

Pennington Middle School School Improvement Plan Report

Activity in the last 3 months

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.

Pennington Middle School

Virginia Indistar (Rapid Improvement)

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: 15 of 16 (94%)	
Assessment	Level of Development:	Initial: Limited Development 08/25/2015
	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.
Implement	Percent Tasks Completed:	15 of 16 (94%)

School Leadership and Decision Making		
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction		
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)	
Status	Objective Met 8/22/2016	
Assessment	Level of Development:	Initial: Limited Development 11/17/2015
	Describe current level of development:	Observations are completed on an irregular basis.
Plan	Assigned to:	Sherry Collier
	How it will look when fully met:	Teachers will be provided with a written document of principal expectations. The principal will complete classroom

		observations as well as lesson plan evaluations and feedback on a regular basis.
	Target Date:	06/10/2016
Implement	Percent Tasks Completed:	6 of 6 (100%)
	Objective Met Date:	8/22/2016
	Evidence:	8/22/2016 TalentEd
	Sustainability:	8/22/2016 Continued teacher evaluation and feedback.

Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)	
Status	Objective Met 8/22/2016	
Assessment	Level of Development:	Initial: Limited Development 11/16/2015
	Describe current level of development:	In progress
Plan	Assigned to:	Sherry Collier
	How it will look when fully met:	The principal will work with teachers cooperatively as well as provide them with feedback following classroom observations to aid in the improvement of instruction for all students.
Implement	Percent Tasks Completed:	1 of 1 (100%)
	Objective Met Date:	8/22/2016
	Evidence:	8/22/2016 TalentEd
	Sustainability:	8/22/2016 Continued observations

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)

Status Objective Met 6/30/2016

Assessment Level of Development: Initial: **Limited Development** 11/17/2015

Describe current level of development: Lesson planning professional development has been conducted and is documented in the professional development plans. However, new teachers and teachers who did not attend the training need to receive training as well as updating teachers on current issues.

Plan	Assigned to:	Nicole Ayers
	How it will look when fully met:	All teachers will receive training on lesson planning which outlines behaviors, conditions, and criteria used to determine whether learning have met the objective.
Implement	Percent Tasks Completed:	3 of 3 (100%)
	Objective Met Date:	6/30/2016
	Evidence:	6/30/2016 TalentEd
	Sustainability:	6/30/2016 Next year teacher observations.

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 8/30/2016 8/30/2016	
Assessment	Level of Development:	Initial: Limited Development 10/17/2014
	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:	Sherry Collier
	How it will look when fully met:	Training has already been held covering lesson planning and learning styles.
Implement	Percent Tasks Completed:	8 of 8 (100%)
	Objective Met Date:	8/30/2016 8/30/2016
	Evidence:	8/30/2016 Professional development certificates
	Sustainability:	8/30/2016 Continued professional development as needed.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	IIB05 - All teachers re-teach based on post-test results.(95)	
Status	Objective Met 8/22/2016	
Assessment	Level of Development:	Initial: Limited Development 08/31/2015
	Describe current level of development:	Writing Across the Curriculum is being implemented to ensure that student writing samples are being evaluated. These samples will be analyzed and students will receive targeted instruction and intervention regarding areas where weaknesses are found in their writing.
Plan	Assigned to:	Nicole Ayers

	How it will look when fully met:	Writing Across the Curriculum student samples will be collected from every content area in every class to assess student writing for strengths and weaknesses. Re-teaching will be conducted in areas of weaknesses and students will receive intervention as needed.
Implement	Percent Tasks Completed:	1 of 1 (100%)
	Objective Met Date:	8/22/2016
	Evidence:	8/22/2016 Writing samples
	Sustainability:	8/22/2016 Continued writing in the classroom.

Curriculum, Assessment, and Instructional Planning

Extended Learning Time

Indicator	IIF02 - The school provides all students extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs) to keep them on track for promotion.(2798)	
Status	Objective Met 8/31/2015 8/22/2016	
Assessment	Level of Development:	Initial: Limited Development 08/31/2015
	Describe current level of development:	Each student has two blocks of English. One block is for reading and one is for writing and language arts. This will ensure that writing instruction is provided daily in every grade level.
Plan	Assigned to:	Vickie Haley
	How it will look when fully met:	Each student has two blocks of English. One block is for reading and one is for writing and language arts. This will ensure that writing instruction is provided daily in every grade level.
Implement	Percent Tasks Completed:	2 of 2 (100%)
	Objective Met Date:	8/31/2015 8/22/2016
	Evidence:	8/31/2015 Student schedules 8/22/2016 Student schedules
	Sustainability:	8/31/2015 It will be necessary to ensure that students always have extended periods of English. 8/22/2016 Scheduling

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: 13 of 14 (93%)	
Assessment	Level of Development:	Initial: Limited Development 10/17/2014
	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.
Implement	Percent Tasks Completed:	13 of 14 (93%)

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: 7 of 8 (88%)	
Assessment	Level of Development:	Initial: Limited Development 10/17/2014
	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:	Nicole Ayers
	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 enable educators to remain up to date on student progress.
Implement	Percent Tasks Completed:	7 of 8 (88%)

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: 6 of 7 (86%)	
Assessment	Level of Development:	Initial: Limited Development 10/17/2014
	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:	Sonya Welch
	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.
Implement	Percent Tasks Completed:	6 of 7 (86%)

August 30, 2016

Task Report

The Task Report gives detailed information for all tasks including the assigned team member and target date for completion.

August 30, 2016

Pennington Middle School

Showing active tasks

Tasks Included in the Plan (4)

Objective	Task	Frequency	Assigned	Due Date	Completed
ID10	16 SDBQ Data will be distributed to teachers for use in instructional planning. The leadership team will review this data and provide professional development and training as needed.	four times a year	Instructional Coaches	09/16/2016	
<i>comments:</i>					
TA01	14 Following the first nine weeks benchmark, math/reading specialist will distribute data analysis from the benchmark to teachers for instructional planning.	three times a year	Sonya Welch	10/20/2016	
<i>comments:</i>					
TA03	7 Reading and math departmental meetings will be held to review benchmark I data following testing.	three times a year	Title I Coaches	10/21/2016	
<i>comments:</i>					
TA02	8 Following the completion of Q1, the school leadership team will meet to review student benchmark data, classroom performance and attendance. Tiered intervention will be adjusted following this meeting.	three times a year	Nicole Ayers	10/28/2016	
<i>comments:</i>					