

Pennington Middle School



2015-2016

School Improvement Plan INDISTAR

Pennington Middle School
School Improvement Plan
(Indistar)

Comprehensive Plan Report

Activity in the last 12 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.

8/28/2015

Pennington Middle School NCES - na

Lee

Virginia Indistar (Rapid Improvement)

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: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 08/25/2015	
	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 Leadership Team reviews data to make decisions regarding teacher and student placement.	
Plan	Assigned to:	Nicole Ayers	
	How it will look when fully met:	The Leadership Team will meet regularly (twice a month) to review school (student) performance data as well as teacher observation data. This data will be used to guide instructional decisions as well as to help guide the direction of professional development provided to the faculty and staff. This objective will never be fully met as data is continually changing due to the consistent growth and movement of students as well as the annual transfers of personnel within the county.	
	Target Date:	06/17/2016	
	Tasks:		
		1. The leadership will meet following the faculty meeting on September 8, 2015. SDBQ data will be reviewed at this time to guide decisions about student intervention needs.	
	Assigned to:	Jerry Hounshell	
	Added date:	08/25/2015	
	Target Completion Date:	09/08/2015	
	Frequency:	twice monthly	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	

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: 4 of 6 (67%)		
Assessment	Level of Development:	Initial: Limited Development 10/17/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Teachers will complete the self-assessment on TalentEd. The school leadership will compile the data from the self-assessments to determine areas in which they feel they are weak. Professional development will be provided on those topics. In addition, the principal feels that classroom management is a weakness for some educators. Professional development will be provided regarding classroom management during the 2014-2015 academic year.	
Plan	Assigned to:	Jerry Hounshell	
	How it will look when fully met:	Training has already been held covering lesson planning and learning styles.	
	Target Date:	05/28/2015	
	Tasks:		
	1. Training will be held to instruct teachers on how to use an app on their phone for the purpose of grading papers.		
	Assigned to:	Jerry Hounshell	
	Added date:	10/17/2014	
	Target Completion Date:	10/24/2014	
	Task Completed:	11/03/2014	
	2. Training will be held regarding good classroom management strategies for the classroom.		
	Assigned to:	Jerry Hounshell	
	Added date:	10/17/2014	
	Target Completion Date:	10/24/2014	
	Task Completed:	10/17/2014	
	3. Faculty and staff will receive professional development from Project Learning Tree on August 13, 2015. This training will not only work to develop outdoor learning, but also provide tips on student engagement.		
	Assigned to:	Jerry Hounshell	
	Added date:	08/15/2015	
	Target Completion Date:	08/13/2015	
	Comments:	Professional development was held successfully.	
	Task Completed:	08/13/2015	

4. Faculty and staff will attend division professional development on August 18, 2015. Attendees will have the opportunity to attend up to 4 workshops throughout the day.	
Assigned to:	Jerry Hounshell
Added date:	08/15/2015
Target Completion Date:	08/18/2015
Comments:	Faculty and staff will provide documentation of the workshops they attended throughout the day.
Task Completed:	08/19/2015
5. Teachers will complete the self-assessment on Talented by September 30, 2015. They will submit a printed copy of this assessment to Mrs. Tomlinson.	
Assigned to:	Annette Tomlinson
Added date:	08/15/2015
Target Completion Date:	09/30/2015
Comments:	These self-assessments will be utilized by the school leadership team to plan upcoming professional development for the 2015-2016 academic year.
6. A faculty meeting will be held after school on Tuesday, September 1st. SOL Reports that are available through Pearson will be used to demonstrate how vital data driven instruction is to effective instructional planning. Teachers will also have their student SDBQ data and will review that data at this time.	
Assigned to:	Nicole Ayers
Added date:	08/25/2015
Target Completion Date:	09/01/2015
Frequency:	monthly
Comments:	Training and Professional Development will be held regularly to keep faculty current on all assistance available to them through the VDOE website as well as the data available through Pearson.
Implement	Percent Task Complete: Tasks completed: 4 of 6 (67%)
Classroom Instruction	
Expecting and monitoring sound classroom management	
Indicator	IIIC08 - All teachers display classroom rules and procedures in the classroom.(163)
Status	Objective Met 10/17/2014 8/25/2015
Assessment	Level of Development: Initial: Limited Development 10/17/2014
	Objective Met - 10/17/2014 08/25/2015
Index:	6 (Priority Score x Opportunity Score)
Priority Score:	2 (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:	Classroom rules should be posted. This will be documented by October 24, 2014.
Plan	Assigned to: Sonya Welch

	How it will look when fully met:	Classroom rules will be posted in all classrooms.
	Target Date:	10/24/2014
	Tasks:	
	1. Teachers will post classroom rules.	
	Assigned to:	Sonya Welch
	Added date:	10/17/2014
	Target Completion Date:	10/24/2014
	Comments:	Task completed and verified.
	Task Completed:	10/17/2014
	2. Teachers will post classroom rules in all classrooms by August 20, 2015.	
	Assigned to:	Sonya Welch
	Added date:	08/15/2015
	Target Completion Date:	08/20/2015
	Task Completed:	08/21/2015
Implement	Percent Task Complete:	
	Objective Met:	10/17/2014 8/25/2015
	Experience:	<p>10/17/2014 Checked to ensure classroom rules are posted in all rooms.</p> <p>8/25/2015 Mrs. Welch observed each classroom to ensure that classroom rules were posted and clearly evident.</p>
	Sustain:	<p>10/17/2014 None.</p> <p>8/25/2015 Teachers will not remove rules from view.</p>
	Evidence:	<p>10/17/2014 Evidence is presence of posted rules in all classrooms.</p> <p>8/25/2015 Mrs. Welch has conducted visual observation for rules and checked off that they are present.</p>
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: 6 of 9 (67%)	
Assessment	Level of Development:	Initial: Limited Development 10/17/2014

	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:	At this time, students have been identified in multiple ways. First, SOL data is disaggregated each summer and ready for teachers before school begins. The student performance by question is broken down for each student and areas for intervention are targeted. In addition, in the fall students were given the STAR Reading and STAR Math tests. These test reports were printed and broken down by skill, SOL standard, and SOL strand to identify areas of student weaknesses. Teachers meet and are given a copy of these reports. The STAR Reading and Math test will be given at mid-year and the end of the year to re-assess student progress and identify student strengths and weaknesses. In addition, teachers discuss student growth throughout the year as identified by classwork, teacher-made tests, unit tests, and benchmark testing will be held beginning of the year, mid-year, and end of year.	
Plan	Assigned to:	Sonya Welch	
	How it will look when fully met:	Students will have been assessed using the STAR Reading and Math Diagnostic tool. Students will be identified as in need of Tier I, II, or III instruction. Teachers will have copies of these reports to plan instruction and target student strengths and weaknesses. These reports will identify student needs by skill, strand and standard. Administration of STAR testing will held beginning of the year, mid-year, and end of year.	
	Target Date:	05/28/2015	
	Tasks:		
	1. Students will take fall STAR reading and math assessments for Tier identification.		
	Assigned to:	Sonya Welch	
	Added date:	10/17/2014	
	Target Completion Date:	10/17/2014	
	Task Completed:	10/24/2014	
	2. Teachers will review copies of the STAR reading and math assessments. Any questions regarding progress and domain weaknesses will be directed to the Reading and Math Specialist.		
	Assigned to:	Jerry Hounshell	
	Added date:	10/17/2014	
	Target Completion Date:	10/17/2014	
	Frequency:	three times a year	
	Task Completed:	10/24/2014	
	3. Students will take the STAR Reading and Math diagnostic test to measure student learning and growth. Mid-year testing will be administered between 12/1/14 and 1/15/15. Testing dates may alter due to weather.		
	Assigned to:	Sonya Welch	
	Added date:	10/17/2014	
	Target Completion Date:	01/15/2015	
	Task Completed:	02/13/2015	

	4. Teachers will review copies of the STAR reading and math assessments. Any questions regarding progress and domain weaknesses will be directed to the Reading and Math Specialist.	
	Assigned to:	Jerry Hounshell
	Added date:	10/17/2014
	Target Completion Date:	01/30/2015
	Frequency:	three times a year
	Task Completed:	02/13/2015
	5. Students will take the STAR reading Math diagnostic test at the end of the school year in May. These tests will provide teachers with student growth information for the 2014-2015 academic year.	
	Assigned to:	Sonya Welch
	Added date:	10/17/2014
	Target Completion Date:	05/28/2015
	Task Completed:	06/05/2015
	6. Teachers will review copies of the STAR reading and math assessments to assess student growth throughout the year. This information will be utilized to assist teachers in self-assessment as they document progress towards their goals. Any questions regarding progress and domain weaknesses will be directed to the Reading and Math Specialist.	
	Assigned to:	Jerry Hounshell
	Added date:	10/17/2014
	Target Completion Date:	05/28/2015
	Frequency:	three times a year
	Task Completed:	06/12/2015
	7. Teachers will be provided with SDBQ Reports for their students by September 8, 2015. Reports will be broken down at a class level as soon as the student placement and scheduling have been completed. A meeting will be held on September 8, 2015 to go over reports and answer any questions that arise.	
	Assigned to:	Nicole Ayers
	Added date:	08/15/2015
	Target Completion Date:	09/08/2015
	8. Students will take fall STAR reading and math assessments between 9/1/15 and 9/21/15. Data reports will be provided to teachers following completion of testing.	
	Assigned to:	Nicole Ayers
	Added date:	08/15/2015
	Target Completion Date:	09/21/2015
	9. Teachers will review copies of the STAR reading and math assessment. Any questions regarding progress and domain weaknesses will be directed to the reading and math specialist. A meeting will be held on September 29 th to address any concerns.	
	Assigned to:	Nicole Ayers
	Added date:	08/15/2015
	Target Completion Date:	09/29/2015
Implement	Percent Task Complete:	Tasks completed: 6 of 9 (67%)
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: 5 of 7 (71%)		
Assessment	Level of Development:	Initial: Limited Development 10/17/2014	
	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:	At the beginning of the academic year, teachers were provided with professional development regarding lesson planning. Teachers will receive professional development regarding Response to Intervention and Differentiated Instruction on 11-21-14. Teachers will provide documentation of these interventions on their lesson plans. Tier III instruction is provided by Title I Reading and Math specialists. Students, at times, must begin intervention several grade levels below their classroom level due to a lack of foundational skills. For this reason, intervention takes place at an intensive level and students show measurable growth, but are still unable to reach grade level.	
Plan	Assigned to:	Jerry Hounshell	
	How it will look when fully met:	Teachers are currently using Response to Intervention Tiers in their classrooms. Teachers are providing Tier I and Tier II Instruction. Tier III Instruction is being provided by the Reading and Math Specialists. Teachers continue to include Tier I and Tier II instruction in their lesson plans, as well as documentation of differentiated instruction. Quality educators select research based interventions for students in intervention tiers. Assessment data is monitored regularly and documented in Datacation to enable educators to remain up to date on student progress.	
	Target Date:	11/03/2014	
	Tasks:		
	1. Lesson plans will be monitored to ensure the presence of tiered instruction and differentiated instruction.		
	Assigned to:	Jerry Hounshell	
	Added date:	10/17/2014	
	Target Completion Date:	11/03/2014	
	Frequency:	weekly	
	Task Completed:	06/12/2015	
	2. Following the completion of Quarter 1, data will be entered into the datacation system. Data will be current by October 31, 2014.		
	Assigned to:	Sonya Welch	
	Added date:	10/17/2014	
	Target Completion Date:	10/31/2014	
	Frequency:	four times a year	
	Comments:	Data will be updated quarterly.	
	Task Completed:	11/05/2014	

	3. Following the completion of Quarter 2, data will be updated in the Datacation system. This will include student grades, attendance, benchmark scores, and teacher attendance. This task will be completed on January 23, 2015.	
	Assigned to:	Sonya Welch
	Added date:	10/17/2014
	Target Completion Date:	01/23/2015
	Task Completed:	01/26/2015
	4. Following the completion of Quarter 3, data will be updated in the Datacation system. This will include student grades, attendance, benchmark scores, and teacher attendance. This task will be completed on April 3, 2015.	
	Assigned to:	Sonya Welch
	Added date:	10/17/2014
	Target Completion Date:	04/03/2015
	Task Completed:	04/06/2015
	5. Following the completion of Quarter 3, data will be updated in the Datacation system. This will include 2015 Spring SOL data, student grades, attendance, benchmark scores, and teacher attendance. This task will be completed by June 12, 2015.	
	Assigned to:	Sonya Welch
	Added date:	10/17/2014
	Target Completion Date:	06/12/2015
	Task Completed:	06/12/2015
	6. Following the completion of Q1, data will be updated in the Datacation system. This will include student grades, attendance, benchmark scores, and teacher attendance.	
	Assigned to:	Nicole Ayers
	Added date:	08/15/2015
	Target Completion Date:	10/23/2015
	7. Lesson plans will be monitored weekly for the presence of differentiated instruction, CIP resources and objectives (condition, behavior, criteria).	
	Assigned to:	Annette Tomlinson
	Added date:	08/28/2015
	Target Completion Date:	09/07/2015
	Frequency:	weekly
Implement	Percent Task Complete:	Tasks completed: 5 of 7 (71%)
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 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/17/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (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:	Currently, we have formed grade level and departmental meeting. During these meetings, we will discuss students who continue to struggle after implementation of intervention. We will discuss alternative strategies to assist these students.
Plan	Assigned to:	Jerry Hounshell
	How it will look when fully met:	Grade level and departmental teams will monitor data as it becomes available. STAR data, benchmark data, and classroom assessments will be reviewed as a team. These teams will meet once a month to review and discuss all data. Students who are not making improvement as needed will be discussed and new intervention tools will be used to aid these students in skill mastery. All identified are receiving intervention. Educators are using fidelity to the Standards of Learning and Curriculum Frameworks provided by the VDOE. Interventions may be provided by the reading and math programs or from outside sources.
	Target Date:	11/05/2014
	Tasks:	
	1. Faculty will meet on September 8, 2015 to assess SDBQ data for the upcoming year. Strengths and weaknesses will be addressed for students to provide intervention services as needed.	
	Assigned to:	Jerry Hounshell
	Added date:	08/15/2015
	Target Completion Date:	09/08/2015
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)