance testing in Spring 2019 for dual credit course eligibility	Local, TEA Testing Waivers	LHS College and Career Readiness Counselor.	Compare number of students enrolled in dual credit courses as well as the variety of courses offered in Fall 2018 to those enrolled in Fall of past years;			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

## Goal 9: Increase the number of National Merit Finalists in London ISD

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Continue to offer a PSAT prep program	Local	LHS College and Career Readiness Counselor	Monitor the number of students who participate in the summer PSAT program who qualify as a semi-finalist or finalist on the National Merit Scholarship Qualifying Test			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 10: Recruit, develop, and retain high-quality teachers and employees.**

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Maintain current percentages of LISD contributions to TRS, health insurance, and other incentives	Local	Board of Trustees, Superintendent, CFO	Percentage of contributions maintained by June 2019			
2) Revise the process of conducting exit interviews, collect data on interview responses, and share that data with district and campus administrators to inform future decisions	Local	Dir. of Human Resources	Spreadsheet of collected data completed for the year to be shared with administration by August, 2019			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 11: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability, and consequences for behavior.**

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Select, provide training, and implement research-based violence prevention curriculum such as conflict resolution, anger management, no-bullying, and dating violence	Local, TASB RMF	Superintendent	Data from SafeSchools training			
2) Provide training to secondary staff on student-to-student sexual harassment and bullying issues	Local, TASB RMF	Superintendent, HS/MS Principals, Counselors	Data from SafeSchools training			
3) Annually update and provide training on the LISD District Crisis Plan	Local	Superintendent, School Safety and Security Coordinator	Appropriate responses to crisis events throughout the school year			
4) <b>Create a District Police Department</b> while continuing collaboration with Nueces County Sherriff's Department to ensure collaboration with law enforcement for student disciplinary incidents, event supervision, and canine drug detection	Local	Superintendent, School Safety and Security Coordinator	Sherriff's Department reports, PEIMS 425 submission and local discipline data			
5) Review, revise, and implement the LISD Student Code of Conduct according to District needs and mandated changes in state law	Local	Board of Trustees, Superintendent, Principals	PEIMS 425 submission and local discipline data			
6) Provide appropriate training/staff development in safety and prevention of student engagement and signs and symptoms of sexual abuse or suicidal characteristics or behaviors	Local	Superintendent, Principals	Increased student achievement and maintenance of student well-being			
7) Train appropriate staff/teams in CPR/AED/First Aid/Epipen utilization	Local	Superintendent, Athletic Director, Licensed Athletic Trainer, Nurse	Training certificates			
8) Conduct safety audits on a three-year schedule:	Local	Superintendent, School Safety and Security Coordinator	Review audit findings annually and make necessary changes. *Three year audit completed in July 2017 and presented to Board in October 2017			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

## Goal 12: Provide multiple Parental Involvement opportunities

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) All campuses provide opportunities for parents to be stakeholders. Title I campuses follow ESSA guidelines (Distribute compact, Title I Parent Night, etc.).	Local, Title I	Principals, Dir. of State and Federal Programs	Campus plans for Parental Involvement nights and Parental Involvement Evaluations from Title I campuses that will be turned in at the end of the year			
2) All Title I campuses will administer the Title I Parental Involvement Evaluation at the end of the year	Local, Title I	Principals, Dir. of State and Federal Programs	Campus plans for Parental Involvement nights and Parental Involvement Evaluations from Title I campuses that will be turned in at the end of the year			
3) Provide many and various opportunities for parental involvement in the school setting, especially through participation as a member of district committees. (Site Based, SHAC, etc.)	Local, Title I	Principals, Dir. of State and Federal Programs	Campus plans for Parental Involvement nights and Parental Involvement Evaluations from Title I campuses that will be turned in at the end of the year			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue






**Goal 13: Effectively implement the School Health Advisory Council and Coordinated Health Programs**

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Review implementation of multiple Coordinated Health Programs	Local	District Nurse	Programs reviewed annually at SHAC meeting			
2) School Health Advisory Council (SHAC) meets regularly and develops recommendation(s) to the Board of Trustees/Administration.	Local	District Nurse	Review evaluations from each SHAC member			
3) Plan and provide staff development and/or activities for new SHAC target areas.	Local	District Nurse	Review evaluations from each SHAC member			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 14: Maintain sound fiscal management of the district funds by maximizing revenues and by focusing expenditures towards student achievement while advocating for an adequate and equitable Texas public school finance system**

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Maximize Medicaid funding from SHARS and MAC programs	Local	Superintendent, CFO, Director of Special Education	Review Federal Reimbursement Requests quarterly; develop SHARS reimbursement transportation report			
2) Continue to maintain and develop replacement budgets for technology equipment, buses, extra-curricular programs, and other district capital assets	Local	Superintendent, CFO, Principals, Campus Dept. Heads	Review budget requests continually			
3) Review programs for efficiency/additional revenues	Local	Superintendent, CFO	Review budget requests continually			
4) The district will present a balanced budget annually	Local	Board of Trustees, Superintendent, CFO	Annual tax rate and budget adoption			
5) The district will continue to grow and maintain a healthy fund balance of at least 3 months of operating expenses	Local	Board of Trustees, Superintendent, CFO	Annual tax rate and budget adoption			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

## Goal 15: Maintain Long-Range Facilities Plan Development

Strategy Description	Funding Source(s)	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Plan for district growth/ usage at the following areas: a. Future elementary school; b. Ag/CTE facility; c. Fine Arts facility d. Athletic field master plan c. Conversion/demolition of current elementary f. property acquisition	Local	Board of Trustees, Superintendent, Community Facilities Action Team	Review committee and architectural recommendations. Facilities Planning Committee convened Spring 2017 for a November 2017 Bond Election  <span style="color: red;">November 2017 Bond Election Construction in Progress</span>			

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue





