

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.

King's Fork Middle School

Virginia SIP - School Indicators (CI)

Key Indicators are shown in **RED**.

School Leadership and Decision Making

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

Indicator	ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)
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Status	Tasks completed: 0 of 4 (0%)
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Assessment	Level of Development:	Initial: Limited Development 10/12/2012	
	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 Instructional Leadership Team reviews data monthly. The administrators are utilizing a variety of observational tools and have made a concerted effort to increase time spent conducting classroom observations and providing written and/or verbal feedback. The Instructional Leadership Team is determining methods of aggregating the data collected using the new online observation application.	
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Plan	Assigned to:	Jennifer Presson	
	How it will look when fully met:	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.	
	Target Date:	12/01/2013	

Tasks:			
		1. Analyze and reflect on data during Instructional Leadership Team meetings to determine trends and needs.	
		Assigned to:	Jennifer Presson
		Target Completion Date:	06/14/2013
		Comments:	Quarterly reflections by administrators First 9 Weeks reflections have been completed.
		2. Communicate student performance to students and parents.	
		Assigned to:	Jennifer Presson
		Target Completion Date:	06/14/2013

		Comments:	Gold Medal Count was shared during the First Nine Weeks Student Success Assemblies on November 27, 2012. Data Walls Observe student tracking of data Use school website and The SPOT to announce outstanding student performance
	3. Determine methods to aggregate observation data to share trends and plan professional development.		
		Assigned to:	Jennifer Presson
		Target Completion Date:	12/01/2013
		Comments:	
	4. Require utilization of literacy strategies to be discussed during instructional planning meetings. The minimal expectation will be the use of one literacy strategy effectively utilized throughout the month; the challenge expectation will be the effective utilization of two or more literacy strategies.		
		Assigned to:	Jennifer Presson
		Target Completion Date:	06/14/2013
		Comments:	Provide evidence of use of literacy strategies on lesson plans. Reflections to be submitted monthly. Identify and model best practices within subject/grade level. Intentional use of literacy strategies. Literacy strategies need to be infused in the lessons. All students need to become better readers/deeper thinkers.
Implement	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

January 04, 2013

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator **IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)**

Status [Not a priority or interest](#)

Assessment Level of Development: Initial: **No development or Implementation** 10/10/2012

Explain why not a Priority or Interest: Another indicator was selected for the Principal's Role.

January 04, 2013

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: 2 of 6 (33%)

Assessment	Level of Development:	Initial: Limited Development 10/12/2012	
	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 administrators are utilizing a variety of observational tools to gather data to assist in identifying strengths and areas in need of improvement. Topics for professional development are based on these observations as well as division-wide initiatives.	
Plan	Assigned to:	Robert Brennan	
	How it will look when fully met:	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.	
	Target Date:	12/01/2013	
	Tasks:		
		1. Survey faculty through self-assessment to identify strengths and weaknesses. The survey will also allow the faculty to identify colleagues with particular strengths.	
		Assigned to:	Robert Brennan
		Target Completion Date:	10/31/2012
		Comments:	
		Task Completed:	11/02/2012
		2. Identify indicators of effective teaching by gathering student and faculty feedback.	
		Assigned to:	Robert Brennan
		Target Completion Date:	11/06/2012
		Comments:	What teachers identify versus what students identify versus what administrators look for during observations. Three circle Venn.
		Task Completed:	11/06/2012
		3. Conduct more frequent post-observation conferences to provide specific feedback.	
		Assigned to:	Robert Brennan
		Target Completion Date:	06/14/2013
		Comments:	
		4. Provide opportunities for peer observations within subjects and grade levels.	
		Assigned to:	Robert Brennan

		Target Completion Date:	03/28/2013
		Comments:	Coverage will need to be arranged.
	5. Differentiate professional development based on data collected from surveys and classroom observations.		
		Assigned to:	Robert Brennan
		Target Completion Date:	12/01/2013
		Comments:	Ongoing.
	6. Provide professional development on literacy strategies.		
		Assigned to:	Robert Brennan
		Target Completion Date:	06/14/2013
		Comments:	All teachers selected two sessions to attend on November 6, 2012. Topics included Reciprocal Teaching, Summarizing, Marginalia, Even Dozen, Anticipation Guides, RAFT, and Think Alouds. Sessions will be repeated on January 9, 2013; a special break-out session on Accelerated Reader will be conducted for English teachers.
Implement	Percent Task Complete:	Tasks completed: 2 of 6 (33%)	

January 04, 2013

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 10/15/2012	
	Explain why not a Priority or Interest:	Another indicator was selected for instruction.	

January 04, 2013

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator **IIIC12 - All teachers engage all students (e.g., encourage silent students to participate). (167)**

Status Tasks completed: 0 of 6 (0%)

Assessment	Level of Development:	Initial: Limited Development 10/15/2012	
	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:	While teachers plan and implement lessons that include a variety of instructional strategies, students would benefit from engaging lessons that consistently incorporate movement, small group instruction, and activities that involve peer interaction.	
Plan	Assigned to:	Joylyn Dildy	
	How it will look when fully met:	All teachers will engage all students (e.g., encourage silent students to participate).	
	Target Date:	12/01/2013	
	Tasks:		
		1. Facilitate students in developing personal goals to foster their ownership of the learning process.	
		Assigned to:	Joylyn Dildy
		Target Completion Date:	12/01/2013
		Comments:	
		2. Incorporate small group instruction to increase interaction with and among students.	
		Assigned to:	Joylyn Dildy
		Target Completion Date:	06/14/2013
		Comments:	
		3. Incorporate tiered lessons by readiness to meet the needs of all learners.	
		Assigned to:	Joylyn Dildy
		Target Completion Date:	06/14/2013
		Comments:	Teachers will incorporate a minimum of one tiered lesson by readiness each quarter. All teachers will participate in a reflection session. Make It and Take It sessions offered to assist in development.
		4. Incorporate music, movement and Brain Breaks in classroom instruction to increase student engagement.	
		Assigned to:	Joylyn Dildy
		Target Completion Date:	06/14/2013

		Comments:	Music - using music as management tool versus instructional strategy
		5. Empower teachers to fine-tune classroom management strategies to address all forms of off-task behavior.	
		Assigned to:	Joylyn Dildy
		Target Completion Date:	06/14/2013
		Comments:	Ruby Payne - use of voice PD 360 Visible Learning for Teachers by John Hattie post-observation conferences peer observations as assigned by administration to include passive students
		6. Provide professional development to clearly define student engagement.	
		Assigned to:	Joylyn Dildy
		Target Completion Date:	06/14/2013
		Comments:	SURN forms used during professional development survey students about best teaching strategies and share during PD on engagement FRAYER model
Implement	Percent Task Complete:	Tasks completed: 0 of 6 (0%)	

January 04, 2013

School Community

Connecting members of the school community to support student learning

Indicator	IVD06 - The school sponsors all-school events (e.g., family night, open house) that include parents, students, and teachers and focus on the parents' role in their student's learning (e.g., learning standards, Compact, homework policy, "curriculum of the home"). (198)		
Status	Tasks completed: 2 of 5 (40%)		
Assessment	Level of Development:	Initial: Limited Development 10/12/2012	
	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:	We offer quarterly school events that focus on the parents' role in their student's learning. We will continue to assess the needs and interests of the parents, students, and teachers in order to plan and implement additional events.	
Plan	Assigned to:	Sarah Catlett	
	How it will look when fully met:	The school will sponsor all-school events (e.g., family night, open house) that include parents, students, and teachers and focus on the parents' role in their student's learning.	
	Target Date:	12/01/2013	
	Tasks:		

	1. Host an annual Learning Fair to showcase what and how students are learning.
	Assigned to: Sarah Catlett
	Target Completion Date: 11/09/2012
	Comments: ACCESS foundation partnered with us for the 2012-2013 event. There were about 90 students and parents in attendance and 30 faculty members. The Learning Fair comprised of tables and booths across subject areas where students and teachers demonstrated what and how students are learning. The ACCESS College Foundation offered a workshop for seventh and eighth grade parents.
	Task Completed: 11/08/2012
	2. Sponsor Family Fitness and Wellness Night to highlight the connection between personal wellness and academic success.
	Assigned to: Sarah Catlett
	Target Completion Date: 01/31/2013
	Comments: Co-hosted by physical education department and EA Team 4. Invite medical professionals, YMCA, SYAA, Suffolk Recreation Department, and SPS Food Services to participate.
	3. Provide parent workshops to explain the Student Status Letter for Promotion and suggestions for student success.
	Assigned to: Sarah Catlett
	Target Completion Date: 06/14/2013
	Comments: On-campus at the end of the 1st nine weeks, Off-campus at the end of the 2nd nine weeks. Include invitation on the first status letter and have homeroom teachers to highlight the date.
	4. Invite parents to attend a workshop on understanding the results of the PSAT test.
	Assigned to: Sarah Catlett
	Target Completion Date: 12/20/2012
	Comments: Fifteen parents and forty students attended the workshop on Monday, December 17, to receive the PSAT results and discuss opportunities available through College Board for College and Career planning.
	Task Completed: 12/17/2012
	5. Restructure the format of PTA meetings to include PTA business, student performance, and an instructional activity.
	Assigned to: Sarah Catlett
	Target Completion Date: 12/01/2013
	Comments: Expand beyond fine arts performances. Bring your binder - organize for success Consider posting pictures/video clips on our school website
Implement	Percent Task Complete: Tasks completed: 2 of 5 (40%)

January 04, 2013

Formative Assessment

Formative and Summative Assessments

Indicator	VA10 - Staff members create effective classroom discussions, questions, and learning tasks that elicit evidence of learning. These include strategies for gathering information such as on-the-fly, planned, and curriculum embedded assessments. (1609)
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Status	Not a priority or interest
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Assessment	Level of Development:	Initial: No development or Implementation 10/15/2012
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	Explain why not a Priority or Interest:	Another indicator was selected for instruction.
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January 04, 2013

Formative Assessment

Feedback

Indicator	VC01 - Staff members use evidence of student learning as feedback to adapt and differentiate instruction to meet the needs of the different students. (1622)
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Status	Not a priority or interest
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Assessment	Level of Development:	Initial: No development or Implementation 10/15/2012
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	Explain why not a Priority or Interest:	Another indicator was selected for instruction.
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January 04, 2013

Indicator	VC02 - Staff members use feedback to respond quickly to students' learning needs. This includes on the spot changes during a lesson (when it is obvious students are not understanding), as well as anticipating where students might struggle and planning ahead to address those needs. (1623)
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Status	Not a priority or interest
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Assessment	Level of Development:	Initial: No development or Implementation 10/15/2012
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	Explain why not a Priority or Interest:	Another indicator was selected for instruction.
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January 04, 2013

Indicator	VC03 - Staff members provide students with feedback that clearly communicates where they are going, where they are now (relative to the learning goal or target), and what they can do to close the gap. (1624)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/12/2012	
	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:	<p>Providing pacing calendars and issuing progress reports are currently practices for teachers.</p> <p>Developing student portfolios, displaying data walls, and requiring students to track their progress towards mastery are current practices to inform students of where they are and where they are going as learners.</p> <p>The current focus is to increase building-wide student ownership of the learning process in order to close achievement gaps.</p>	
Plan	Assigned to:	Wendy Gray	
	How it will look when fully met:	Staff members will provide students with feedback that clearly communicates where they are going, where they are now (relative to the learning goal or target), and what they can do to close the gap.	
	Target Date:	06/14/2013	
	Tasks:		
	1. Guide students in charting their personal performance data and participating in teacher/student conferences to increase communication about progress towards learning goals.		
	Assigned to:	Wendy Gray	
	Target Completion Date:	06/14/2013	
	Comments:	AR progress/goal English and Math mastery data	
	2. Incorporate student reflections throughout the learning process.		
	Assigned to:	Wendy Gray	
	Target Completion Date:	06/14/2013	
	Comments:	Error analysis Professional development on formative assessments	
	3. Conference with students frequently to provide ongoing support and feedback in meeting individual reading goals.		
	Assigned to:	Robert Butler	
	Target Completion Date:	06/14/2013	

		Comments:	Generate weekly diagnostic reports through AR. Mini-conference with students about meeting reading goals. Reading data displayed in the classroom. Administrators conduct mini-conferences with students to discuss reading goals. (lunch time)
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

January 04, 2013