Improvement Plan Report

A detailed activity report of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation information, omitting the details of the tasks.

King's Fork Middle School

Key Indicators are shown in RED.

Virginia SIP - School Indicators (CI)

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)**	
Status	Tasks completed: 0 of 4 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/12/2012
	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.
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
Implement	Percent Tasks Completed:	0 of 4 (0%)

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
		Not a priority or interest

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
	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
Implement	Percent Tasks Completed:	2 of 6 (33%)

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
		Not a priority or interest

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
	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
Implement	Percent Tasks Completed:	0 of 6 (0%)

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
	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
Implement	Percent Tasks Completed:	2 of 5 (40%)

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)**	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/15/2012
		Not a priority or interest

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)**	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/15/2012
		Not a priority or interest

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)**	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 10/15/2012
		Not a priority or interest

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
	Describe current level of development:	Providing pacing calendars and issuing progress reports are currently practices for teachers. 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. The current focus is to increase building-wide student ownership of the learning process in order to close achievement gaps.
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
Implement	Percent Tasks Completed:	0 of 3 (0%)

March 28, 2013