

Detailed Report of Objectives Included in Plan

A list of all objectives, index scores, target dates, and team members assigned, as well as a description of what the fully implemented objectives will look like.

September 25, 2016

Drewry Mason 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

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)		
	Index:	6	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Sherri Lewis	
	Target Date:	05/25/2017	
	How it will look when fully met:	In the 2016-2017 school year, 100% of Drewry Mason school faculty will participate in all offered professional development. We will need staff development sign-in sheets or assignments from staff members who attend make-up sessions.	
Tasks:			
	1. During the 2016-17 school year, Dr. Lewis, Mrs. Daniels-Boyd, and teachers will conduct short,informal observations of classroom instruction with specific look-fors as a focus (based on effective teaching strategies). Feedback concerning observations of effective strategies will be given to teachers by the following work day.		
	Assigned to:	Jalyn Daniels-Boyd	
	Target Completion Date:	05/25/2017	
	Frequency:	weekly	
	Comments:	Peer observation #1 should be completed by December 16, 2016 for first semester and May 25, 2017 for second semester.	
	2. During the 2016-17 school year, K-2 teachers and 3-5 teachers will meet quarterly for vertical collaboration focusing on reading and math instruction. Structure for vertical meetings may also include K-1, 2-3, and 4-5 meetings depending on need.		
	Assigned to:	Sherri Lewis	
	Target Completion Date:	05/25/2017	
	Frequency:	four times a year	
	Comments:		
	3. During the 2016-17 school year, 100% of 2nd-4th new classroom teachers will participate in training focused on how to use IXL reports to identify students who need improvement pertaining to specific math and language skills.		
	Assigned to:	Sherri Lewis	
	Target Completion Date:	12/16/2016	

	Comments:	Pam Mabry will complete one session pertaining to how to use IXL reports to identify students who need improvement pertaining to specific math skills by 12/16/16.
4. In September of 2016, 100% of teachers will attend professional development on using the new curriculum lesson plan (Curriculum 2.0).		
	Assigned to:	Kerri Foster
	Target Completion Date:	09/30/2016
	Comments:	Teachers will meet as a faculty with the instructional coach and lead teachers in order to participate in Curriculum 2.0 training.
5. During the 2016-17 school year, 100% of 2nd-5th grade teachers will participate in Powertest staff development.		
	Assigned to:	Kerri Foster
	Target Completion Date:	01/31/2017
	Comments:	
6. 100% of K - 5th grade faculty will participate in training with Dan Mulligan related to the development and / or use of skills assessments and math manipulatives to aid in identifying research based strategies and monitoring student progress.		
	Assigned to:	Kerri Foster
	Target Completion Date:	01/31/2017
	Comments:	
7. 100% of K-5 teachers, the ED special education teacher, the LD special education teacher, and instructional assistants/tutors will participate in a highlighting and justifying answers in text workshop in the fall of 2016.		
	Assigned to:	Kerri Foster
	Target Completion Date:	10/31/2016
	Comments:	K-1 workshop was held on 8/15/15 at 3:00, and 2nd-5th grade workshop was held on 8/16/15 at 3:00, led by Mrs. Foster, instructional coach.
8. 100% of K-5 teachers will participate in AIMS training on November 1, 2016.		
	Assigned to:	Jalyn Daniels-Boyd
	Target Completion Date:	11/01/2016
	Comments:	Dave Parker will train teachers (K-5 and any teacher with a child in child study) in how to use the AIMS Web program to progress monitor identified students (Students in the bottom 5th percentile according to MAP are required for progress monitoring. Any student in child study will be monitored through the AIMS Web program.
9. In August 2016, select teachers will attend the Zaner-Bloser workshop and return to Drewry Mason to share strategies learned with the entire faculty.		
	Assigned to:	Ruth Clay
	Target Completion Date:	09/30/2016
	Comments:	Faculty sharing concerning Zaner-Bloser will occur on the following dates: 9/20 - Kindergarten 9/21 - 1st-2nd 9/28 - 3rd
10. July 29-31, 2016, two teachers will attend the Daily 5 conference in New Brunswick, NJ to assist with implementation of Daily 5 and Cafe in K-2.		

	Assigned to:	Sherrri Lewis
	Target Completion Date:	07/31/2016
	Comments:	Faculty members attending the Daily 5 conference were Sherrri Lewis, Amy Manning, Tania Compton, Amber Adkins, Toni Williams, and Beth Joyce.
	Task Completed:	07/31/2016
	11. Drewry Mason's instructional coach, reading specialist, teacher leaders, principal, and assistant principal will assist teachers with implementation of Daily 5/Cafe through coaching K-2 classrooms according to observed and requested needs during the 2016-2017 school year.	
	Assigned to:	Amber Adkins
	Target Completion Date:	05/25/2017
	Frequency:	monthly
	Comments:	Ruth Clay, Kristie Gardner, and Kim Handy will communicate office hours in order to meet with teachers concerning implementation of Daily 5. They will also meet with teachers as requested when possible. kristie Gardner - Tuesdays, 3:00-4:00. Ruth Clay's office hours are Thursdays from 3:00-4:00. Kim Handy's office hours are Thursdays from 3:00-4:00. Continued Daily 5 needs will be shared and addressed during vertical meetings. Coaching with Mrs. Rakes and Mrs. Foster can be scheduled each nine eweeks. Mrs. Rakes and Mrs. Foster will also look at conferring notebooks during this time.
	12. During the 2016-2017 school year, Drewry Mason's instructional coach, reading specialist, principal, assistant principal, and lead teachers will assist K-5 teachers with implementation of reading strategies and classroom scheduling of reading skills (fluency, word study / vocabulary, comprehension, and writing).	
	Assigned to:	Kerri Foster
	Target Completion Date:	05/25/2017
	Frequency:	monthly
	Comments:	
	13. In September of 2016, the instructional coach will lead grade levels in an analysis of trianglulated data (spring 2016 SOL data, Fall 2016 MAP data, Fall 2016 PALS data, and Fall 2016 SRI data), including analysis of trends, areas of strength, and areas of weakness.	
	Assigned to:	Kerri Foster
	Target Completion Date:	09/30/2016
	Comments:	By 9/23/16, grade level teams analyzed SOL School Summary Report and Analysis of Subgroup Performance Report for the school with Kerri Foster. They also analyzed MAP and PALS data (grades 1-3). Grades 3-5 analyzed SRI data.
	Task Completed:	09/23/2016
	14. 100% of new classroom teachers will participate in staff development focusing on the use of Reading A-Z/RAZ Kids resources by December 16, 2016.	
	Assigned to:	Kerri Foster
	Target Completion Date:	12/16/2016
	Comments:	

15. 100% of faculty members will participate in professional development on John Hattie's visible learning strategies throughout the 2016-2017 school year.		
Assigned to:		Kristie Gardner
Target Completion Date:		05/25/2017
Frequency:		monthly
Comments:		
16. 100% of faculty members will participate in staff development on use of Performance/Cornerstone tasks for use in monitoring student progress with SOL achievement by December 16, 2016.		
Assigned to:		Kristie Gardner
Target Completion Date:		12/16/2016
Comments:		
17. 100% of K-5 teachers will participate in MyOn training by November 1, 2016.		
Assigned to:		Velaine Bonebright
Target Completion Date:		11/01/2016
Comments:		
Implement:	Percent Task Complete:	12%
	Objective Met:	05/25/2015 06/02/2016
	Experience:	<p>5/25/2015 Staff development has been pursued and completed. Walkthrough observations were completed with specific feedback provided to teachers.</p> <p>6/2/2016 Many new staff development opportunities were taken on this year, even though the subject of the staff development was not new to staff. Monitoring of completion and implementation of staff development was an on-going challenging process.</p>
	Sustain:	<p>5/25/2015 Continued vertical meetings will be necessary during the 2015-2016 school year. The new instructional coach will aid in giving feedback to teachers concerning effective strategy implementation and documentation during the 2015-2016 school year.</p> <p>6/2/2016 Administration will need to continue to monitor all staff development implementation closely with the help of all teachers holding each other accountable. There is still more work to be done on holding each other to high expectations as well as holding our students to high expectations. Highlighting and justifying answers in all content areas must be a continued focus.</p>
	Evidence:	<p>5/25/2015 Evidence is documented by teacher sign-in for staff development meeting participation. Walkthrough observation and feedback is documented in a Google doc. Dr. Brimijoin's visits are documented in her visit summaries and within the objective comments of the school improvement plan.</p> <p>6/2/2016</p>

Most evidence is reflected in the comment sections for each task. Other evidence (hard copies of presenters and faculty presentation, walkthrough feedback, etc. is kept with administration or on Edivate.)

REQUIRED for Targeted Interventions

Targeted Intervention Indicators

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)		
	Index:	6	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Jalyn Daniels-Boyd	
	Target Date:	05/26/2017	
	How it will look when fully met:	During the 2016-2017 school year, 100% of faculty will analyze and use multiple sources of available data to identify students at risk of failing in the area of reading and/or math.	
Tasks:			
	1. During the 2016-2017 school year, all K-5 students will be assessed Fall and Spring using the Measures of Academic Progress (MAP) assessment, and teachers will use the Learning Continuum report (Fall) to identify students in need of intervention for targeted skills.		
	Assigned to:	Jalyn Daniels-Boyd	
	Target Completion Date:	05/25/2017	
	Frequency:	twice a year	
	Comments:	<p>These students are considered Tier 1 students.</p> <p>Mrs. Foster helped grade levels analyze the MAP Class Breakdown by Projected Proficiency Report. Together, teams figured out projected SOL pass rates (based on MAP) after looking at individual students' projected proficiency.</p>	
	2. During the 2016-2017 school year, all students scoring in the 5th percentile or below on the reading and /or math MAP assessment will be assessed Fall and Spring using the AIMSweb program, and these students will be identified for progress monitoring.		
	Assigned to:	Jalyn Daniels-Boyd	
	Target Completion Date:	05/26/2017	
	Frequency:	twice a year	

	Comments:	<p>For AIMS - Students scoring in the red range will be progress monitored through the AIMS Web program. Students scoring in the yellow range will be targeted for interventions but not be formally tracked in AIMS. (Tier 1 students)</p> <p>Number of students identified as below average in each area are listed below: Kindergarten - Letter Naming - Oral Counting - Number Identification - Quantity Discrimination - Missing Number - Letter sound - Phoneme Segmentation - Nonsense word fluency -</p> <p>First Grade - Letter Naming - Letter Sound Fluency - Phoneme Segmentation - Non-sense Word Fluency - Reading Fluency - Oral counting - Number Identification - Quantity Discrimination - Missing Number -</p>
3. During the 2016-2017 school year, all K-3 students will be assessed Fall, Winter, and Spring using Phonological Awareness Literacy Screening (PALS), and students who do not meet benchmark scores will be identified for interventions.		
	Assigned to:	Velaine Bonebright
	Target Completion Date:	05/25/2017
		Frequency: three times a year
	Comments:	
4. During the 2016-2017 school year, students in kindergarten through fifth will be assessed Fall and Spring using the Developmental Spelling Analysis (DSA). (Kindergarten may use the KIDS spelling analysis for the fall of 2016.)		
	Assigned to:	Krissy Friedhoff
	Target Completion Date:	05/25/2017
		Frequency: twice a year
	Comments:	
6. During the 2016-2017 school year, students in grades kindergarten through fifth who show continued weaknesses in core academic areas will be identified for interventions according to on-going formative assessments including cornerstone tasks and benchmark assessments for 1st, 2nd, and 3rd nine week periods.		
	Assigned to:	Sherri Lewis
	Target Completion Date:	04/30/2017
		Frequency: three times a year

	Comments:	<p>Interactive Achievement will be used to create and administer formative assessments for 1st, 2nd, and 4th nine week benchmark assessments (grades 3-5), and other formative assessments, including cornerstone tasks, will be used throughout the year. These assessments will aid in identifying students needing intervention. Benchmarks for grades 3-5 at the beginning of the 4th nine week period will be previous released SOL assessments.</p> <p>Documentation will be kept in intervention folders or notebooks reviewed 1st-4th nine week periods.</p> <p>The intervention/progress report to the principal will include students' identified AMO subgroups, with particular emphasis on GAP group 1, economically disadvantaged, Students with Disabilities, and LEP students. During the meetings, AMO subgroups will be identified and a projection report will be completed.</p>
	7. During the 2016-17 school year, all students with an LEP plan or who are at a monitor level according to WIDA and students with a home language form checked other than English will be assessed using the WIDA assessment or WAPT assessment. Students with a level 1-6 will be identified for an LEP plan and ELL intervention.	
	Assigned to:	Julie Turner
	Target Completion Date:	02/24/2016
	Comments:	
	8. Students in grades 3-5 who show continued weakness (below 60%) according to formative assessments, or who score Fail according to reading or math spring 2016 SOL in grades 3-5 will be identified for after school tutoring.	
	Assigned to:	Krissy Friedhoff
	Target Completion Date:	12/16/2016
	Comments:	Our goal will be to identify these students before students leave for winter break so that tutoring may begin in January.
	9. During the 2016-17 school year, those students targeted for intervention through the AIMS or MAP assessments who are not making progress after a 6-8 week period and who have received Tier 2 interventions such as PALS, after school tutoring, or other interventions outside of class instruction will be referred to the Child Study team and identified as Tier 3 students.	
	Assigned to:	Jalyn Daniels-Boyd
	Target Completion Date:	02/28/2017
	Comments:	Administration will need to make everyone aware of when to refer to Child Study by the October faculty meeting.
	10. In the fall of 2016, students in grades 3-5 will be assessed using the SRI, MAP, and QRI reading assessments to determine those targeted for Read 180 reading intervention.	
	Assigned to:	Lisa Eanes
	Target Completion Date:	09/30/2016
	Comments:	

	11. During the 2016-2017 school year, K-2 students will be identified based on teacher recommendation (according to progress in the classroom / formative reading assessments) for iRead interventions.	
	Assigned to:	Elizabeth Joyce
	Target Completion Date:	11/01/2016
	Comments:	
Implement:	Percent Task Complete:	0%
	Objective Met:	05/25/2015 05/27/2016
	Experience:	<p>5/25/2015 Many different students were identified for monitoring based on many different formative and summative assessments and based on various skill needs throughout the 2014-2015 school year. AIMS, PALS, MAP, and common grade level assessments were used to identify students needing to be monitored in academic areas.</p> <p>5/27/2016 Administration and teachers have been consistently gathering data related to students' attainment of skills and responding to the data accordingly.</p>
	Sustain:	<p>5/25/2015 Continued work with grade levels to create reliable and valid common assessments and analysis of these assessments to identify specific students and skill areas must continue to be addressed.</p> <p>5/27/2016 Continued documentation must be kept in teacher data notebooks for identified struggling students and interventions used with them. Administration must continue to monitor teacher data notebooks.</p>
	Evidence:	<p>5/25/2015 Dr. Lewis has AIMS, PALS, MAP, and common assessment results to document identification of students throughout the school year.</p> <p>5/27/2016 Google doc notes, AIMS, PALS, MAP results to show identified students, Child Study notes and final year end summary.</p>

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)	
	Index:	6 (Priority Score x Opportunity Score)
Plan:	Assigned to:	Kristie Gardner
	Target Date:	05/25/2017
	How it will look when fully met:	In the 2016-2017 school year, 100% of Drewry Mason school faculty will use multiple research based instructional strategies to help students at risk of failure make academic progress.
Tasks:		

1. In 2016-2017, 100% of teachers will use MAP reports (Learning Continuum) to differentiate their instruction with Tier 1, 2, and 3 students in the classroom.		
Assigned to:		Elizabeth Joyce
Target Completion Date:		05/25/2017
	Frequency:	weekly
Comments:		
2. In 2016-2017, 100% of teachers in Grades K-5 will use AIMS results to assign interventions for reading and math skills to those students in the bottom 5th percentile in reading and math according to the MAP assessment.		
Assigned to:		Kim Handy
Target Completion Date:		05/25/2017
	Frequency:	weekly
Comments:		Students receiving interventions outside of the core classroom instruction (PALS, after-school tutoring, Read 180) will be considered Tier 2 students. Students receiving interventions during classroom core lesson time will be considered Tier 1 students. Students who do not make progress with Tier 1 and 2 interventions will be referred to the Child Study committee and be considered in Tier 3 for more intense intervention assignment.
3. During the 2016-2017 school year, each Tier 2 student in Grades K-3 identified as needing PALS services, will receive 30 minutes of interventions each day in addition to core classroom instruction. Certain Tier 2 students in Grades 4 and 5 will receive 45 minutes of Read 180 instruction daily according to Fall 2016 QRI, Fall 2016 SRI, and/or SOL spring 2016 results.		
Assigned to:		Elizabeth Joyce
Target Completion Date:		05/25/2017
	Frequency:	daily
Comments:		
4. In grades K-3, the literacy team will work with student groups within classrooms to differentiate lessons needed for growth.		
Assigned to:		Ashley Cox
Target Completion Date:		05/25/2017
	Frequency:	daily
Comments:		All K-3 classrooms have a push-in time where the literacy team works with flexible groups of students based on on-going formative assessment results / needs.
5. During the 2016-2017 school year, teachers will meet with the principal to report data analysis on students' performance at the end of the 1st and 2nd grading periods and beginning of 4th grading period, including identification of research-based strategies used with identified students.		
Assigned to:		Sherry Lewis
Target Completion Date:		05/25/2017
	Frequency:	three times a year

	Comments:	<p>Mrs. Daniels-Boyd has created a current list of research-based strategies which can be assigned to students. Principals will review the current lists and add new research-based interventions with input from the reading specialist, instructional coach, central office curriculum staff, and special education teachers / staff.</p> <p>Data analysis will include analysis of AMO subgroups with emphasis on GAP group 1, economically disadvantaged, students with disabilities, and LEP subgroups each nine week period.</p> <p>Strategies identified will include skill group intervention based on frequent formative assessments and MAP learning continuum reports, highlighting text, graphic organizers (nonlinguistic representations), sorting (similarities and differences), immediate feedback / corrections, SSR conferring, and CAFE conferring.</p>
	6. During the 2016-17 school year, K-2 teachers will implement the Daily Five structure including CAFE strategies, and 3-5 teachers will use SSR time to confer with students with identified strengths and weaknesses on an individual basis.	
	Assigned to:	Toni Williams
	Target Completion Date:	05/25/2017
	Frequency:	daily
	Comments:	
	7. During fall of the 2016-17 school year, teachers will use the Goal Setting form in MAP to help students to be aware of what strategies they will use to meet their goals.	
	Assigned to:	Kerri Foster
	Target Completion Date:	10/31/2017
	Frequency:	once a year
	Comments:	
	8. Each teacher in grades 4- 5 will review the Student Detail By Question data from the previous grade for their current students to determine instructional needs / interventions needed.	
	Assigned to:	Lisa Eanes
	Target Completion Date:	10/31/2016
	Comments:	
	9. During the 2016-17 school year, students identified for after school tutoring will be assigned specific interventions and show a mastery level of at least 75% on skills assessments after interventions for specific math and/or reading skills.	
	Assigned to:	Ashley Cox
	Target Completion Date:	04/28/2017

	Comments:	Students who are selected for after school tutoring will have a tutoring information sheet completed by the referring teacher. This form will be used by after school tutors to develop pre- and post assessments and intervention strategies. Formative assessments will be utilized to identify targeted skill areas and assign interventions.
10. During the 2016-17 school year, teachers will document assigned interventions and results of interventions for the students from K-5 in the lowest 5th percentile according to MAP reading and math results. Documentation will be kept in each teacher's progress monitoring notebook to be collected and reviewed each quarter by the principal and assistant principal.		
	Assigned to:	Jalyn Daniels-Boyd
	Target Completion Date:	05/25/2017
	Comments:	
11. Teacher recommended/identified K-2 students will be assigned iRead interventions during the 2016-17 school year.		
	Assigned to:	Donna Martin
	Target Completion Date:	05/25/2017
	Comments:	
12. Dan Mulligan research-based interventions will be utilized by K-5 teachers in assigning interventions to identified students in the area of math.		
	Assigned to:	Amber Adkins
	Target Completion Date:	05/25/2017
	Comments:	
13. Tier 1 students will use MyOn to develop fluency and comprehension.		
	Assigned to:	Jodie Rakes
	Target Completion Date:	05/25/2017
	Comments:	
14. All K-5 teachers will increase use of effective strategies with effect sizes with at least .40 based on John Hattie's research within classroom lessons during the 2016-17 school year.		
	Assigned to:	Velaine Bonebright
	Target Completion Date:	05/25/2017
	Comments:	
Implement:	Percent Task Complete:	0%
	Objective Met:	05/28/2015 06/02/2016
	Experience:	5/28/2015 Teachers and administration have used many different forms of assessments to monitor student progress and assign research-based interventions, especially for those students identified as in need of intervention for particular skills. 6/2/2016 Teachers and staff worked diligently to use research-based interventions with struggling students. Teachers found it challenging to find the time to use the many research-based interventions and to focus on skills tightly aligned to the curriculum.

	Sustain:	<p>5/28/2015 Continued work is needed in the area of Daily 5 monitoring and documentation of students academic progress through use of the CAFE record keeping system for the 2015-2016 school year. The CAFE notebook will document research-based strategies matched to certain identified students. Continued monitoring of students who have been identified needing intervention for certain skills will also need to be continued. This monitoring will continue to be done through analysis of formative assessments and continued intervention implementation. Intervention strategies will continue to be documented in grade level teams and the Child Study committee meetings.</p> <p>6/2/2016 Continued work must be done to select research-based interventions and wee out the less effective or non-research-based strategies.</p>
	Evidence:	<p>5/28/2015 Teachers have copies of MAP goal setting forms and formative assessment analysis with identified research-based strategies. Administration also has data from all grade levels concerning all students’s results from common formative assessments and identified research-based strategies used with students.</p> <p>6/2/2016 Evidence of implementation of each task is written in the comment boxes under each task.</p>

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)			
	Index:	6	(Priority Score x Opportunity Score)
Plan:	Assigned to:	Lisa Eanes	
	Target Date:	05/25/2017	
	How it will look when fully met:	In the 2016-2017 school year, 100% of Drewry Mason faculty will monitor progress made by at risk students. Grade level teams will collaborate around student work by analyzing common assessments, determining reteach and enrich groups, and designing interventions for those students.	
Tasks:			
	1. During the 2016-2017 school year, students who do not show significant improvement from interventions will be referred to the Child Study Team and receive increased research based differentiated interventions three times or more weekly such as incremental rehearsal, SRA direct reading instruction, and READ 180 instruction. The Child Study Committee (which includes parents/guardians) will meet every 6 weeks or more to track progress toward individual goals for identified students.		
	Assigned to:	Toni Williams	
	Target Completion Date:	05/25/2017	
	Frequency:	monthly	

	Comments:	No significant improvement is defined as 6 weeks or more with no growth shown in the targeted skill area. Child Study committee members have been assigned specific responsibilities for recording data so information can be collected and given to all stakeholders in a timely manner.
	2. Research-based interventions for targeted students will be monitored using MAP Learning Continuum, formative assessments, performance tasks, AIMS probes, PALS reports, mastery skills assessments, Interactive Achievement assessments, and three data meetings with administration at the end of the first two grading periods and the beginning of the fourth grading period.	
	Assigned to:	Kristie Gardner
	Target Completion Date:	05/25/2017
	Frequency:	weekly
	Comments:	<p>MAP Learning Continuum reports, IXL, RAZ Kids, PALS lessons, or other research based programs will be utilized to help monitor skills progress and provide feedback and practice. Grade level PLC teams will meet at least once per nine week period to discuss student achievement. Teachers will monitor AMO subgroup progress with emphasis on GAP group 1, economically disadvantaged, students with disabilities, and LEP students. See AIMS report, MAP results, PALS identified, IXL report summary.</p> <p>Teacher data notebooks document the use of MAP assessments, MAP Learning Continuum, formative assessments, AIMS probes, PALS reports, and Interactive Achievement assessments in order to monitor targeted students.</p>
	3. During the 2016-2017 school year, classroom teachers will collect weekly probes and graph evidence of results of interventions with K-5 bottom 5th percentile students according to MAP. K - Fifth grade teachers will also collect results of skills assessments weekly for the targeted students in the bottom 5th percentile according to MAP reading and math assessments.	
	Assigned to:	Jalyn Daniels-Boyd
	Target Completion Date:	05/25/2017
	Frequency:	monthly
	Comments:	<p>The principal and assistant principal will collect a notebook containing results of probes or assessments completed with identified students on a quarterly basis (during data conferences with principal). They will meet with any teacher who needs support with documentation of intervention results / probes.</p> <p>Students not showing progress with classroom interventions as documented by probes after 6-8 weeks will be referred to the child study team. Teachers of these students will share graph results of continued probes with the child study committee every 6-8 weeks.</p>

4. PK-5 regular education teachers will create unit lesson plans utilizing the new curriculum lesson format for all subjects based on pre-assessments, formative assessment data, and planned intervention strategies. Administration will analyze lesson plans according to a pre-assigned schedule.		
Assigned to:		Sherry Lewis
Target Completion Date:		05/25/2017
Frequency:		monthly
Comments:		
5. 100% of ELL students will receive a student progress report every 9 weeks. Teachers will document strategies to address identified weak areas for students who are below 60% (according to grades in English, math, science, or social studies) on the student goals report.		
Assigned to:		Donna Martin
Target Completion Date:		05/25/2016
Frequency:		four times a year
Comments:		Teachers will document strategies to address identified weak areas for students who are below 60% (according to grades in English, math, science, or social studies) on the student goals report.
6. 90% of students will show growth by increasing their RIT scores, and 50% or more of students in grades K-5 will meet or exceed their projected spring growth goals according to the MAP reading and math assessments.		
Assigned to:		Sherry Lewis
Target Completion Date:		05/25/2017
Frequency:		twice a year

	<p>Comments:</p>	<p>Principal will meet with teachers or give written feedback to teachers concerning Smartgoals and MAP results three times per year. Areas of weakness to be monitored as listed below.</p> <p>Areas of weakness according to math MAP assessment – Grade 1 – Annual decrease in percent proficient / on grade level or above based on mean RIT score (61% to 51% to 28%). Grade 2 – Annual decrease in percent proficient (55% to 44% to 40%). Grade 4 – Annual decrease in percent on grade level or above based on mean RIT score (71% to 46%). K – Computation and Estimation, Patterns, Functions, and Algebra (all categories are high in the low percentile category) 1st – Computation and Estimation, Number and Number Sense 2nd – Computation and Estimation, Measurement, Patterns, Functions, and Algebra 3rd – Computation and Estimation, Measurement 4th – Measurement, Patterns, Functions, and Algebra 5th – Measurement, Patterns, Functions, and Algebra</p> <p>Areas of weakness according to the reading MAP assessment – Grade 1 – Annual decrease in percent proficient / on grade level or above based on mean RIT score (66% to 56% to 30%). Grade 2 – Annual decrease in percent proficient / on grade level or above based on mean RIT score (56% to 55% to 43%). Grade 3 – Annual decrease in percent proficient / on grade level or above based on mean RIT score (58% to 44% to 34%). Grade 4 – Annual decrease in percent proficient (58% to 54% to 51%). K – Phonetic Principles and Word Analysis 1st – Phonetic Principles and Word Analysis 2nd – Comprehension of Fiction and Nonfiction 3rd – Comprehension of Fictional Text 4th – Comprehension of Fictional Text 5th – Comprehension of a variety of Fictional Texts; Word Origins, Expand Vocabulary</p>
	<p>7. 87% or more of students in grades 3-5 will score pass proficient or higher on the reading 2017 spring SOL assessment.</p>	
	<p>Assigned to:</p>	<p>Sherrí Lewis</p>
	<p>Target Completion Date:</p>	<p>05/25/2017</p>

	Comments:	<p>SOL English pass rate for 2015 – 2016 was 85% (up from 74.9% 2014-2015). Areas of weakness: 3rd grade – Lowest reporting category mean scaled score was comprehension of fictional texts (32.4). Comprehension of nonfictional texts’ mean scaled score was also below 35 (34.4).</p> <p>4th grade – Lowest reporting category mean scaled score was in the area of comprehension of fictional texts (34.2). Reporting category mean scaled score for comprehension of fictional texts was less than 35 (34.2). Gap Group 1 and Gap Group 3 subgroups had lower mean scaled scores than other subgroups. Males’ pass rate (74.19%) was 13% lower than females’ pass rate (87.10%). The mean scaled score was 20 points lower for males than females. 44% of students with disabilities scored pass proficient with a mean scaled score of 401. Economically disadvantaged subgroup had a mean scaled score of 440. Of the 20 recovery students, only 45% passed.</p> <p>5th grade – Lowest reporting category mean scaled score was in the area of comprehension of fictional texts (mean scaled score less than 35). Gap Group 1 pass rate was 7% lower than all students’ pass rate (75.68%). All subgroups except males and females have a mean score of less than 450.</p>
	8. 90% or more of students will score pass proficient or higher on the math 2017 spring SOL assessment.	
	Assigned to:	Sherri Lewis
	Target Completion Date:	05/25/2017
	Comments:	<p>SOL Math pass rate for 2015 – 2016 was 89% (up from 82.3% 2014-2015). Areas of weakness: 3rd grade – Probability, Statistics, Patterns, Functions, & Algebra (34.1). The test mean scaled score was 413. Plain English math – all reporting category mean scaled scores were below 35. 4th grade – Measurement and Geometry and Probability, Statistics, Patterns, Functions, and Algebra (both 38.9 – still above 35 for category mean scaled score). 5th grade –Measurement and Geometry (36.7 – still above 35 for category mean scaled score). Plain English math – all reporting category mean scaled scores were below 35.</p>
Implement:	Percent Task Complete:	0%
	Objective Met:	08/20/2015 06/02/2016
	Experience:	<p>8/20/2015 Principal and assistant principal monitored Child Study meetings throughout the school year. Teachers brought in results / graphs from probes and interventions used with students in Child Study to each meeting. The principal monitored benchmark data analysis through three data meetings during the year where student progress in reading, math, and science was discussed as well as AMO subgroup performance. Principal monitored teachers’ MAP goal progress with progress meetings three times during the year. Principal collected student goals reports from the ELL tutor</p>

		<p>throughout the year to monitor ELL students’ progress in the classroom. Principal and assistant principal conducted frequent walk-throughs to monitor implementation of the new curriculum lesson plan.</p> <p>6/2/2016 Monitoring the results for implemented interventions was a challenge during the year.</p>
	Sustain:	<p>8/20/2015 Continued data meetings with individual teachers will be necessary to monitor student on-going progress toward SOL goals. Meetings with teachers to discuss MAP goals and data will also be continued. Continued walk-throughs will be necessary to monitor implementation of the new curriculum lesson plans.</p> <p>6/2/2016 We will need to continue to monitor specific interventions and on-going student results. We will need to work toward documenting mastery level of specific skills.</p>
	Evidence:	<p>8/20/2015 53.8% of teachers utilized the new curriculum lesson plans with all three stages together as of May 22, 2015 walk-through data.</p> <p>100% of ELL students received progress reports from the ELL and classroom teacher. Seven students were identified with weak areas below 70% on the student goals report as of May 22, 2015.</p> <p>57% of students met or exceeded their individual projected growth in math according to the math MAP assessment. 54% of students met or exceeded their individual projected growth in reading according to the reading MAP assessment. (Goal for both was 60%)</p> <p>75% of students in grades 3-5 scored pass proficient or higher on the reading SOL assessment in the spring of 2015. 82 % of students in grades 3-5 scored pass proficient or higher on the math SOL assessment in the spring of 2015. (Goal for both was 80%.)</p> <p>6/2/2016 Evidence for each task is in each comment box under each task.</p>