

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.

11/18/2016

Sanville 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

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	Tasks completed: 0 of 6 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 09/30/2014	
	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:	The needs for staff development at Sanville elementary is on-going. Areas of weaknesses have been identified and the appropriate staff development is included in this plan. This plan may be updated throughout the year as other specific needs are identified.	
Plan	Assigned to:	Ronnie Mendenhall	
	How it will look when fully met:	100% of teachers will participate in professional development for 2016-2017 school year at the school level and the district/state level.	
	Target Date:	05/31/2017	
	Tasks:		
	1. Daily 5, CAFE, SSR, and Word Study staff development will be provided throughout the year by teacher leaders and the instructional coach as needed.		
	Assigned to:	Robin Williams	
	Added date:	09/25/2016	
	Target Completion Date:	05/31/2017	
	Comments:	Professional development will be provided in the form of observations, modeling, and coaching.	
	2. Staff development will be on-going for teachers and/or grade levels in order to provide additional assistance analyzing and interpreting data.		
	Assigned to:	Robin Williams	
	Added date:	09/25/2016	
	Target Completion Date:	05/31/2017	
	Comments:	R. Williams will model and coach during grade level data conferences. (Oct 3-7)	

3. Professional development will be provided to staff based on county-wide initiatives, teacher need, and student data.		
	Assigned to:	Teresa Fisher
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Comments:	Sept. 12th- Lesson Planning Sept. 30th-Writing Objectives Oct. 14th-Highlighting, goal setting, and lesson planning Oct. 24th- Mindset
4. Certified staff will be observed by Dan Mulligan and participate in professional learning for the purpose of effectively using math manipulatives in the classroom implementation will be monitored by Dan Mulligan in the following visits.		
	Assigned to:	Ronnie Mendenhall
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Comments:	First meeting with Dan Mulligan was presented to SE staff on August 25th. Staff was briefed on forth coming MATH SOL information, strategies, and access to Dan Mulligan's resource materials.
5. K-2 staff will be observed by Kay Brimijoin and participate in professional learning for the purpose of implementation of Daily 5 with individual coaching sessions of each teacher.		
	Assigned to:	Ronnie Mendenhall
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Comments:	Observations and feedback of staff was presented by Kay Brimijoin on 9/22/16. Scheduling, conferencing, and goal setting will be follow-up to her visit. Second visit: 10/13/16.
6. Teachers will participate in peer observations, included but not limited to colleagues only at Sanville Elementary School.		
	Assigned to:	Kelsey Adams
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Frequency:	three times a year
	Comments:	Once per nine weeks staff be responsible for a peer observation. Documentation (google doc) will be collected at the end of each nine weeks.
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)

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	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: No development or Implementation 09/30/2014

		Objective Met - 06/22/2015
		Will include in plan
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Benchmark Assessments have been collected, with the exception of PALS in kindergarten. Data is currently being disaggregated. During grade level and/or teacher data meetings this data will be reviewed and students needing interventions will be identified. Some will move directly to Child Study and/or RTI. Based upon overall scores there may need to be changes in the core program.
Plan	Assigned to:	Teresa Fisher
	How it will look when fully met:	In the 2016-2017 school year, 100% of students will be screened using at least 3 research-based screenings to identify students at risk of failing or in need of targeted interventions.
	Target Date:	05/31/2017
	Tasks:	
	1. Students will be administered at least three of the following screenings: PALS (PK-3), SRI/SPI (3-5), MAP(K-5), HCPS Writing Assessment (PK-5), DSA (K-5), and Brigance (VPI)/ PK checklist (ECSE)Henry County PK Checklist (VPI)	
	Assigned to:	Robin Williams
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Frequency:	twice a year
	Comments:	An excel document will be up-to-date within 2 weeks after a benchmark test. A data wall was created during the month of October.
	2. Staff will participate in collaborative planning to analyze and disaggregate data from MAPS, SRI/SPI, PALS, DSA, SOLS, AIMSWeb, HCPS Writing Assessment, and WIDA ACCESS to identify students in need of either RTI or Child Study.	
	Assigned to:	Robin Williams
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Comments:	Weekly grade level planning.
	3. Response to Interventions meetings will be held within a month of the completion of benchmark testing for students in grades K - 2.	
	Assigned to:	Ronnie Mendenhall
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Frequency:	three times a year
	Comments:	
	4. Teachers of grades K - 5 will use the Child Study process for those students who are identified as at-risk by the various benchmarks and/or other relevant data.	
	Assigned to:	Lisa West

	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Comments:	
Implement	Percent Task Complete:	
	Objective Met:	6/22/2015
	Experience:	6/22/2015 This process has been ongoing for several years. There has been little or no turnover of teachers during this time. Staff was very knowledgeable of the process.
	Sustain:	6/22/2015 There is much turnover in the staff for the 2015-2016 school session. Much inservice will be needed for these new faculty members. The grade level representatives will be different in 2 cases. Learning the software and conducting the meetings will also have to be reviewed. There will be a new guidance counselor who will need to know the child study process with its own paperwork.
	Evidence:	6/22/2015 Notebooks are kept by the grade level representative. These notebooks provide documentation on all students who have been in the RTI process. Files of students who have gone to child study are kept in the guidance office unless they have been found eligible and then the information goes to the cumulative file.
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	Tasks completed: 0 of 3 (0%)	
Assessment	Level of Development:	Initial: No development or Implementation 09/30/2014
	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:	This is an ongoing process.
Plan	Assigned to:	Robin Williams
	How it will look when fully met:	By the end of the 2016-2017 school year, 100% students in grades 3-5 will achieve a pass rate of 85% or higher in math as measured by the spring 2016 VA Math SOL assessment and students in grades 3-5 will achieve a pass rate of 80% or higher in reading as measured by the spring 2016 VA Reading SOL assessment.
	Target Date:	05/31/2017
	Tasks:	
	1. The reading specialist and instructional coach will compile a list of strategies and/or research-based interventions for all teachers. The teachers will identify any areas of concern and the reading specialist and/or instructional coach will guide them to select the appropriate strategy and/or intervention.	
	Assigned to:	Cheryl Salyers
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Frequency:	

	Frequency:	once a year
	Comments:	The reading specialist will keep the records of these interventions and strategies in a Google Doc which teachers can access. If a new strategy and/or intervention is identified it will be added to the list.
	2. Classroom teachers will use preassessment, formative, summative assessments and benchmark data as a means to ensure that instruction is being provided to their students on their instructional level in order to achieve mastery.	
	Assigned to:	Teresa Fisher
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Frequency:	twice a year
	Comments:	Adjustments will be made in the event mastery has not been achieved.
	3. All teachers and aides will be provided staff development in specific research-based interventions, testing protocols, and/or other programs. This staff development is directly related to the interventions the students are receiving and the documentation of such information.	
	Assigned to:	Annie Baker
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Frequency:	twice a year
	Comments:	The reading specialist will keep notes about the interventions being used for students in RTI and/or CS.
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
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	Tasks completed: 0 of 6 (0%)	
Assessment	Level of Development:	Initial: No development or Implementation 09/30/2014
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
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	Describe current level of development:	This is an on-going process.
Plan	Assigned to:	Robin Williams
	How it will look when fully met:	In the 2016-2017 school, 100% of students identified through the Response to Intervention process that are at risk of failing or needing interventions will be tracked and monitored.
	Target Date:	05/31/2017
	Tasks:	
	1. The initial RTI meetings will be held at least one month after the benchmarks for each grade level. Child Study meetings will be scheduled as specific requests are made either by the RTI committee, parents and/or teacher.	
	Assigned to:	Brandi Williams
	Added date:	09/25/2016

	Target Completion Date:	05/31/2017
	Frequency:	three times a year
	Comments:	
	2. Grade levels will meet after each benchmark period to review their data. Each teacher will summarize strengths and weaknesses of their instructional program as noted by the benchmark data.	
	Assigned to:	Faye Luther
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Comments:	In the event that overall weaknesses are noted, adjustments to the curriculum will be made based on data.
	3. The RTI case manager will be responsible for reviewing individual classroom teacher's RTI documentation notebooks monthly to ensure the correct data, graphs, and evidence of effectiveness are present.	
	Assigned to:	Brandi Williams
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Frequency:	monthly
	Comments:	Grade level case managers will provide the SLP with their comments after meeting with teachers.
	4. "Class breakdown by proficiency" report in grades 2 - 5 will identify those students needing immediate interventions in reading and/or mathematics. "Class Breakdown by RIT" will identify the specific skills to address for these students.	
	Assigned to:	Robin Williams
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Comments:	This data will be analyzed during grade level meetings and appropriate strategies and/or intervention will be identified and implemented.
	5. All classroom teachers will meet with all parents of their students within the first nine weeks to discuss the benchmarks of the appropriate assessments for their grade level, with the exception of kindergarten and preschool.	
	Assigned to:	Annie Baker
	Added date:	09/25/2016
	Target Completion Date:	05/31/2017
	Frequency:	twice a year
	Comments:	Parent sign-in sheets including dates. Goals, communication log, and documentation are available upon request.
	6. The classroom teacher and instructional coach will analyze benchmark data to monitor student achievement of mastery.	
	Assigned to:	Annie Baker
	Added date:	11/09/2016
	Target Completion Date:	05/31/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)