

# 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.

10/2/2014

Carver Elementary School NCES - na

Henry County

**Virginia Indistar (Rapid Improvement)**

Key Indicators are shown in RED.

## School Leadership and Decision Making

### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)</b>		
<b>Status</b>	Tasks completed: 1 of 6 (17%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/03/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Administrators are utilizing a variety of observational tools (Google spreadsheets to document walk-through data, informal observations, student conversations, etc.) to assist in identifying instructional strengths and areas needing improvement. Professional development topics are based on these observations, teacher self-assessments, and new initiatives being implemented in the county. Professional development is completed monthly.	
<b>Plan</b>	Assigned to:	Judy Edmonds	
	How it will look when fully met:	Professional development for staff will be on-going and completed throughout the year. Staff will complete professional development with the DI coach during her six visits throughout the year focusing on: lesson planning using Understanding by Design, the continued implementation of Daily 5 and CAFE in K-3 reading, and development of formative assessments to drive instruction. Professional development plans will address needs identified by teachers' self-assessments and administrators' classroom observations. In the 2014-2015 school year, 100% of teachers will participate in offered professional development opportunities.	
	Target Date:	05/22/2015	
	<b>Tasks:</b>		
	1. Teachers will complete a "self-assessment" analysis to identify their individual strengths and areas needing improvement. Professional development plans will be determined based on trends noted in the assessments.		
	Assigned to:	Phyllis Meade	
	Added date:	09/09/2014	
	Target Completion Date:	10/17/2014	
	Comments:		
	2. Administration will provide immediate feedback from walk-throughs and formal observations. Professional development opportunities will be developed on an individualized or small-group basis.		

	Assigned to:	Judy Edmonds
	Added date:	09/09/2014
	Target Completion Date:	05/01/2015
	Comments:	
3. Third, fourth and fifth grade level teams will work with the DI coach during her September visit. The visit will focus on formative assessments and lesson planning using Understanding by Design and the new district-wide lesson plan.		
	Assigned to:	Judy Edmonds
	Added date:	09/09/2014
	Target Completion Date:	09/10/2014
	Comments:	Teachers will work on unpacking standards as they prepare to teach the standard. This will be a a year long process. On 9/10/14, third, fourth, and fifth grade teachers worked with Dr. Brimijoin in discussing and developing formative assessments. The new lesson plan format was also discussed and how to continue using it to meet the needs of the students and teachers.
	<b>Task Completed:</b>	<b>09/10/2014</b>
4. Kindergarten, first and second grade level teams will work with the DI coach during her October visit. The visit will focus on formative assessments and lesson planning using Understanding by Design and the new district-wide lesson plan.		
	Assigned to:	Judy Edmonds
	Added date:	09/28/2014
	Target Completion Date:	10/22/2014
	Comments:	
5. Teachers will participate in peer observations among and between grade level colleagues.		
	Assigned to:	Katie Elliott
	Added date:	09/09/2014
	Target Completion Date:	02/06/2015
	Comments:	Coverage of classes will need to be arranged.
6. Professional development on critical and creative thinking will be provided for all teachers through a book study utilizing the book Creating Innovators by Tony Wagner.		
	Assigned to:	Amy Perry
	Added date:	09/28/2014
	Target Completion Date:	03/26/2015
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 6 (17%)

## Curriculum, Assessment, and Instructional Planning

### Engaging teachers in differentiating and aligning learning activities

<b>Indicator</b>	<b>IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/03/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Using the newly created district-wide curriculum framework and lesson planning guide, each grade level is working closely with ELL and special education staff when developing units of study. Activities and assignments in each unit are differentiated and scaffolded to meet the needs of the learners. Activities, assignments, and performance tasks are aligned with the essential knowledge as written in the state's curriculum framework.	
<b>Plan</b>	Assigned to:	Marcie Seay	
	How it will look when fully met:	Lesson plan and activities in the class room will be directly related to the standard being taught. In the 2014-2015 school year, 100% of instructional staff lesson plans will be aligned with the predetermined learning objectives.	
	Target Date:	05/01/2015	
	<b>Tasks:</b>		
	1. Performance tasks and lesson plans will be aligned to the essential knowledge and skills listed in Virginia's Curriculum Framework and contain DOK and evidence of the 4 C's (communication, collaboration, critical thinking, and creativity).		
	Assigned to:	Principal Advisory Team	
	Added date:	09/09/2014	
	Target Completion Date:	05/01/2015	
	Comments:	This will be an on-going process.	
	2. Teachers will differentiate lesson plans and provide scaffolding as needed to reach all learners.		
	Assigned to:	Marcie Seay	
	Added date:	09/28/2014	
	Target Completion Date:	05/01/2015	
	Comments:		
	3. Teachers will post and discuss learning objective(s) for all lessons prior to teaching the lesson and again at the end of each lesson.		
	Assigned to:	Marcie Seay	
	Added date:	09/09/2014	
	Target Completion Date:	05/01/2015	
	Comments:	John Hattie's research suggests that student achievement increases as much as 27% simply by telling students what they are learning.	
	4. Grade level members will keep folders containing developed pre- and post-tests for all subjects.		
	Assigned to:	Genell Brown	

	Added date:	09/28/2014
	Target Completion Date:	05/01/2014
	Comments:	
5. Grading rubrics will be provided in advance to students for projects and performance tasks.		
	Assigned to:	Jeannie Lowery
	Added date:	09/28/2014
	Target Completion Date:	05/15/2015
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

### Classroom Instruction

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

<b>Indicator</b>	<b>IIIA11 - All teachers use modeling, demonstration, and graphics.(120)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/03/2014	
	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:	The teachers currently use graphics (ex: on the Smartboard, pictures in books, posters on display) and orally or in written form explain directions. Demonstrations and modeling are used in math and writing to show students the processes needed to complete tasks. Modeling the thought-processes (thinking aloud) needed to problem solve is not always transparent.	
<b>Plan</b>	Assigned to:	Myra Trent	
	How it will look when fully met:	In the 2014-2015 school year, all K-5 teachers will follow a standard protocol of previewing the lesson objective, modeling or demonstrating each task, allowing for practice, reviewing the practice, and summarizing the material covered for each lesson taught.	
	Target Date:	05/15/2015	
	<b>Tasks:</b>		
	1. Learning objective(s) for lessons will be posted and discussed prior to teaching the lesson and at the end of each lesson.		
	Assigned to:	Marcie Seay	
	Added date:	09/28/2014	
	Target Completion Date:	05/01/2015	
	Comments:		
	2. Interactive notebooks will be used in Math, ELA, Science and Social Studies.		
	Assigned to:	Principal Advisory Team	
	Added date:	09/17/2014	
	Target Completion Date:	12/12/2014	
	Comments:		
	3. Anchor charts (KWL, I-charts, etc.) will be created as visuals to focus student learning and assist with		

	recalling information that has been taught.	
	Assigned to:	Myra Trent
	Added date:	09/17/2014
	Target Completion Date:	05/15/2015
	Comments:	
	4. Incorporate available technology (Smart Board activities, websites) to show models and demonstrations and to complete graphics organizers.	
	Assigned to:	Myra Trent
	Added date:	09/17/2014
	Target Completion Date:	05/15/2015
	Comments:	
	5. Students in 2nd - 5th grades will complete STEM fair projects in March 2015.	
	Assigned to:	Phyllis Meade
	Added date:	09/28/2014
	Target Completion Date:	03/24/2015
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

### Formative Assessment

#### Checking for Understanding

<b>Indicator</b>	<b>VB03 - Staff members use a variety of techniques during questioning to increase participation and check for ALL students' understanding (such as response cards, hand signals).(1616)</b>		
<b>Status</b>	Tasks completed: 0 of 5 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/03/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are continuing to incorporate higher-level questioning into lessons. There is a need in most classrooms to use a system of student questioning other than calling on students who have their hand raised.	
<b>Plan</b>	Assigned to:	Phyllis Meade	
	How it will look when fully met:	In the 2014-2015 school year, 100% of instructional staff will use higher level questioning and incorporate a variety of ways to elicit appropriate student responses during each lesson.	
	Target Date:	05/08/2015	
	<b>Tasks:</b>		
	1. Teachers will utilize pop-sicle sticks, Smart Board name generator, name cards, etc. to randomly call on students for question response during lessons.		
	Assigned to:	Margaret Fey	
	Added date:	09/20/2014	
	Target Completion Date:	05/15/2015	
	Frequency:	daily	
	Comments:		

	2. Minutes from grade-level meetings will reflect the development of higher-level questioning in lesson plans. Teachers will use Edupress Quick Flip Questions as a resource.	
	Assigned to:	Jeannie Lowery
	Added date:	09/28/2014
	Target Completion Date:	12/12/2014
	Frequency:	daily
	Comments:	
	3. Teachers will list higher-level question "stems" on their boards or other highly-visible area.	
	Assigned to:	Judy Edmonds
	Added date:	09/28/2014
	Target Completion Date:	12/12/2014
	Frequency:	daily
	Comments:	
	4. Third, fourth and fifth grade-level teams will work with the DI coach during her September visit, focusing on building an arsenal of formative assessments.	
	Assigned to:	Judy Edmonds
	Added date:	09/28/2014
	Target Completion Date:	09/10/2014
	Comments:	
	5. Kindergarten, first and second grade level teams will work with the DI coach during her October visit. The visit will focus on formative assessments and lesson planning using Understanding by Design and the new district-wide lesson plan.	
	Assigned to:	Judy Edmonds
	Added date:	09/28/2014
	Target Completion Date:	10/22/2014
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 5 (0%)

## REQUIRED for Targeted Interventions

### Targeted Intervention Indicators

<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 1 of 4 (25%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/03/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers use PALS, AIMS, MAP, unit assessments, daily assignments and observation to identify at-risk students. Child Study is an option for those students needing intensive interventions. The team develops precise strategies that will help pinpoint and strengthen the students academic weaknesses.	
<b>Plan</b>	Assigned to:	Stacy Joyce	
	How it will look when fully met:	In the 2014-2015 school year, 100% of all grade level teams, reading specialist, and administrators will review PALS, MAP, AIMS, Read180 and common assessments data to identify at-risk students.	
	Target Date:	04/17/2015	
	<b>Tasks:</b>		
	1. Virginia SOL Student Performance By Question (SPBQ) data will be disaggregated to determine areas of strength and weakness by subject area and teacher of record.		
	Assigned to:	Judy Edmonds	
	Added date:	09/28/2014	
	Target Completion Date:	09/12/2014	
	Comments:	SPBQ was completed by all staff members on August 11, 2014. Strategies for the areas needing improvement were developed and shared with each other and across the district using a Google doc.	
	<b>Task Completed:</b>	<b>08/22/2014</b>	
	2. Teachers will use PALS data to determine students in need of interventions. Identified PALS students will receive 30 additional minutes per day of reading interventions.		
	Assigned to:	Stacy Joyce	
	Added date:	09/09/2014	
	Target Completion Date:	05/21/2015	
	Comments:		
	3. The leadership team, in conjunction with special education and ELL staff, will meet monthly to review student academic growth. Students at-risk of failing and in need of extra support will be identified and remediation within the classroom will be provided.		
	Assigned to:	Susan Haskins	
	Added date:	09/09/2014	
	Target Completion Date:	04/17/2015	
	Comments:	Teachers will use data to determine students in need of remediation.	

4. Students will use the MAP "goal setting" report to write goals for self-monitoring of academic growth.			
		Assigned to:	Genell Brown
		Added date:	09/28/2014
		Target Completion Date:	10/24/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:		Tasks completed: 1 of 4 (25%)
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:		Initial: <b>Limited Development</b> 09/03/2014
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers use PALS, AIMS, MAP, common unit assessments, daily assignments and observations to identify at-risk students. Child Study is an option for those needing intensive interventions. This team develops precise strategies that will help pinpoint and strengthen the students' academic weaknesses.	
<b>Plan</b>	Assigned to:		Stacy Joyce
	How it will look when fully met:		Teachers will use SOL data, MAP and PALS data, classroom assessments, and teacher observations to identify students in need of interventions. Identified students will receive small group or 1:1 instruction. In 2014-2015, 100% of students identified as at-risk will receive interventions and support to help meet academic needs.
	Target Date:		05/21/2015
	<b>Tasks:</b>		
	1. Administrators, grade-level teams, ELL and SPED will meet once a month to review student data and determine effectiveness of interventions.		
		Assigned to:	Judy Edmonds
		Added date:	09/28/2014
		Target Completion Date:	05/21/2015
		Comments:	
2. Students will take the MAP assessment in the fall, winter and spring. Data will be reviewed and NWEA's Learning Continuum utilized to create differentiated lessons to meet individuals' needs.			
		Assigned to:	Lynn Stone
		Added date:	09/28/2014
		Target Completion Date:	05/21/2015
		Comments:	
3. The leadership team, in conjunction with special education and ELL staff, will meet monthly to review student academic growth. Students at-risk of failing and in need of extra support will be identified and remediation within the classroom or with "pull-out" services will be provided.			
		Assigned to:	Susan Haskins



	Added date:	09/28/2014
	Target Completion Date:	04/22/2015
	Comments:	
	4. Student academic growth will be monitored by the literacy team, ELL, SPED, and classroom teachers throughout the year with screenings in Read 180/System44 SRI (August, October, December, and March/April), PALS K-3, AIMS Web, and MAP (fall, winter, spring).	
	Assigned to:	Marcie Seay
	Added date:	09/28/2014
	Target Completion Date:	05/21/2015
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 0 of 3 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/03/2014
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Based on AIMS web data, students will be tiered as to the intensity of interventions needed. Grade level teams (including Special Ed, ELL staff, and reading team member) will meet bi-weekly to review data and progress monitoring graphs as determined by researched-based interventions. The team will determine who is responsible for providing the intervention and who will progress monitor.
<b>Plan</b>	Assigned to:	Judy Edmonds
	How it will look when fully met:	Student interventions will be tiered according to students' academic growth or lack thereof. Interventions will be conducted daily and probes conducted weekly. If a student does not show success with these interventions, new strategies may be tried. A referral to Child Study will occur if Tier 3 interventions do not prove successful. Teachers will use SOL data, MAP and PALS data, classroom assessments, and teacher observations to identify students in need of interventions. Identified students will receive small group or 1:1 instruction. In 2014-2015, 100% of students identified as at-risk will receive interventions and support to help meet academic needs.
	Target Date:	05/21/2015
	<b>Tasks:</b>	
	1. Student support teams will meet with school psychologist and administration each month to review the data of students being monitored. Intervention logs, progress monitoring graphs, and data will be shared. Goals and student progress will be reviewed and changed if needed. Students not making expected growth will be moved to Tier 3 interventions.	
	Assigned to:	Corrie Middleton
	Added date:	09/28/2014
	Target Completion Date:	05/21/2015
	Comments:	

	Comments:	
	2. Administrators, grade-level teams, ELL and SPED will meet once a month to review student data and determine effectiveness of interventions.	
	Assigned to:	Judy Edmonds
	Added date:	09/28/2014
	Target Completion Date:	05/21/2015
	Comments:	
	3. Child Study teams, ELL, SPED and parents will hold initial Child Study meeting to discuss areas of concern. Interventions will be reviewed and changed as needed.	
	Assigned to:	Corrie Middleton
	Added date:	09/28/2014
	Target Completion Date:	05/21/2015
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)