

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.

5/30/2016

Campbell Court 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	Objective Met 8/18/2015 5/30/2016		
Assessment	Level of Development:	Initial: Limited Development 09/10/2014	
		Objective Met - 08/18/2015 05/30/2016	
	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:	A plan for professional development will be implemented that will encompass training to improve student achievement with a focus upon math and reading. Teachers and admin attend local, state, and national conferences.	
Plan	Assigned to:	Elizabeth Fulcher	
	How it will look when fully met:	100% of teachers will participate in professional development for 2015-2016 school year at the school level and the district/state level.	
	Target Date:	05/20/2016	
	Tasks:		
	1. 100% of K-2 classroom teachers will be observed and participate in debriefings to increase implementing Daily 5 with fidelity and differentiation.		
	Assigned to:	Shelley Slaughter	
	Added date:	08/19/2015	
	Target Completion Date:	03/18/2016	
	Comments:	September 17 October 1 October 21 November 10 December 3 March 10	
	Task Completed:	03/18/2016	
	2. 100% of certified staff will be observed by Dan Mulligan and participate in professional learning for the purpose of descriptive feedback.		
	Assigned to:	Shelley Slaughter	
	Added date:	08/19/2015	

	Target Completion Date:	05/20/2016
	Comments:	December 2 (Observation) February 23-24 (Professional Learning)
	Task Completed:	05/20/2016
	3. A Daily 5 presentation will be made to staff based on the 2 Sisters workshop held in Charlotte, NC in August.	
	Assigned to:	Shelley Slaughter
	Added date:	08/19/2015
	Target Completion Date:	09/15/2015
	Comments:	Presenters will be Shelley Slaughter and Samantha Sigmon
	Task Completed:	09/10/2015
	4. 100% of certified and classified staff will attend a mandatory professional learning opportunities about bullying, the 4C's, crisis, mandated reporting, student services, concussions, professionalism, etc.	
	Assigned to:	Clif Jones
	Added date:	08/19/2015
	Target Completion Date:	09/02/2016
	Comments:	http://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms-training-toolkit https://www.youtube.com/watch?v=O-tXhWPtBDc
	Task Completed:	09/01/2015
	5. 100% of certified staff will participate in professional learning: Formative Assessment, Disaggregating and Using Data, Comprehension Strategies, Writing, Classroom Management, Reading Strategies, Math Strategies, Lesson Planning, Word Study, etc.	
	Assigned to:	Elizabeth Fulcher
	Added date:	08/19/2015
	Target Completion Date:	05/20/2016
	Frequency:	twice monthly
	Comments:	VDOE and HCPS online resources
	Task Completed:	05/20/2016
	6. The principal will meet with the SBO Academic Review Team view VDOE presentations in preparation for the Academic Review.	
	Assigned to:	Elizabeth Fulcher
	Added date:	11/03/2015
	Target Completion Date:	11/30/2015
	Frequency:	monthly
	Comments:	The Academic Review will take place in November.
	Task Completed:	10/05/2015
	7. 100% of certified staff will participate in professional development on writing daily lesson objectives aligned with the Standards of Learning, which include behavior, conditions, and criteria, and criteria for mastery.	
	Assigned to:	Elizabeth Fulcher
	Added date:	01/27/2016
	Target Completion Date:	02/15/2016

	Comments:	Implement and monitor, according to Essential Action presented by VDOE Office of School Improvement Academic Review Findings and essential Actions Report.
	Task Completed:	02/08/2016
Implement	Percent Task Complete:	
	Objective Met:	8/18/2015 5/30/2016
	Experience:	8/18/2015 completed 2014-2015 school year under previous principal 5/30/2016 Student data was disaggregated by all staff collaboratively to determine the most appropriate professional development for the 2015-2016 school year. In addition, the Instructional Team of CCE used data from the professional development survey completed by staff at the end of the 2014-2015 school year to assist in determining professional development for staff.
	Sustain:	8/18/2015 completed 2014-2015 school year under previous principal 5/30/2016 Continue to assess needs based on student progress, teacher observations, and the professional development survey completed by teachers.
	Evidence:	8/18/2015 completed 2014-2015 school year under previous principal 5/30/2016 Along with the supporting data used to determine professional development, the Professional Learning Plan was documented, submitted to, and approved by the VDOE Academic Review Team. During teacher observations, the Instructional Team documented evidence of learned professional development strategies and techniques being utilized. Unofficially, every area of assessment reported by Pearson of the SOL tests for the 2015-2016 school year increased.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)		
Status	Objective Met 8/18/2015		
Assessment	Level of Development:	Initial: Limited Development 09/16/2014	
		Objective Met - 08/18/2015	
	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 will use collaborative planning time to create performance tasks, ensure alignment, and prepare instruction based upon data that shows student weaknesses and strengths. Map analysis and common	

	development:	assessments will assist in determining instructional needs of students.
Plan	Assigned to:	Shaina Smith
	How it will look when fully met:	100% of teachers will meet weekly in grade level teams to plan standards aligned units of instruction in the 14-15 school year.
	Target Date:	05/21/2015
	Tasks:	
	1. 100% of grade level teams will use the new English and math curriculum to plan units of instruction guided by the Teaching and Learning Framework as evidenced in their lesson plans.	
	Assigned to:	Shaina Smith
	Added date:	09/16/2014
	Target Completion Date:	05/21/2015
	Frequency:	weekly
	Comments:	<p>The principal will monitor the lesson plans and Teacher Leader Walkthroughs will show the use of the framework. Also, the principal will have ongoing conversations and meetings with grade level chairs, SIP team members and instructional faculty meetings to reinforce the use of the plans and collaboration among the teachers, including vertical team discussions.</p> <p>2/8/2015 Teachers are using the Phase III of the Teaching and Learning Framework. There are some concerns about the Performance Tasks that are a part of the plans but teachers are making adjustments to the tasks. Teachers are creating higher order questions and it is evident that they are collaborating to make sure that they are using UBD after they have unpacked the standards.</p> <p>5/1/15 Weekly observations were completed to ensure that the CF was being used exclusively.</p> <p>All SIP team members used planning time to check to make sure that the Teaching and Learning Framework was being used. Some teachers will need further instruction on how to use the lesson plan template.</p> <p>6/2/15 All teachers participated in a workshop for lesson planning on May 27/28.</p>
	Task Completed:	05/28/2015
	2. The teachers will use weekly collaborative planning time to create lessons on specific skills.	
	Assigned to:	Samantha Sigmon
	Added date:	09/16/2014
	Target Completion Date:	05/21/2015
	Frequency:	weekly
	Comments:	<p>The principal will monitor the lesson plans, the facilitation of the plans, and meeting notes will be reviewed.</p> <p>2/9/2014 All teams meet weekly and most have additional scheduled time, including daily time for planning.</p> <p>Collaborative planning time for a minimum of 3 times per week occurred during the scheduled time as well as before and after school.</p>
	Task Completed:	05/15/2015
	3. The teachers will use collaborative planning to create common assessments.	
	Assigned to:	Liza White
	Added date:	09/16/2014

	Target Completion Date:	05/21/2015
	Frequency:	twice weekly
	Comments:	<p>Teacher Leaders and the principal will attend meetings and observe classrooms to monitor the common assessments. The assessments will be used to determine the need for remediation and weaknesses and strengths of students. These common assessments will be a collaborative effort to address the achievement of specific skills and to make sure that lessons are aligned to the CF.</p> <p>Teachers have a common planning time written into the master schedule each day in which they work on lesson plans for their students. Teachers also stay after school one day (or more) to continue their collaborative meetings</p> <p>2/9/2015 Teachers are creating common assessments in all areas.</p>
	Task Completed:	05/21/2015
	4. Grade level teachers, ELL, Reading Specialist, and SPED teachers will attend vertical meetings to discuss effective methods of instruction that are aligned with specific content.	
	Assigned to:	Clif Jones
	Added date:	09/16/2014
	Target Completion Date:	05/21/2015
	Frequency:	three times a year
	Comments:	<p>Beginning with the SPBQ and MAP assessment information, all teachers will determine trends in strengths and weaknesses. Grade level meetings and in service PD will use this information to check for alignment and to create remediation lessons to increase the level of student mastery. The principal will review plans and observe the facilitation of lessons from the vertical view of skills.</p> <p>The reading specialist assessed students with SRI in September, October, and December. Students were identified by classroom teachers for phonics remediation and were remediated throughout the first semester.</p> <p>2/8/15 Vertical teams met in January and they are scheduled to have another meeting in March.</p>
	Task Completed:	05/21/2015
	5. Special Education teachers and ELL tutors will work with collaborative grade teams weekly to identify and provide remediation to students who have deficiencies that need to be mastered.	
	Assigned to:	Pat Walmsley
	Added date:	09/28/2014
	Target Completion Date:	05/21/2014
	Frequency:	weekly
	Comments:	<p>The principal will observe and monitor the effective collaboration among all staff who work with identified students who have weaknesses in specific areas.</p> <p>2/9/2015 It has been difficult for ELL and SPED teachers to collaborate since they do not have planning and are with their students. Currently the SPED teacher is on maternity leave and WIDA testing is the focus for the ELL tutors.</p>

		4/14/15 More opportunities to include the ELL and SPED teachers are taking place in 3rd, 4th, and 5th grades as testing nears. A remediation schedule includes the weaknesses that need to be addressed as well as strengths. All collaborative teams will be given a remediation time next year that will include the resource teachers.
	Task Completed:	05/21/2015
Implement	Percent Task Complete:	
	Objective Met:	8/18/2015
	Experience:	8/18/2015 completed 2014-2015 school year under previous principal
	Sustain:	8/18/2015 completed 2014-2015 school year under previous principal
	Evidence:	8/18/2015 completed 2014-2015 school year under previous principal
Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)	
Status	Objective Met 5/30/2016	
Assessment	Level of Development:	Initial: Limited Development 01/27/2016
		Objective Met - 05/30/2016
	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:	Due to VDOE Academic Review requirements, lessons are currently being evaluated weekly by the Instructional Team (Principal, Instructional Coach, Reading Specialist).
Plan	Assigned to:	Elizabeth Fulcher
	How it will look when fully met:	100% of certified staff will create lesson plans that include daily lesson objectives with behavior, conditions, and criteria for mastery, and communicate those to students.
	Target Date:	05/20/2016
	Tasks:	
	1. 100% of certified staff will participate in professional development on writing daily lesson objectives aligned with the Standards of Learning, which include behavior, conditions, and criteria, and criteria for mastery.	
	Assigned to:	Elizabeth Fulcher
	Added date:	01/27/2016
	Target Completion Date:	02/15/2016
	Comments:	
	Task Completed:	02/08/2016
	2. For all lessons, certified staff will communicate the behavior, conditions and criteria for mastery verbally, in written lesson plans, and through the use of I Can... statements posted in the classroom.	
	Assigned to:	Elizabeth Fulcher
	Added date:	01/27/2016
	Target Completion Date:	

	Target Completion Date:	05/20/2016
	Comments:	Verified through the process of checking lesson plans and observations conducted by various members of Instructional Team.
	Task Completed:	05/20/2016
Implement	Percent Task Complete:	
	Objective Met:	5/30/2016
	Experience:	5/30/2016 This objective was added after meeting with the VDOE Academic Review Team. Professional development was added to the schedule to support the teachers in their knowledge and facilitation of providing evidence of the behavior, conditions and criteria of each lesson.
	Sustain:	5/30/2016 All tasks of this objective should continue in order to provide evidence of rigor and alignment to the VDOE Curriculum Framework, as prescribed by the VDOE Academic Review Team.
	Evidence:	5/30/2016 Through the process of checking lesson plans weekly and conducting observations by various members of Instructional Team, evidence was provided that teachers were communicating to students and including in their lesson plans statements of behavior, conditions, and criteria.

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 8/18/2015 5/30/2016		
Assessment	Level of Development:	Initial: Limited Development 09/04/2014	
		Objective Met - 08/18/2015 05/30/2016	
	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:	AIMSweb, PALS, MAPs, DSA, SRI/SPI, and SOL data points are used to determine the students that will receive remediation.	
Plan	Assigned to:	Samantha Sigmon	
	How it will look when fully met:	In the 2015-2016 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:	05/20/2016	
	Tasks:		

1. 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.	
	Assigned to:	Samantha Sigmon
	Added date:	08/20/2015
	Target Completion Date:	05/20/2016
	Comments:	
	Task Completed:	05/20/2016
	2. 100% of classroom teachers will analyze SOL reports from Pearson focusing on areas of need from tests individual teachers taught and also focusing on the areas of individual need.	
	Assigned to:	Elizabeth Fulcher
	Added date:	08/20/2015
	Target Completion Date:	05/20/2016
	Comments:	
	Task Completed:	05/26/2016
	3. 100% of students will be administered at least three of the following screenings: PALS (PK-3), SRI/SPI (3-5), MAPS (K-5), AIMSWeb (K-1 and Child Study), HCPS Writing Assessment (PK-5), and DSA (K-5)	
	Assigned to:	Samantha Sigmon
	Added date:	08/20/2015
	Target Completion Date:	05/20/2016
	Comments:	
	Task Completed:	05/20/2016
	4. Staff will collaborate to analyze data from PALS, DSA, MAPS, AIMSWeb, Writing, and SRI/SPI	
	Assigned to:	Samantha Sigmon
	Added date:	08/20/2015
	Target Completion Date:	05/20/2016
	Comments:	
	Task Completed:	05/20/2016
	5. Respective committees will meet/collaborate for initial Child Study Committee meetings, SPED and/or LEP meetings to discuss areas of concern. The respective committee will review student assessments, teacher observations, and other classroom data to determine the initial level of interventions.	
	Assigned to:	Clif Jones
	Added date:	08/20/2015
	Target Completion Date:	05/20/2016
	Comments:	
	Task Completed:	05/27/2016
	6. For students in Child Study, staff will conduct probes to determine the student's level of performance using AIMSWeb. All students in K-1 will be administered AIMSWeb.	
	Assigned to:	Samantha Sigmon
	Added date:	08/20/2015
	Target Completion Date:	05/20/2016
	Comments:	
	Task Completed:	05/20/2016
Implement	Percent Task Complete:	

	Objective Met:	8/18/2015 5/30/2016	
	Experience:	<p>8/18/2015 completed 2014-2015 school year under previous principal</p> <p>5/30/2016 Using a balanced assessment model, students were screened and assessed throughout the school during scheduled times in order to gain knowledge about student progress. Data was disaggregated and analyzed collaboratively among grade levels, with the Instructional team, and vertically between grade levels. Data was used to guide instruction for whole groups, small groups and individuals. Data was also used in the Child Study process for student progress monitoring.</p>	
	Sustain:	<p>8/18/2015 completed 2014-2015 school year under previous principal</p> <p>5/30/2016 Continue to use the balanced assessment model to gain valuable information about student progress. Using the data, alter instruction and interventions to meet the academic needs of the students.</p>	
	Evidence:	<p>8/18/2015 completed 2014-2015 school year under previous principal</p> <p>5/30/2016 Unofficially, the pass rate for each core area of the SOL assessment increased by several percentage points. Twenty out of 46 SOL tests were passed the second time after students received additional remediation based on personal SOL assessment data.</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 8/18/2015 5/30/2016		
Assessment	Level of Development:	Initial: Limited Development 09/10/2014	
		Objective Met - 08/18/2015 05/30/2016	
	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:	AIMSWeb will be used to differentiate interventions for K-1 students and students in Child Study.	
Plan	Assigned to:	Elizabeth Fulcher	
	How it will look when fully met:	In the 2015-2016 school year, 80% of students will pass the Reading SOL assessment and 80% of students will pass the Math SOL assessment.	
	Target Date:	05/20/2016	
	Tasks:		
	1. Interventions will be conducted with at-risk students using strategies, such as Daily 5, Read 180, Marzano, Moby Max, and IXL.		
	Assigned to:	Shelley Slaughter	

	Added date:	08/19/2015
	Target Completion Date:	05/20/2016
	Comments:	
	Task Completed:	05/20/2016
	2. 100% of Child Study and LEP meetings will be held to collaborate and plan research-based interventions for identified students.	
	Assigned to:	Clif Jones
	Added date:	08/19/2015
	Target Completion Date:	05/20/2016
	Comments:	Last Child Study meeting held May 27, 2016.
	Task Completed:	05/27/2016
	3. 100% of LEP plans and IEPs will include targeted plans for improvement in low areas of the WIDA ACCESS score or IEP goals, respectively.	
	Assigned to:	Elizabeth Fulcher
	Added date:	08/19/2015
	Target Completion Date:	05/06/2016
	Comments:	
	Task Completed:	05/20/2016
	4. Staff will participate in collaborative planning to determine differentiated instruction to meet the diverse academic needs for each student.	
	Assigned to:	Shelley Slaughter
	Added date:	08/19/2015
	Target Completion Date:	05/20/2016
	Comments:	
	Task Completed:	05/26/2016
Implement	Percent Task Complete:	
	Objective Met:	8/18/2015 5/30/2016
	Experience:	8/18/2015 completed 2014-2015 school year under previous principal 5/30/2016 Specific, research-based interventions were conducted with at-risk students or strategy groups based on individual academic needs of students.
	Sustain:	8/18/2015 completed 2014-2015 school year under previous principal 5/30/2016 Continue to disaggregate student data to determine individual academic needs and strategy skill groups.
	Evidence:	8/18/2015 completed 2014-2015 school year under previous principal 5/30/2016 At this time, WIDA scores have not been reported. All core areas of the 2015-2016 SOL assessments demonstrated several percentage points of growth for student pass rate.

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 6/2/2015 5/30/2016		
Assessment	Level of Development:	Initial: Limited Development 09/10/2014	
		Objective Met - 06/02/2015 05/30/2016	
	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:	The Child Study process to monitor targeted students.	
Plan	Assigned to:	Clif Jones	
	How it will look when fully met:	In the 2015-2016 school year, 100% of students identified through the Child Study process that are at risk of failing or needing interventions will be tracked and monitored using AIMSWeb.	
	Target Date:	05/20/2016	
	Tasks:		
	1. The Child Study committee will reconvene at least every six-eight weeks to assess intervention data and decide the next course of action. They will continue to meet until the child either reaches Monitor Status or qualifies for Special Education Services.		
	Assigned to:	Clif Jones	
	Added date:	08/20/2015	
	Target Completion Date:	05/20/2016	
	Comments:	The last Child Study meeting was conducted on May 27, 2016.	
	Task Completed:	05/27/2016	
	2. The ELL tutors or SPED teachers, classroom teachers and administration will collaborate every 4.5 weeks to review student assessments, teacher observations, and other student data to determine additional interventions and strategies.		
	Assigned to:	Clif Jones	
	Added date:	08/20/2015	
	Target Completion Date:	05/20/2016	
	Comments:		
	Task Completed:	05/20/2016	
	3. 100% of LEP students will be monitored for specific ACCESS areas. 100% of SPED students will be monitored for specific IEP goals.		
	Assigned to:	Elizabeth Fulcher	
	Added date:	08/20/2015	
	Target Completion Date:	05/20/2016	
	Comments:		
	Task Completed:	05/20/2016	
Implement	Percent Task Complete:		

	Objective Met:	6/2/2015 5/30/2016
	Experience:	<p>6/2/2015 1. We used a three tier model from MAP assessments and teacher observations/assessments to identify students who needed remediation or other activities to achieve mastery of the skills and objectives in the Curriculum Framework.</p> <p>6/2/2015 1. We used a three tier model from MAP assessments and teacher observations/assessments to identify students who needed remediation or other activities to achieve mastery of the skills and objectives in the Curriculum Framework.</p> <p>5/30/2016 The Child Study committee met every six-eight weeks with guardians to disaggregate intervention data and decide the next course of action. Staff collaborated to review student progress and data in order to determine additional strategies and interventions needed. Respectively, LEP meetings and SPED meetings were conducted with guardians in order for LEP plans and IEPs to be updated to reflect present levels of performance for each LEP and SPED student.</p>
	Sustain:	<p>6/2/2015 We need to have the RTI formula school wide and to use AIMS effectively in grades K-2. More training with the school psychologist is needed.</p> <p>6/2/2015 We need to have the RTI formula school wide and to use AIMS effectively in grades K-2. More training with the school psychologist is needed.</p> <p>5/30/2016 Continue to schedule meetings and invite guardians to collaborate for the success of their student. Continue to schedule data conferences with our Child Psychologist in order to accurately disaggregate AIMSWeb data for progress monitoring and in order to help select appropriate, research-based interventions. Continue with Child Study progress monitoring and meetings.</p>
	Evidence:	<p>6/2/2015 Monitoring sheets that the teachers provided in weekly meetings MAP data and reports</p> <p>6/2/2015 Monitoring sheets that the teachers provided in weekly meetings MAP data and reports</p> <p>5/30/2016 The percentage of SPED and LEP students that passed the 2015-2016 SOL tests increased by several percentage points. Progress monitoring documentation for students in Child Study was tracked and recorded.</p>