

Comprehensive Plan Report

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

6/14/2017

Laurel Park Middle School NCES - na

Henry County Public Schools

Virginia Indistar (Rapid Improvement)

Key Indicators are shown in RED.

School Leadership and Decision Making

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

Indicator ID10 - The 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 Not a priority or interest

Assessment Level of Development: Initial: No development or Implementation 10/28/2013

Explain why not a Priority or Interest: This indicator was selected as a test.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.(69)

Status Objective Met 4/2/2014

Assessment Level of Development: Initial: Limited Development 11/18/2013

Objective Met - 04/02/2014

Index: 6 (Priority Score x Opportunity Score)

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

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

Describe current level of development: Teachers have completed a self assessment as part of the teacher evaluation process.

Plan Assigned to: Charles Byrd

How it will look when fully met: Teachers will participate in professional development sessions to enhance teaching strategies and classroom management. Evidence will include surveys, reflections, and teacher self-assessments

Target Date: 05/02/2014

Tasks:

1. Teachers will complete PD 360 session designated by administration on effective teaching strategies and classroom management.

Assigned to: Ben Gravely

Added date: 12/05/2013

Target Completion Date: 04/04/2014

Comments: 95% of faculty have completed the bulk of the professional development.

Task Completed: 04/02/2014

Implement	Percent Task Complete:	
	Objective Met:	4/2/2014
	Experience:	4/2/2014 Faculty reviewed PD360 and discussed that these were excellent reminders of researched based strategies and in some cases teachers were introduced to new information.
	Sustain:	4/2/2014 Continue to monitor and look for examples in the classroom.
	Evidence:	4/2/2014 Copy of a Comprehensive Usage Report from PD360.
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	Objective Met 6/15/2015 6/14/2017	
Assessment	Level of Development:	Initial: Limited Development 09/15/2014
		Objective Met - 06/15/2015 06/14/2017
	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 we are focusing on professional development in the following areas: lesson design, using the new division wide curriculum framework, formative assessments, and data driven instruction.
Plan	Assigned to:	Jo Ellen Hylton
	How it will look when fully met:	How it will look when fully met: Teachers will receive professional development in areas of needed growth throughout the 2016-17 school year. Professional development will be presented monthly at faculty meetings and bimonthly at grade level/content meetings by administrators, teacher leaders, grade level teachers, and/or district curriculum staff. Priority areas for professional development are: data driven instruction, differentiation, visual learning, unpacking standards of learning and selecting appropriate strategies for teaching and learning, creating common formative and summative assessments, purposeful questioning, vocabulary instruction, reading comprehension, highlighting strategy, the use of corrections folders, and maintenance of individual mastery cards for all students in English and Math. Documentation of all professional development will be kept on file by administrator and teacher leaders. In the 2016-2017 school year, 100% of all licensed LPMS teachers will participate in offered professional development. Individual and Small Group professional development will be provided to teachers based on the Teacher-Self assessments.
	Target Date:	04/28/2017
	Tasks:	
	1. Teacher Self-assessments will be used to determine areas in need of improvement. Based on identified needs, administration, teacher leaders, and curriculum staff will determine those teachers who would benefit from individual or small group professional development utilizing Edvocate and/or small group instruction. Teacher Leaders, Administration, Curriculum Staff will plan and implement individual, small group, grade level, and/or subject professional development on a consensus of needs established from	

self-assessments.	
Assigned to:	Jo Ellen Hylton
Added date:	09/15/2014
Target Completion Date:	04/28/2017
Frequency:	once a year
Comments:	Teachers completed the self assessment at the start of the school year. Mrs. Hylton created a Googledoc for professional development needs. Areas of interest or need included: effective use of iPad, MobyMax, IXL, and digital classrooms, Classroom management while delivering differentiated instruction, and effective pacing for the 90 minute block, and small group instruction using formative data.
Task Completed:	04/28/2017
2. Professional development will be provided for all math teachers incorporating research based instructional strategies and Dan Mulligan strategies in order to differentiate their plans and increase rigor.	
Assigned to:	Nancy Wilson
Added date:	02/09/2015
Target Completion Date:	04/28/2017
Frequency:	twice a year
Comments:	First meeting date: August 24, 2016. December 6, 2016
Task Completed:	12/06/2016
3. Based on teacher and classroom observations, professional development will be provided to both individual teachers and/or grade levels. The "Look Fors" as determined by the LPMS Administration and aligned with the Teacher Performance Evaluation will be used to determine areas of professional development. Documentation for both individual and group professional development will be documented and kept on file. Feedback on growth will be provided to teachers.	
Assigned to:	Scott Gardner, Celena Hairston, Nancy Wilson, Bran
Added date:	09/23/2015
Target Completion Date:	04/28/2017
Frequency:	monthly
Comments:	The administrators will provide teachers with a weekly focus "look fors" for classroom observations. Through administrative reflection, administrators will determine ongoing needs for professional development.
Task Completed:	04/28/2017
4. Professional development will be provided on Reading/Writing with Fiction and Nonfiction based on areas of weakness according to the School Summary Report from the Spring 2016 SOL tests and Fall 2016 MAP data from the Spring 2015 SOL tests. Based on classroom observations and or teacher surveys, Teacher Leaders, District Curriculum Staff, DI Coach, and/or Administration will present on comprehension and writing strategies based on communicated weaknesses from teachers. Reading in the Content Areas will be a focus for professional development.	
Assigned to:	Jo Ellen Hylton
Added date:	09/23/2015
Target Completion Date:	04/28/2017
Frequency:	monthly

	Comments:	After unpacking standards and identifying researched based best practices, professional development will be created for faculty meetings and grade level meetings. Teachers will collaborate together per grade level and subject area to vertically align best practices and research based strategies. Reading in the Content Areas will be a focus for professional development. DI coach will be at school on September 9, October 4, November 3, November 30, January 12, March 17, and March 30.
	Task Completed:	04/28/2017
	5. Professional development will be provided to all teachers on creating formative and summative assessments that align with the standards of learning and based on the appropriate Depth of Knowledge (DOK). Professional development will be provided on how to use formative and summative assessments to guide instruction and instructional practices.	
	Assigned to:	Jo Ellen Hylton
	Added date:	09/23/2015
	Target Completion Date:	04/28/2017
	Frequency:	four times a year
	Comments:	Teachers will meet in vertical teams to critique assessments and to plan using backward design for the cornerstone and performance tasks at least quarterly. Vertical teams will also create Standards of Learning Study Guides based on content that has been taught.
	Task Completed:	04/28/2017
	6. Professional development will be provided on Backward Design and the New Curriculum.	
	Assigned to:	Jo Ellen Hylton
	Added date:	09/23/2015
	Target Completion Date:	04/28/2017
	Frequency:	four times a year
	Comments:	100% of teachers of core classes will participate in professional development on Backward Design and the New Curriculum.
	Task Completed:	04/28/2017
	7. Professional development will be provided on using effective research based Vocabulary strategies.	
	Assigned to:	Janet Lewis
	Added date:	09/23/2015
	Target Completion Date:	04/28/2017
	Frequency:	twice a year
	Comments:	100% of core teachers will participate in professional development on using effective research based vocabulary strategies in all content areas.
	Task Completed:	04/28/2017
	8. Professional developments will be provided on using effective research based writing strategies across the content areas.	
	Assigned to:	Janet Lewis

	Added date:	09/23/2015
	Target Completion Date:	04/28/2017
	Frequency:	three times a year
	Comments:	October, December and February before the grade 8 Writing Test. This task will involve 100% of the English teachers.
	Task Completed:	04/28/2017
9. All English, history, and science teachers will participate in the UVA Struggling Readers Academy. Teachers will receive instruction on ways to monitor progress, and intervention strategies.		
	Assigned to:	Jo Ellen Hylton
	Added date:	09/27/2016
	Target Completion Date:	04/28/2017
	Frequency:	four times a year
	Comments:	
	Task Completed:	04/28/2017
Implement	Percent Task Complete:	
	Objective Met:	6/15/2015 6/14/2017
	Experience:	6/12/2017 Teachers participated in professional development in areas of needed growth throughout the 2016-17 school year. Professional development was presented at the beginning of the year and two other days in the first semester through UVA on Struggling Readers and how to help them in all content areas. Additional professional development was provided monthly at faculty meetings and bimonthly at grade/level content meetings by administration, teacher leaders, grade level teachers, and/or district curriculum staff. Priority areas for professional development were: formative assessments, backward design, unpacking standards, vocabulary, data driven instruction, writing strategies, visual learning, think alouds, small group and individualized differentiated instruction, reading comprehension, highlighting strategies, mastery cards, silent sustained reading, and Dan Mulligan strategies. Documentation of all professional development has been kept on file by administration and teacher leaders. In addition, administration, provided weekly professional development on classroom management strategies as indicated as a need by teachers on self assessments.
	Sustain:	6/07/2016 In Fall 2016, the school psychologist will provide professional development on research based intervention strategies and progress monitoring. All faculty will participate in self assessments which will be used to determine needs. Professional development will be provided on strategies for writing and vocabulary. 6/12/2017 Professional development will be provided based upon teacher request. Continued professional development will be provided in the areas of: teaching students of poverty and trauma, vocabulary instruction, reading comprehension strategies, effective writing instruction, lesson delivery look fors, data driven instruction, Dan Mulligan strategies and Backward design.
	Evidence:	6/07/2016 Lesson plans, administrative observations, grade level meeting minutes, teacher self assessments and reflections. Faculty sign in sheets and agendas as well as DI coaching comments.

6/12/17

Lesson plans, administrative observations, grade level and faculty meeting documentation, teacher self assessments. Faculty sign in sheets and agendas as well as DI coaching comments and feedback from Dan Mulligan and Curriculum staff.

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)

Status Objective Met 4/30/2014

Assessment Level of Development: Initial: **Limited Development** 11/18/2013

Objective Met - 04/30/2014

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

Describe current level of development: A computer managed assessment (MAP) is being implemented. This assesses student growth in the areas of math and English. Fall testing was completed in the month of September. Winter testing dates are in November and December. Unit Pre/Post tests are being developed by subject/grade level teachers during planning. The Read 180 assessment is used quarterly by the Read 180 teacher.

Plan Assigned to: Jeannette Hurd

How it will look when fully met: Students in grades six and seven will participate in the NWEA MAP assessment for math and reading 3 times per year. Students in grade 8 will participate in NWEA MAP assessment 3 times per year for math. Students in all grades will take 3 common assessments per school year in History/Civics and Science which will be developed by the school. Students in grade 8 will take 3 common assessments per school year for Reading to be developed by the school. Data from each assessment will be forwarded to grade level administrators.

Target Date: 05/02/2014

Tasks:

1. Grade/Subject level teams in History/Civics will develop common assessments.

Assigned to:	Gravely, Byrd, Roop, Gardner
Added date:	12/04/2013
Target Completion Date:	02/28/2014
Comments:	Common assessments need to be standards based and need to be developed by each grade level during subject area planning.
Task Completed:	02/28/2014

2. Grade/Subject level teams in Science will develop common assessments.

Assigned to:	Grade/Subject level teams.
Added date:	12/04/2013

	Target Completion Date:	02/28/2014
	Comments:	Common assessments will be standards based and developed during subject area planning.
	Task Completed:	02/28/2014
3. English teachers will develop and administer common assessments in writing.		
	Assigned to:	Janet Lewis
	Added date:	12/04/2013
	Target Completion Date:	03/28/2014
	Comments:	Common assessments need to be standards based and developed during 8th grade subject area planning.
	Task Completed:	03/28/2014
Implement	Percent Task Complete:	
	Objective Met:	4/30/2014
	Experience:	4/30/2014 There was some difficulty due to technology issues such as connecting and submitting tests. Developing the tests for history, writing and science helped us focus on unpacking the SOLs. It helped to have the data collected 3 times per year in planning instruction and remediation.
	Sustain:	4/30/2014 We will continue to administer tests three times per year. We will refine the tests in History and Science as needed.
	Evidence:	4/30/2014 Copies of assessments in History, Science and Writing have been sent to administrators for review. Administrators have access to copies of MAP and assessment results.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives. (114)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 11/18/2013
	Explain why not a Priority or Interest:	Selected by mistake. Not an indicator selected for the school.

Formative Assessment

Formative and Summative Assessments

Indicator	VA05 - Staff members clarify goals and success criteria with students (including models of what "good" work looks like) so that students have a clear idea of what they need to do to succeed. (1604)		
Status	Objective Met 4/30/2014		
Assessment	Level of Development:	Initial: Limited Development 11/18/2013	
		Objective Met - 04/30/2014	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires

		changes in current policy and budget conditions)
	Describe current level of development:	Teachers practice the concept of "Framing the Learning" at the start of class sessions. However, more consistency is required. "I can" statements are posted daily and "exit" activities are used to assess the "I can" statements.
Plan	Assigned to:	Debra Robinson
	How it will look when fully met:	In the classroom, the teachers will post agendas to frame the learning, which includes "I can" statements and models of good work. A variety of strategies are used to check for students' understandings. Evidence will include observations, lesson plans, and student work.
	Target Date:	04/04/2014
	Tasks:	
	1. Teachers showcase models of "A" or exemplary work in their classrooms.	
	Assigned to:	Teachers
	Added date:	12/05/2013
	Target Completion Date:	04/04/2014
	Comments:	
	Task Completed:	04/01/2014
	2. Teachers will create examples of all performance tasks for project based assessments.	
	Assigned to:	Teachers
	Added date:	02/18/2014
	Target Completion Date:	05/05/2014
	Comments:	Teachers should create examples of exemplary work or save examples from previous years of exemplary work to show students prior to the assignment of tasks.
	Task Completed:	04/30/2014
	3. Teachers will help students with study skills, time management, organization, and agenda usage.	
	Assigned to:	Teachers
	Added date:	02/18/2014
	Target Completion Date:	03/28/2014
	Comments:	Teachers may provide anecdotal evidence for this to team member.
	Task Completed:	04/01/2014
Implement	Percent Task Complete:	
	Objective Met:	4/30/2014
	Experience:	4/30/2014 Student growth was evident by the implementation of the on the spot checks for understanding, the posting of agendas, and the presentation of models of exemplary work.
	Sustain:	4/30/2014 Continue to stress the benefits of framing the learning to promote student growth. We will continue to provide supports for sustaining this objective.
	Evidence:	4/30/2014 Lesson plans have been provided to administrators and samples of exemplary work and agendas have been posted in classrooms.
Indicator	VA09 - 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.(1608)		
Status	Objective Met 4/30/2014		
Assessment	Level of Development:	Initial: Limited Development 11/18/2013	
		Objective Met - 04/30/2014	
	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:	Professional development has been provided on two occasions for teachers on evaluative and descriptive feedback. Descriptive feedback examples were provided and teachers were given the opportunity to model effective feedback for student growth.	
Plan	Assigned to:	Charles Byrd	
	How it will look when fully met:	In the classroom teachers will continually use a variety of quick checks for understanding, changing instruction if needed. Teachers will use feedback to design lessons and activities when students are not understanding. Lesson plans will address anticipated areas where students have struggled previously.	
	Target Date:	03/20/2014	
	Tasks:		
	1. Teacher will provide lesson plans that indicate what types of quick checks for understanding will be used during a lesson.		
	Assigned to:	Subject area administrator	
	Added date:	12/05/2013	
	Target Completion Date:	03/20/2014	
	Comments:	exit ticket results checking for understanding: thumbs up/down, randomized questioning. using different learning styles within each lesson/unit. station work with one station strictly for one-on-one work with student and teacher.	
	Task Completed:	04/30/2014	
	2. Teachers will review data from pre-assessments, MAP, and Readistep to plan ahead for areas in which students may be weak.		
	Assigned to:	Grade/Subject level teams.	
	Added date:	02/18/2014	
	Target Completion Date:	03/14/2014	
	Comments:		
	Task Completed:	04/02/2014	
Implement	Percent Task Complete:		
	Objective Met:	4/30/2014	
	Experience:	4/30/2014 Exit tickets and quick checks have been used to modify lessons or	

		redirect instruction. This allowed the opportunity to quickly clarify misunderstandings. Weaknesses can be readily identified and addressed.
	Sustain:	4/30/2014 Continue to provide opportunities for teacher support. Administration will continue to emphasize the expectation and the desired outcomes of student growth.
	Evidence:	4/30/2014 Administrative observations and lesson plans.

Formative Assessment

Checking for Understanding

Indicator	VB02 - Staff members check students' understanding through purposeful questioning (such as formulating higher order questions).(1615)		
Status	Objective Met 4/30/2014		
Assessment	Level of Development:	Initial: Limited Development 11/18/2013	
		Objective Met - 04/30/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers have participated in professional developments on developing higher order questions. Lesson plans contain a section for Blooms Taxonomy. Subject area planning sessions are designed to develop questions for use in lessons.	
Plan	Assigned to:	Emily Roop	
	How it will look when fully met:	During class, teachers will ask higher order questions based on Bloom's to facilitate deeper understanding of subject matter.	
	Target Date:	04/04/2014	
	Tasks:		
	1. Higher order questions will be developed and recorded in lesson plans during Grade/Subject team planning.		
	Assigned to:	Grade/Subject level teams.	
	Added date:	12/04/2013	
	Target Completion Date:	04/04/2014	
	Comments:		
	Task Completed:	04/30/2014	
	2. A copy of Blooms Taxonomy will be posted in every classroom to assist in the development of higher level questions.		
	Assigned to:	Ben Gravely	
	Added date:	02/18/2014	
	Target Completion Date:	02/27/2014	
	Comments:		
	Task Completed:	03/14/2014	
	3. A copy of teacher/student question starters by Dan Mulligan will be provided by the administration to		

	all teachers.	
	Assigned to:	Gravelly, Byrd, & Roop
	Added date:	02/18/2014
	Target Completion Date:	02/27/2014
	Comments:	
	Task Completed:	02/27/2014
Implement	Percent Task Complete:	
	Objective Met:	4/30/2014
	Experience:	4/30/2014 Blooms taxonomy provides teachers a starting point for higher order questions. Students become more aware of where they are functioning which is increasing ownership of their learning.
	Sustain:	4/30/2014 Teacher will facilitate an increase in rigor by having students contribute to the process of developing higher level questions. Administration will provide teacher supports as needed.
	Evidence:	4/30/2014 Blooms chart has been posted in classrooms. Teams have included examples of higher order questions in meeting minutes which have been submitted to administration.

Formative Assessment

Feedback

Indicator	VC03 - Staff members provide students with feedback that clearly communicates where they are going, where they are now (relative to the learning goal or target), and what they can do to close the gap.(1624)		
Status	Objective Met 4/30/2014		
Assessment	Level of Development:	Initial: Limited Development 11/18/2013	
		Objective Met - 04/30/2014	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Students participated in NWEA MAP testing in 6-8 grades for Math and in grade 6 & 7 for Reading in the Fall of 2013. Teachers in English and Math met individually with students to discuss results which indicated the relative strengths and weaknesses for each student. Students set individual goals and indicated what strategies they planned to use to achieve that goal.	
Plan	Assigned to:	Nancy Wilson	
	How it will look when fully met:	Students will set individual learning goals for English and math on goal setting form. Student goals will be based on feedback provided by their teachers. Teachers in History and Science will maintain a teacher log to document the effectiveness of feedback.	
	Target Date:	04/04/2014	
	Tasks:		

1. Sixth, Seventh and Eighth grade math teachers and Sixth and Seventh grade English teachers will

	provide mini-lessons on goals setting.	
	Assigned to:	Teachers in English 6 & 7 and Math 6,
	Added date:	12/04/2013
	Target Completion Date:	03/14/2014
	Comments:	Teachers will provide students with models and goal setting strategies. (Goals need to be specific)
	Task Completed:	03/14/2014
	2. Teachers in English 6 & 7 and Math 6, 7 & 8 will hold goal setting sessions with students and discuss progress as well as strategies to achieve goals.	
	Assigned to:	Teachers in English 6 & 7 and Math 6,
	Added date:	12/04/2013
	Target Completion Date:	04/04/2014
	Comments:	Goal sessions were held. Teachers discovered that students found the process easier and were more engaged now that they understood the assessment process more fully. Students had completed a second round of testing.
	Task Completed:	03/14/2014
	3. Create a goal setting form that can be used in Science, Social Studies and English 8.	
	Assigned to:	Ben Gravely
	Added date:	12/11/2013
	Target Completion Date:	01/07/2014
	Comments:	
	Task Completed:	01/06/2014
Implement	Percent Task Complete:	
	Objective Met:	4/30/2014
	Experience:	4/30/2014 The goal setting sheet was beneficial to assist students in understanding their strengths and weaknesses. This also provided students an opportunity to celebrate their successes.
	Sustain:	4/30/2014 Students will continue to set goals.
	Evidence:	4/30/2014 Copies of completed goal sheets.
Indicator	VC04 - Staff members help students own their learning, e.g., giving them 2nd and 3rd tries to correct their mistakes.(1625)	
Status	Objective Met 4/30/2014	
Assessment	Level of Development:	Initial: Limited Development 11/18/2013
		Objective Met - 04/30/2014
	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	This practice has been discussed in professional development as it

	development:	relates to giving feedback. Teachers have indicated that they have used this strategy, however not with consistency.
Plan	Assigned to:	Scott Gardner
	How it will look when fully met:	During the 2014-15 school year 100% of the teachers will offer students the opportunities for mastery by giving them 2nd and 3rd chances correct their mistakes. Staff members will provide students with feedback to help the students own their own success. Evidence will include samples of students work.
	Target Date:	04/30/2015
	Tasks:	
	1. 100% of teachers will provide students with specific feedback and opportunities to redo/retake assignments to improve their performance to a mastery level or minimum of 85% demonstrated proficiency level. Data will be provided through subject area team meetings.	
	Assigned to:	Roop, Byrd, Gravely
	Added date:	12/05/2013
	Target Completion Date:	05/14/2015
	Comments:	Evidence may include: grade books with original and changed grade after redo, portfolios with attempts made by students, or record of multiple attempts for improvement. Samples may be used in teacher documentation log.
	Task Completed:	04/02/2014
	2. Teachers will meet with individual students to review their MAP results and design learning goals based on student weaknesses.	
	Assigned to:	Ben Gravely
	Added date:	10/01/2014
	Target Completion Date:	04/24/2015
	Frequency:	three times a year
	Comments:	The MAP assessment is given 3 times a year; however, additional assessments may be used to assist in the development of learning goals (weekly quizzes, test). Some students have set goals, others are still in progress. MAP strands have been identified and assistance is being given to help students identify strengths and specific weaknesses. 10/27. Teachers met with students prior to MAP assessment and discussed their individual goals.
	Task Completed:	04/30/2015
Implement	Percent Task Complete:	
	Objective Met:	4/30/2014
	Experience:	4/30/2014 By giving students 2nd and 3rd chances they were able to build confidence and achieve mastery.
	Sustain:	4/30/2014 Teachers will continue to offer multiple opportunities to ensure student success.
	Evidence:	4/30/2014 Students' work and assessment results. Samples of multiple attempts on assessments.

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	Objective Met 4/30/2014 6/14/2017		
Assessment	Level of Development:	Initial: Limited Development 11/18/2013	
		Objective Met - 04/30/2014 06/14/2017	
	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 uses student data from Measures of Academic Progress (MAP), SOL test results, and grade/subject level collaboration meetings to provide interventions for tiered students. Students who have been identified as the bottom 25% will receive additional interventions to help them show growth in reading and math.	
Plan	Assigned to:	Garrett Dillard	
	How it will look when fully met:	<p>Each academic team will meet three times a year to discuss data on student performance and gather data and disaggregate data from a series of sources to include SOL School Summary Report, MAP, SRI, SOL tests, Benchmark, District Writing Prompts, and WIDA.</p> <p>An agenda will be provided that includes specific students who are failing and their areas of weakness, attempted interventions and recommendations for alternative interventions. The minutes for each meeting will be submitted to the building principal to be shared with the SIP team.</p> <p>100% of the students taking the end of year SOL test will be screened for reading using the SRI at least one time per year. 100% of the students taking the end of year SOL test will be screened for reading and math using the MAP test three times per year</p>	
	Target Date:	04/28/2017	
	Tasks:		
		2. Each grade level team will create a digital working list of students to determine Tiers in English and Math. SOL, MAP, Writing, and SRI scores will be considered for establishing the Tiers for the 2016-17 school year.	
	Assigned to:	Nancy Wilson and Jo Ellen Hylton	
	Added date:	09/29/2014	
	Target Completion Date:	04/28/2017	
	Frequency:	four times a year	
	Comments:	Teachers in English and math will review data quarterly focusing on MobyMax, Myon, mastery cards and writing prompts.	
	Task Completed:	04/28/2017	
		3. All students will participate in Language Arts, Reading, and Math assessments in the Fall and Spring of the 2016-17 school year.	

	Assigned to:	Jo Ellen Hylton
	Added date:	10/10/2014
	Target Completion Date:	04/28/2017
	Comments:	All students completed the MAP assessment in the Fall and in the Spring. Students took a Benchmark assessment mid-year. For the 2017-18 school year, English and Math will do the MAP assessment and Science and Social Studies will either take a Benchmark or SOL test. Students also took the scholastic reading inventory to gain a lexile score.
	Task Completed:	04/28/2017
	4. The Instructional teams will establish criteria for each tier based on student's performance on the MAP assessment, academic team observations, and SOL data.	
	Assigned to:	Nancy Wilson
	Added date:	09/15/2015
	Target Completion Date:	04/28/2017
	Frequency:	four times a year
	Comments:	
	Task Completed:	04/28/2017
Implement	Percent Task Complete:	
	Objective Met:	4/30/2014 6/14/2017
	Experience:	06/06/2016 Teachers used SOL data, MAP data, benchmark data and formative and summative assessments to identify students in need to identify students in need of interventions. Students were tiered based on these data sources. Administration met with all English and math teachers to review data and to discuss the tiers and intervention plans. Students that did not meet their benchmark scores or were below grade level on MAP were targeted for interventions. All core teachers participated in remediation and reviewed specific areas of weakness for students. 6/12/2017 Teachers used SOL data, MAP data, writing data, lexile data, benchmark data, formative and summative assessment data to identify students in need of interventions. Students were tiered based on these data sources. Administration and curriculum staff met with English and Math teachers to review data and to discuss the tiers and intervention plans. Students that did not meet their benchmark scores or were below on grade level MAP and lexiles were targeted for interventions through remediation. All core teachers participated in remediation and reviewed specific areas of weakness for students. Students that were identified at risk of failing the SOL tests received individual and small group instruction. Four retired teachers were utilized to assist with SOL remediation. Students were also targeted through Camp Excel, the school's after school program. Teachers used a google doc to record data and to tier students. The 2016-17 school year served as the first year to offer a math remediation course as an elective. This will continue for the 17-18 school year.
	Sustain:	06/06/2016 Teachers will continue to use multiple sources of data to identify

		<p>students in need of research based interventions. Interventions will be delivered with fidelity and students will be monitored bi-weekly or monthly to monitor progress.</p> <p>6/12/17 Teachers will continue to use multiple sources of data to identify students in need of research based interventions or remediation. Interventions will be based upon the intensity of need. Those students identified as needing interventions will be delivered with fidelity and students will be monitored bi-monthly or monthly to monitor progress. The 2016-17 school year served as the first year to offer a math remediation course as an elective. This will continue for the 17-18 school year. For the 17-18 school year, science and civics teachers will be required to provide data driven instruction and implement interventions and remediation as needed. All core teachers will meet with administration for quarterly data meetings.</p>
	Evidence:	<p>06/06/2016 Visual tiers were created by each team. Students were grouped and documents were shared with team members for students needing remediation. Lesson plans were created and implemented using small group instruction and remediation.</p> <p>6/12/2017 6/12/17 Visual tiers and a google doc were created by each grade level. Students were color coded based upon need. Students were grouped and documents were shared with team members for students needing remediation. Lesson plans were created and implemented using small group and individualized instruction for remediation. Students received remediation during one of their exploratories on a bi-weekly basis.</p>
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	Objective Met 4/30/2014 6/14/2017	
Assessment	Level of Development:	Initial: Limited Development 11/18/2013
		Objective Met - 04/30/2014 06/14/2017
	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 have been trained in and utilize differentiated instruction. Interventions are used by teachers based on student assessment data. Teachers utilize Marzano's strategies and best practices when planning activities for interventions.
Plan	Assigned to:	Amy Hairston
	How it will look when fully met:	100% of Math and English teachers will assign research based interventions to respond to individual student needs. Specific research based interventions will be implemented to respond to individual student needs. There will be a correlation between the specific identified student weakness and the chosen intervention. Frequency and duration will be based on student progress.
	Target Date:	04/28/2017

Tasks:	
1. 100 % of Teachers will implement tiered interventions for students from the professional development and use an SOL Target Cards to track student progress.	
Assigned to:	Jo Ellen Hylton
Added date:	10/10/2014
Target Completion Date:	04/28/2017
Frequency:	monthly
Comments:	This task relates to TA01 and identification, TA03 monitoring and IF08 professional development. Interventions will be based on identified needs, discussion of strategies, and training provided to teachers in PD. Most teachers were using some form of method to track progress. Not all teachers were using the Dan Mulligan Target cards.
Task Completed:	04/28/2017
2. 100% of Math teachers will use IXL, MobyMax, and/or Learning Farm for their Tier 2 and Tier 3 students to support growth in math.	
Assigned to:	Brian Stowe
Added date:	10/10/2014
Target Completion Date:	04/28/2017
Frequency:	monthly
Comments:	Reports will be submitted monthly. Teachers regularly reviewed their Moby Max, Learning Farm, and IXL data with students.
Task Completed:	04/28/2017
3. 75 students will participate in the READ 180 program and 10 students are participating in the System 44 reading program to address deficiencies in reading. All 8th grade students will be screened for using Scholastic Reading Inventory.	
Assigned to:	Celena Hairston
Added date:	10/10/2014
Target Completion Date:	04/28/2017
Frequency:	three times a year
Comments:	The scholastic reading inventory will be given 3 times for students in the Read 180 programs to assess growth. All 8th grade students were screened using the Scholastic Reading Inventory in April 2017.
Task Completed:	04/28/2017
5. 100% of Math teachers will use the Dan Mulligan problem solving method.	
Assigned to:	Brandon Johnson
Added date:	09/24/2015
Target Completion Date:	04/28/2017
Comments:	6th grade math teachers will model the problem solving method and highlighting in 7th and 8th grade math classes.
Task Completed:	04/28/2017

	6. 100% of English Teachers will use Learning Farm and IXL for their Tier 2 and Tier 3 students to support growth.	
	Assigned to:	Latoya Davis
	Added date:	09/24/2015
	Target Completion Date:	04/22/2016
	Frequency:	monthly
	Comments:	<p>March 2016: English teachers have been using IXL.com, MobyMax, and learning farm. Fewer teachers have been using studyisland. Teachers are reporting that students have completed multiple skills and the adaptive quality of MobyMax and LearningFarm has been beneficial with regards to building skills that start out below grade level.</p> <p>Adrienne Anthony will pull usage and progress reports and submit to Mrs. Davis monthly. 12/16/2015: Mrs. Davis will request reports from Anthony-Hiatt on 12/17.</p>
	Task Completed:	04/28/2017
	7. 100% of core academic teachers will use highlighting as a strategy for showing evidence in reading comprehension.	
	Assigned to:	Shonna Pilson
	Added date:	09/24/2015
	Target Completion Date:	04/28/2017
	Frequency:	four times a year
	Comments:	All teachers were trained and were observed in formal observations and in walkthroughs utilizing the highlighting strategy with students.
	Task Completed:	04/28/2017
Implement	Percent Task Complete:	
	Objective Met:	4/30/2014 6/14/2017
	Experience:	<p>6/6/2016 Teachers used MAP data to assist students in filling in gaps. In Math 52.6% of students met their projected Spring RIT based on MAP assessment. In Reading, 58.3% of students met their projected Spring RIT based on MAP assessment. In addition, based on assessment data, students were tiered as to the intensity of interventions needed. Grade level teams met bimonthly and content teams met weekly to discuss student progress and to select needed interventions. The grade level team or individual teachers determined who was responsible for providing interventions.</p> <p>6/12/2017 6/12/17 Teachers used MAP, ixl, Moby Max, and Learning Farm to assist students in filling in learning gaps. In Math 59% of students met or exceeded their projected Spring RIT score. This is up from 52.6% from last year. In reading 56% of students met or exceeded their projected Spring RIT score. This is down from last year where we were at 58.3%. Based on assessment data, students were tiered as to the intensity of services/interventions needed. Grade level teams met bimonthly and content teams met weekly to discuss student progress and to select appropriate interventions. The grade level team or individual teachers determined who was responsible for providing</p>

		<p>interventions. Students not on grade level and not making learning gains were referred to child study (tier 3). Not all teachers used the Dan Mulligan mastery cards. This will need to be addressed for consistency for the 17-18 school year. All students were screened for a lexile through the scholastic reading inventory.</p>
	Sustain:	<p>6/6/2016 Teachers will continue to tier students to determine needed levels of intervention based on student data. Teams will continue to set goals for students and select appropriate research based interventions. Interventions will be delivered consistently and teachers will progress monitor identified students. In Fall 2016, the school psychologist will provide professional development on research based intervention and progress monitoring.</p> <p>6/12/2017 6/12/17 Teachers will continue to tier students in order to determine needed levels of interventions based on student data. Teams will continue to set goals for students and select appropriate research based interventions. Interventions will be delivered consistently and teachers will monitor identified students. A consistent mastery card will need to be developed and utilized by all core teachers. Not all teachers used the Dan Mulligan mastery cards. This will need to be addressed for consistency for the 17-18 school year. Teachers need professional development on how to use online data resource reports (ixl, Moby Max, Learning Farm).</p>
	Evidence:	<p>6/6/2016 Teams met bi-monthly to review data collected on progress of students. Administration has completed data meetings with all English and math teachers to review sources of student data and to review their instructional plans moving forward. Three MAP assessments have been administered to date. Students who did not meet benchmark scores have been targeted for interventions. Data logs have been updated and students have been placed on visual tiers in the collaborative teacher room. For students showing progress, the interventions were continued. For students who were not meeting goals or showing inconsistent progress, the interventions were changed. All interventions were research based. Meeting minutes have been completed for all grade level meetings.</p> <p>6/12/2017 6/12/17 Teams met bi-monthly to review data collected on progress of students. Administration has completed data meetings with all English and math teachers to review sources of data and to review instructional plans moving forward. Two MAP assessments, one scholastic reading inventory have been administered to date as well as SOL tests. Students who did not meet grade level criteria were asked to attend summer school and will be placed in remediation for the 17-18 school year. Students not meeting benchmarks have been targeted for interventions. Data logs and google docs have been updated and students have been visually tiered.</p>
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	Objective Met 4/30/2014 6/14/2017	

Assessment	Level of Development:	Initial: Limited Development 11/18/2013
		Objective Met - 04/30/2014 06/14/2017
	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:	At the grade level, each student is in a multidisciplinary team which meets regularly to review student data and progress in response to interventions.
Plan	Assigned to:	Shonna Pilson
	How it will look when fully met:	Multidisciplinary academic teams and grade level content specific teams will each meet every two weeks to review student progress. After interventions have been attempted, student progress will be documented and reported to the appropriate team. Student needs and strategies will both be reviewed to determine the effectiveness of the interventions.
	Target Date:	04/28/2017
	Tasks:	
	1. 100% of Core Teachers will complete SOL Target cards for use to monitor and assess the effectiveness of implemented student interventions.	
	Assigned to:	Shonna Pilson
	Added date:	10/13/2014
	Target Completion Date:	04/28/2017
	Frequency:	monthly
	Comments:	These logs will be turned into the Task coordinator (Pilson) and reviewed monthly. Although teachers used a tracking method, not everyone used the Dan Mulligan SOL target cards. Teachers modified for their instructional purposes.
	Task Completed:	04/28/2017
	2. English and Math teachers will record MAP results for at risk, Tier 2 and 3 students on the data analysis worksheet to monitor progress after each of the testing sessions.	
	Assigned to:	Shonna Pilson
	Added date:	10/13/2014
	Target Completion Date:	04/28/2017
	Frequency:	four times a year
	Comments:	
	Task Completed:	04/28/2017
	3. 100% of core academic teachers will meet weekly to discuss students' strengths and weaknesses, and the efficacy of instructional strategies and interventions. Minutes will be reviewed monthly	
	Assigned to:	Robert Stout
	Added date:	10/13/2014

	Target Completion Date:	04/28/2017
	Frequency:	monthly
	Comments:	
	Task Completed:	04/28/2017
	4. Teachers will use the Data Driven Improvement form to monitor progress and record interventions.	
	Assigned to:	Brian Stowe
	Added date:	09/23/2015
	Target Completion Date:	04/28/2017
	Comments:	
	Task Completed:	04/28/2017
	5. Team/Content area agenda/minutes will be used to document discussions of student progress.	
	Assigned to:	Robert Stout
	Added date:	09/25/2015
	Target Completion Date:	04/28/2017
	Frequency:	four times a year
	Comments:	
	Task Completed:	04/28/2017
Implement	Percent Task Complete:	
	Objective Met:	4/30/2014 6/14/2017
	Experience:	<p>6/6/2016 Based on assessment data and state academic review, students were tiered as to the intensity of interventions needed. Teams met on a bi-monthly basis (except during MAY) to review data and monitor progress based on researched interventions. If the interventions were not working, teams determined if the intervention was provided with consistency. If the intervention was not working for the student, a new intervention was selected or a student was re-tiered for more intensive interventions (i.e. child study). Teams or individual teachers determined who was responsible for providing the intervention.</p> <p>6/12/2017 6/12/17 Based on assessment data, students were tiered as to the intensity of services needed. Child study Teams (tier 3) met monthly to review data and monitor progress based on formative assessment data. Students needing the most intense interventions were monitored bi-monthly. If the interventions were not working, teams determined if the intervention was provided with fidelity and with consistency. If the intervention was not working for the student, a new intervention was selected or a student was re-tiered for more intensive services (child study- tier 3). Teams or individual teachers determined who was responsible for providing the intervention. Tier 2 students were provided biweekly remediation by core teachers based on formative and summative assessments during one of the exploratory periods. Teachers were required to use the data driven improvement form when disaggregating data and selecting instructional remedial strategies. Not all core teachers (math and english) were consistently using the Dan Mulligan mastery cards as many modified for their individual classroom needs. This will need to be addressed for the 17-18 school year for consistency. Teacher used google docs to record meeting minutes.</p>

Sustain:	<p>6/6/2016 Core teachers will meet with the school psychologist at the start of the school year for professional development on research based interventions and progress monitoring. We will continue to develop a more manageable log for the upcoming school year. Goals and student progress will be reviewed monthly. Based on growth, the goal will be continued, changed, or marked as completed. Students not making progress will be moved to Tier 2 or Tier 3 and applicable research based interventions will be selected and frequency of delivery of intervention will be increased.</p> <p>6/12/2017 Core teachers will meet with the school psychologist at the beginning of the 17-18 school year for professional development on research based interventions and progress monitoring. We will continue to develop a more manageable log for the upcoming school year. Goals and student progress will be reviewed monthly. Based on growth, the goal will be continued, changed, or marked as completed. Students not making progress will be moved to Tier 2 or Tier 3 and applicable research based interventions will be selected and frequency of delivery of intervention will be increased. As opposed to grade level teams, we are considering breaking students down by their individual teams. This will need to be decided on for the 17-18 school year as advised by the school psychologist. The concern is a need for teachers that serve on Child Study or intervention teams need to know the student and be invested in the progress made. Not all core teachers (math and english) were consistently using the Dan Mulligan mastery cards as many modified for their individual classroom needs. This will need to be addressed for the 17-18 school year for consistency.</p>
Evidence:	<p>6/6/2016 Multidisciplinary academic teams and grade level content specific teams met bimonthly to review student progress. After interventions were attempted, student progress was documented and reported to the appropriate team. Student needs and strategies were reviewed to determine the effectiveness of the interventions. Based on assessment data and state academic review, students were tiered as to the intensity of interventions needed. Teams met on a bi-monthly basis (except during MAY) to review data and monitor progress based on researched interventions. If the interventions were not working, teams determined if the intervention was provided with consistency. If the intervention was not working for the student, a new intervention was selected or a student was re-tiered for more intensive interventions (i.e. child study). Teams or individual teachers determined who was responsible for providing the intervention.</p> <p>6/12/2017 6/12/17 Multidisciplinary academic teams and grade level content specific teams met bimonthly to review student progress. After interventions were implemented, student progress was documented and reported to the appropriate team. Student needs and strategies were reviewed to determine the effectiveness of interventions. Based on the assessment data, students were tiered as to the intensity of interventions needed. Teams met on a bimonthly basis to review data using the Data Improvement Form and the Content Team Accountability Form. If the intervention was not working for the student, a new intervention was selected or a student was re-tiered for more intensive services (child study). Teams or individual teachers determined who was responsible for providing the intervention.</p>