

Comprehensive Plan Report

Activity in the last 6 months

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.

2/24/2015

King's Fork Middle School NCES - na
Suffolk Public School

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 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: 4 of 7 (57%)		
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.	
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:	06/12/2015	
	Tasks:		
	1. Provide professional development in utilizing the Odyssey program.		
	Assigned to:	Jennifer Presson	
	Added date:	10/08/2013	
	Target Completion Date:	10/31/2013	
	Comments:	First training session on setting up classes and creating learning paths provided on 10/9/2013.	
		Follow up session on monitoring progress with be offered 10/2013.	
	Task Completed:	11/06/2013	
	2. Provide professional development in understanding and implementing comprehension strategies focused on questioning.		
	Assigned to:	Jennifer Presson	
	Added date:	10/08/2013	

	Target Completion Date:	10/31/2013
	Comments:	Math session to be provided by math instructional specialists. Session for all other subjects provided by principal. Sessions scheduled on 10/23/2013. Follow up session provided to teachers during January's full faculty meeting.
	Task Completed:	01/08/2014
	3. Provide professional development in understanding and implementing comprehension strategies focused on inferring/predicting, determining important ideas/summarizing, and monitoring/clarifying individual understanding of text.	
	Assigned to:	Jennifer Presson
	Added date:	10/08/2013
	Target Completion Date:	05/20/2015
	Comments:	Literacy strategies are modeled during monthly faculty meetings/professional development sessions. August 2014-Summary Frames, Graphic Organizers September 2014-Marginalia October 2014-Question-Answer Relationships, Golden Lines, Anticipation Guides
	4. Provide professional development in effectively utilizing Accelerated Reader to target students whose reading difficulties require tier three interventions.	
	Assigned to:	Jennifer Presson
	Added date:	10/08/2013
	Target Completion Date:	01/31/2013
	Comments:	
	Task Completed:	02/12/2014
	5. Classes will be observed to collect data on the cognitive level of questions asked and wait time provided.	
	Assigned to:	Jennifer Presson
	Added date:	10/13/2013
	Target Completion Date:	10/18/2013
	Comments:	Aggregated data will be shared during professional development session on questioning strategies on 10/23/13.
	Task Completed:	12/04/2013
	6. The Instructional Leadership Team will complete a book study using John Hattie's Visible Learning.	
	Assigned to:	Jennifer Presson
	Added date:	10/14/2014
	Target Completion Date:	01/28/2015
	Comments:	February 2014-Book Talk Introduction March 2014-Chapters 1 and 2, Appendix April 2014-Chapter 3 Small groups will present designated chapters in the fall of 2014.
	7. Investigate and identify a formal anti-bullying campaign that is targeted to Middle and High school students that can be implemented in the 2015-2016 school year.	
	Assigned to:	Wendy Gray
	Added date:	02/24/2015

	Target Completion Date:	04/03/2015
	Comments:	Team members will research information on the campaigns from the safe schools survey.
Implement	Percent Task Complete:	Tasks completed: 4 of 7 (57%)

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 7 (29%)		
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:	Steve Smith	
	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:	06/12/2015	
	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	
	Added date:	10/22/2012	
	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	
	Added date:	10/22/2012	
	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:	Steve Smith	
	Added date:	10/22/2012	
	Target Completion Date:	06/14/2013	
	Frequency:	four times a year	

	Comments:	Feedback on the alignment of the written, taught, and tested curriculum is provided at least quarterly to core teachers.
	4. Differentiate professional development based on data collected from surveys and classroom observations.	
	Assigned to:	Steve Smith
	Added date:	10/22/2012
	Target Completion Date:	12/01/2013
	Frequency:	four times a year
	Comments:	Ongoing.
	5. Provide opportunities for peer observations within subjects and grade levels.	
	Assigned to:	Steve Smith
	Added date:	10/22/2012
	Target Completion Date:	06/12/2015
	Comments:	Coverage will need to be arranged.
	6. Provide professional development on literacy strategies.	
	Assigned to:	Steve Smith
	Added date:	12/05/2012
	Target Completion Date:	06/12/2015
	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 were repeated on January 9, 2013; a special break-out session on Accelerated Reader was conducted for English teachers. Session on questioning strategies will be provided on 10/23/13. Literacy Strategies are modeled monthly at faculty meetings. 12/10/2014 - Professional development Literacy Strategies review; Golden Lines, QAR and Anticipation Guides
	7. Provide professional development on Whole Brain Teaching for Challenging Kids.	
	Assigned to:	Steve Smith
	Added date:	10/14/2014
	Target Completion Date:	06/17/2016
	Comments:	July 2014-Admin Book Read and teachers to participate in professional development provided by the author August 2014-Admin modeled 5 classrooms rules and 5 teaching techniques to be adopted schoolwide. (Class-Yes, Teach Okay, Mirror Words, Hand and Eyes, and You're Still Cool)Faculty attended professional development provided by the author and read Chapter 3. September 2014-Launching 2014-15 Plan implemented during the first week of school to explicitly model and practice the rules and techniques; Rules and techniques were modeled for parents at PTA Open House and bus drivers at initial in-service October 2014-Faculty book read for three additional chapters. Teachers modeled variations of the Teach-Okay strategy.
Implement	Percent Task Complete:	Tasks completed: 2 of 7 (29%)

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: 3 of 10 (30%)		
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:	06/12/2015	
	Tasks:		
	1. Facilitate students in developing personal goals to foster their ownership of the learning process.		
	Assigned to:	Joylyn Dildy	
	Added date:	10/22/2012	
	Target Completion Date:	12/01/2013	
	Comments:		
	Task Completed:	12/02/2013	
	2. Conduct classroom observations to collect baseline data on the building's instructional delivery.		
	Assigned to:	Joylyn Dildy	
	Added date:	02/24/2014	
	Target Completion Date:	06/13/2014	
	Frequency:	twice weekly	
	Comments:	This team is responsible for observing instructional delivery (i.e., intervention strategies, instructional strategies, differentiated instruction) and provide meaningful feedback.	
	Task Completed:	05/23/2014	
	3. Provide professional development to clearly define student engagement.		
	Assigned to:	Joylyn Dildy	
	Added date:	10/23/2012	
	Target Completion Date:	06/13/2014	
	Comments:	SURN forms used during professional development beginning 11/6/12. Surveyed students about best teaching strategies and share during PD on student engagement on 11/6/12. Faculty developed definitions of student engagement using the FRAYER model on 11/6/12.	

		Book talk using Visible Learning for 20 faculty members to gain a deeper understanding of high-yield strategies.
	Task Completed:	06/30/2014
	4. Incorporate small group instruction to increase interaction with and among students.	
	Assigned to:	Joylyn Dildy
	Added date:	10/22/2012
	Target Completion Date:	06/12/2015
	Comments:	
	5. Incorporate tiered lessons by readiness to meet the needs of all learners.	
	Assigned to:	Joylyn Dildy
	Added date:	10/23/2012
	Target Completion Date:	06/12/2015
	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. The DI Team will review reflections and provide feedback to teachers to assist in implementation. The DI Team evaluated teacher reflections on tiered lessons and provided feedback to teachers on 10/2/2013.
	6. Empower teachers to fine-tune classroom management strategies to address all forms of off-task behavior.	
	Assigned to:	Joylyn Dildy
	Added date:	10/23/2012
	Target Completion Date:	06/12/2015
	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 DI team will develop training sessions on implementing tiered lessons and flexible grouping, focusing on logistics and management of student behavior Chris Biffle - Whole Brain Teaching strategies
	7. Remediation plan will include during school and outside of school formats.	
	Assigned to:	Joylyn Dildy
	Added date:	10/13/2013
	Target Completion Date:	05/22/2015
	Comments:	Weekly reteaching block will continue to be on Fridays during PE and Exploratory classes. Students participating are recorded in a Google Drive document. Sixth grade students who were unsuccessful on the fifth grade SOL tests in reading and math are scheduled into a nine-week remediation class during exploratory time. After school tutoring will be included for a targeted group of students

		<p>who are assigned mentors.</p> <p>Pending funding, a project-based remediation program will be offered on Saturdays for Tier 2 students.</p> <p>Two special education teachers are providing after school remediation for Tier 3 students in the area of reading.</p>
	8. Incorporate read aloud books to introduce and reinforce concepts in math, science, social studies, and health classes.	
	Assigned to:	Joylyn Dildy
	Added date:	10/13/2013
	Target Completion Date:	05/22/2015
	Comments:	<p>Media Specialists have been provided a budget and are working with teachers to develop lists of books.</p> <p>Tips on incorporation will be included in literacy professional development.</p>
	9. Implement simulations and hands-on activities in Civics/Economics classes to increase engagement and depth of understanding.	
	Assigned to:	Steve Smith
	Added date:	10/14/2014
	Target Completion Date:	05/22/2015
	Comments:	<p>August 2014-Reporting Category and SPQ data analyzed to determine specific areas of focus.</p> <p>10/1/2014 through end of semester - have implemented - Created "Important teen document" that outlines 10 rights/freedoms they want to have now. Created a 5 finger freedom organizer outlining the rights of the First Amendment. Role play powers of the executive branch; students chose a power of the President and decision making process and impacts. Utilized "Golden Lines" activity with interest group article; students read article, identify key parts, how it connected to what was being learned. Flow chart activity on Marbury vs Madison. Video clips on media influences – viewpoints on national elections. Will implement- Participate in International Trade simulation; students choose a country from a given list and will trade with other students for economic growth. Mock Trial/Civil Case with Suffolk DA office.</p> <p>1/2015 - first semester classes were tiered to participate in hands on activities based on mock test data; this included power station activities, small group remediation, interactive websites and direct teacher instruction. Second semester activities will participate in activities.</p>
	10. Survey faculty to gather suggestions on incorporating daily literacy strategies that increase opportunities for students to connect to the curriculum through reflecting on what they are reading and writing.	
	Assigned to:	Joylyn Dildy
	Added date:	12/14/2014
	Target Completion Date:	10/31/2014
	Frequency:	once a year
	Comments:	Based on baseline data collected during the 2013-14 school year, the

Comments:

team determined that KFMS would benefit from a whole-school emphasis on literacy. The team believes literacy should be a school-wide focus for all content areas. These strategies should encourage engagement of all students by increasing the opportunities for students to summarize (in writing) what they are reading or learning.

Implement Percent Task Complete: Tasks completed: 3 of 10 (30%)

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: 4 of 6 (67%)

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: 06/12/2015

Tasks:

1. Host an annual Learning Fair to showcase what and how students are learning.

Assigned to: Sarah Catlett

Added date: 10/22/2012

Target Completion Date: 11/07/2013

Frequency: once a year

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.

Spring Learning Fair was held in April 2013. Approximately 100 parents, students, and faculty members were in attendance.

Learning Fair for fall of 2013 is scheduled for November 7, 2013. ACCESS Foundation will again partner with the school for this event. In addition to students and teachers showcasing what and how they are learning, breakout sessions will be provided for parents on adolescent topics.

	Task Completed:	11/07/2013
	2. Restructure the format of PTA meetings to include PTA business, student performance, and an instructional activity.	
	Assigned to:	Sarah Catlett
	Added date:	10/22/2012
	Target Completion Date:	12/01/2013
	Frequency:	four times a year
	Comments:	<p>Expand beyond fine arts performances. Bring your binder - organize for success Consider posting pictures/video clips on our school website</p> <p>Student performance data is shared with stakeholders during Open House each September.</p> <p>Whole Brain Teaching rules were shared with parents by chorus students during September 2014 open house night.</p> <p>Home Access Center was presented by PTA President during October, 2014 PTA meeting.</p> <p>During December 2014 PTA meeting and holiday concerts, Administrators emphasized the importance of independent reading at home.</p>
	Task Completed:	12/02/2013
	3. Provide parent workshops to explain the Student Status Letter for Promotion and suggestions for student success.	
	Assigned to:	Sarah Catlett
	Added date:	10/22/2012
	Target Completion Date:	06/14/2013
	Comments:	<p>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.</p>
	Task Completed:	06/13/2013
	4. Invite parents to attend a workshop on understanding the results of the PSAT test.	
	Assigned to:	Sarah Catlett
	Added date:	10/22/2012
	Target Completion Date:	12/19/2013
	Frequency:	once a year
	Comments:	<p>Fifteen parents and forty students attended the workshop on Monday, December 17, 2012 to receive the PSAT results and discuss opportunities available through College Board for College and Career planning.</p> <p>Will continue to host annually.</p>
	Task Completed:	12/17/2012
	5. Create frames that contain pictures with caption that shows a snippet of the learning process that is	

taking place at KFMS. In this manner, they are knowledgeable about the greatness at KFMS.	
Assigned to:	Joy Lawton and Beverly Davis
Added date:	03/06/2014
Target Completion Date:	04/03/2015
Frequency:	once a year
Comments:	
6. Provide parents and families the opportunity to prepare for college through a workshop provided by ACCESS College.	
Assigned to:	Sarah Catlett
Added date:	02/24/2015
Target Completion Date:	02/23/2015
Frequency:	once a year
Comments:	
Implement	Percent Task Complete: Tasks completed: 4 of 6 (67%)
Formative Assessment	
Feedback	
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 4 (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: 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: 06/12/2015
	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
Added date:	10/22/2012

	Target Completion Date:	06/12/2015
	Frequency:	four times a year
	Comments:	AR progress/goal English and Math mastery data MAP Reading/Math data
2. Incorporate student reflections throughout the learning process to include students being able to articulate the what, the why and the how of learning.		
	Assigned to:	Wendy Gray
	Added date:	10/22/2012
	Target Completion Date:	06/12/2015
	Comments:	Error analysis to be incorporated after tests. Professional development on formative assessments to provide students feedback on their progress. Students are asked to articulate learning tasks during classroom visits.
4. Analyze curriculum frameworks and SPBQ data to identify cognitive levels of state test items and how they are similar/different from the frameworks. Identify current cognitive levels of local (school/teacher developed) quizzes and test. Revise and update school/teacher made quizzes and tests to better align with the cognitive levels on the state Standards of Learning Tests.		
	Assigned to:	Joylyn Dildy
	Added date:	10/07/2013
	Target Completion Date:	06/12/2015
	Frequency:	four times a year
	Comments:	This task is ongoing and will be done quarterly as new standards are taught. Pre-service 2013, content areas met vertically to begin. Vertical Teams meet quarterly to complete a Table of Specifications that included details on instructional activities.
5. Identify and utilize a process of monitoring and evaluating student performance to determine effectiveness of implemented intervention programs .		
	Assigned to:	Steve Smith
	Added date:	02/24/2014
	Target Completion Date:	06/12/2015
	Frequency:	four times a year
	Comments:	2/19/2014 - The Data team met and discussed what student performance data and programs would be utilized in the monitoring process (benchmarks, 9 weeks tests, MAP RIT, Datacation). 10/22/2014 - The Data team met and reviewed ideas to implement that were generated during a staff development workshop on KFMS essential action teams. First semester ideas include the use attendance, discipline and remediation data. Will begin process of developing a monitoring spreadsheet will full access to teachers.
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (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: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 02/24/2014	
	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:	An identification process has been determined to select students to participate in targeted, intervention for reading and math.	
Plan	Assigned to:	Jennifer Presson	
	How it will look when fully met:	The school will use an identification process to determine students at risk of failing or in need of targeted interventions.	
	Target Date:	03/07/2014	
	Tasks:		
	1. Assemble a team to brainstorm resources and ideas regarding the implementation of a reading intervention program. Team members will include English teachers, administrators, guidance director, and district content specialists.		
	Assigned to:	Jennifer Presson	
	Added date:	02/24/2014	
	Target Completion Date:	02/07/2014	
	Comments:	Meetings were held weekly from December 11 through January 15. Data points were discussed. The team reached a consensus that the Winter RIT scores would be used to determine students participating in the reading intervention program.	
	Task Completed:	02/14/2014	
	2. English Teachers will use MAP data to identify students in need of reading intervention. Students in the LOW and LOW/AVG ranges will participate in small group reading intervention lessons.		
	Assigned to:	Jennifer Presson	
	Added date:	10/14/2014	
	Target Completion Date:	06/19/2015	
	Frequency:	twice a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	

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: 2 of 4 (50%)		
Assessment	Level of Development:	Initial: Limited Development 02/24/2014	
	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:	An identification process has been determined to select students to participate in targeted intervention for reading and math. Selected teachers on each grade level will use the Soar to Success program to provide targeted intervention. Differentiated lessons are being developed for implementation in the other classrooms.	
Plan	Assigned to:	Jennifer Presson	
	How it will look when fully met:	A tiered intervention process aligned with individual needs of identified students will be implemented for reading.	
	Target Date:	06/12/2015	
	Tasks:		
	1. Two teachers per grade level will implement pilot project using Soar to Success materials during independent reading time.		
	Assigned to:	Jennifer Presson	
	Added date:	02/24/2014	
	Target Completion Date:	03/28/2014	
	Comments:	Principal met with grade level English teams to brainstorm ideas on targeted intervention and to peruse the Soar to Success materials. Teachers were asked to volunteer to implement the Soar to Success program if interested. Teachers understood that everyone must implement targeted intervention for students in the LOW and LOW AVG groups using RIT scores from the winter MAP assessment. The broader team recommended trying Soar to Success as it included fiction and non-fiction, designed for readers two years behind in reading, did not require students to be on the computer, included a growth monitoring process and focused on students applying both comprehension and decoding strategies. Daily lessons will be incorporated during independent reading time. Progress will be monitored twice a month to assess student growth and to identify tier 3 students.	
	Task Completed:	05/23/2014	
	2. English teachers (who are not piloting Soar to Success) will develop tiered lessons to meet the needs of all readers.		
	Assigned to:	Jennifer Presson	
	Added date:	02/24/2014	
	Target Completion Date:	03/28/2014	
	Comments:	Teachers will determine if lessons will be tiered within the classroom or across the grade level. Teachers discussed incorporating literature circles as a strategy to reach readers on various levels.	

Task Completed: 05/23/2014

3. English teachers will provide small group reading intervention for students in need. Teachers can implement Soar to Success or teacher created intervention focusing on improving vocabulary, comprehension, making inferences and drawing conclusions.

Assigned to: Jennifer Presson

Added date: 10/14/2014

Target Completion Date: 05/22/2015

Comments: August 2014-Additional Soar to Success kits (1 per grade level) were purchased through special education department
September 2014-MAP testing completed (by Oct. 7) to determine students in need of intervention
October 2014-Targeted intervention to begin in English classes. Soar to Success program includes daily lessons. Teacher created lessons will be 3 times per week.

4. Identify students by analyzing MAP data and teacher input to schedule into Algebra Readiness sessions two times per week for eight weeks beginning mid March 2015.

Assigned to: Joylyn Dildy

Added date: 02/24/2015

Target Completion Date: 05/22/2015

Comments: Input from teachers will help target the student group that will benefit the most from the sessions. There will be a fifteen student cap per session.

Implement Percent Task Complete: Tasks completed: 2 of 4 (50%)

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 3 (0%)

Assessment Level of Development: Initial: No development or Implementation 02/24/2014

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: A team has been assembled to monitor the implementation of the intervention programs as well as to monitor data to determine effectiveness.

Plan Assigned to: Jennifer Presson

How it will look when fully met: Faculty will monitor the implementation of targeted intervention for reading to determine effectiveness.

Target Date: 06/12/2015

Tasks:

1. The Intervention Team will observe the implementation of targeted intervention for reading to collect data on student engagement and cognitive level of questions.
The Data Team will review data from Soar to Success and common grade level assessments to determine effectiveness of efforts.
English teachers will self-assess progress on implementing intervention.

Assigned to: Jennifer Presson

Added date:

	Added date:	02/24/2014
	Target Completion Date:	03/20/2015
	Comments:	The Intervention and Data Teams include representatives from multiple grades and disciplines to help gather data on the implementation efforts.
	2. Intervention Observation checklist to be created to collect data on alignment, engagement, and modeling of literacy strategies.	
	Assigned to:	Jennifer Presson
	Added date:	10/14/2014
	Target Completion Date:	10/31/2014
	Comments:	Mrs. McGrath and Mrs. Presson will implement a working draft of the checklist in October. Once revisions have been completed a form will be available in Google Drive for Intervention Team members to collect data. Teachers will also track data on formative assessments. This data in addition to benchmark data will be analyzed to determine effectiveness of reading intervention.
	3. The Intervention and Data Teams will monitor intervention data to determine effectiveness and suggest additional measures to improve reading instruction and performance.	
	Assigned to:	Jennifer Presson
	Added date:	10/14/2014
	Target Completion Date:	06/12/2015
	Frequency:	four times a year
	Comments:	<p>10/22/2014 - Data team met and reviewed first semester ideas that were generated by the staff as to what were the focus areas needed to review by the DATA team.</p> <p>11/12/2014 - Data team met and discussed the data sources will be needed in the spreadsheet for review. The spreadsheet will include attendance over 3 absences, discipline over 3 referrals, English and Math MAP data, English and Math benchmark data. Students in English intervention will be highlighted</p> <p>12/3/2014 - Data team reviewed the monitoring spreadsheet and recommended including the previous years SOL data for Math and English. 2nd 9 weeks English and Math data will be uploaded once students are assessed.</p> <p>1/14/2015 - Full faculty meeting, the data spreadsheet was shared with staff which included: first and second nine weeks data on math and English assessments, map for math and English, absences and referrals. Teachers were given access to review and edit the spreadsheet for their students. Local assessments are included for the core subjects and how KFMS compared to the other local schools.</p>
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)