

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

Lafayette - Winona

Key Indicators are shown in **RED**.

Virginia SIP - School Indicators (RI)

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)		
	Level of Development:	Limited Development	
	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 leadership team reviews the school performance data, however no support is given to assist in aggregating classroom data. Vertical teams meet and the school administrator attend departmental meetings where departmental data is discussed. An instructional coach would be able to develop a rubric to monitor classroom observation data and aggregate the data to make decisions about school improvement and professional development. The Reading, math, and history and social studies coaches can meet with the requested Instructional coach to determine the needed professional development. Currently, there is no monitoring of discipline data on a monthly basis. A behavioral specialist is requested with the purchase of PBIS to assist in monitoring the discipline data information for the school.	
Plan	Assigned to:	Not yet assigned	

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)

	Level of Development:	Limited Development	
	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:	Based on the amount of time that is required to plan, enter, assess, monitor, and implement with fidelity the Focus School Plan, it is difficult for the principal to spend the required amount of time improving instruction. Currently, aside from the principal, there are no other members on the staff trained in Indistar. It is difficult for the principal to be in classrooms 50% of the time without additional administrative and instructional support. An Instructional Coach would help to develop and plan professional development activities, lead the RTI team and assist in coaching teachers on the progress of the plan and provide feedback to the Instructional Leadership team. It is challenging to meet and address the needs of all of the school's stakeholders while devoting 50% of time to instruction.	
Plan	Assigned to:	Not yet assigned	

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)		
	Level of Development:	No development or Implementation	
		Will include in plan	
	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:	Currently the Indicaors are being assessed. Once assessed, the staff will receive professional development on the Indicators. The Technical Assistance document will assist in providing professional development on the selected indicators. An instructional coach would assist with the professional development of the assesed indicators.	
Plan	Assigned to:	Margie Stallings	
	How it will look when fully met:	Professional development needs will be determined through systematic formal and informal classroom observations by principals and by peers using indicators of effective teaching and classroom management, student achievement data, and teacher self-assessments.	
	Target Date:	05/30/2013	
	Tasks:		
	1. Teachers will be given opportunities to strengthen instructional practices through collaboration with each other via instructional arrangements that foster peer exchange, grade-level team planning, and content planning.		
	Assigned to:	Kelly Spinella	
	Target Completion Date:	05/30/2013	
	Comments:	<p>November 2012 – Teachers in need of support for classroom management received training on classroom management strategies from Valerie Ford. The teachers were identified from classroom observations conducted. Mrs. Ford will conduct ongoing observations of the teachers and will provide support as needed. *Based on observations by Reading Coach, Math Coach, and Principal, on-going support and extensive classroom management training is needed for teachers.</p> <p>December 2012 – Reading and writing teachers participated in a RTI training conducted by the Communications Specialist, Kalena Francis. Teams met during their planning blocks.</p> <p>*Update: Reading teacher conducted walk throughs January 15-18. RTI is not being implemented properly. Tiered assignments lack rigor, and students are not engaged.</p> <p>December 2012- Math teachers participated in a RTI training conducted by the math coordinator, Alfreda Jernigan. January 2013 – Writing teachers participated in a power planning day to dig deeper into the data and develop a plan for preparing students for the writing Sol. Students were grouped by intervention needs and instruction was developed based on the groups. The collaborative teacher participated in the planning as well. January 2013 – Math teachers received</p>	

training on Carnegie math for intervention strategies to support students. January 24, 2013 - The special education teachers met with the principal to discuss assessment data for students with disabilities. Each content area presented and discussed names of students who were identified as Tier 2 and Tier 3 and what interventions would be put into place to support the students. February 2013 - Reading teachers participated in a professional development on incorporating reading strategies into the instruction. Teachers received information on oral and independent strategies along with strategies to help students read orally with purpose and monitor comprehension when reading independently. Grade level teams met with Kalena Francis, Teacher Specialist, during their team planning. *Based on observations of classroom instruction and teacher-created activities, reading strategies are not being implemented with consistency. Eighth grade reading teachers are not utilizing specific reading/test-taking strategies on multiple choice assessments. February 2013 – Collaborative teams participated in a training conducted by the Special Education Coordinator, Denise Williams-Patterson. The focus of the training was collaboration, communication, and cohesiveness. *Update: Reading department chair has complained about the lack of collaboration with the Special Education teachers. February 13, 2013 - The special education collaborative teachers met with the principal to discuss the data from benchmark assessments and determine the next steps for students in the Tier 2 and Tier 3 groups. Improvements were indicated from the last assessment to the District Benchmark Assessment. Teachers expressed the need to have training on SchoolNet that will help them in assessing data on the students in which they work with. March 1, 2013 - Reading received a professional development with Kalena Francis, Teacher Specialist, on tiered instruction and what it looks like in a classroom. Teachers were given strategies for incorporating tiered instruction that meets the needs of students. March 4, 2013 - Reading and writing teachers participated in professional development workshops on differentiated instruction with a focus on tiered assignments. Participants were given background and supporting information on differentiation and tiered assignments, two sample lesson plans with passages and activities, a professional development article with examples of each of the six ways to tier assignments and specific strategies to use during tiered instruction. The information will be included in the 45-day plan for the reading department. *Update: The Reading Coach has reported that teachers are still not able to effectively plan and implement RTI lessons in their classes. March 6, 2013 - Grade level teams participated in a meeting with the principal to discuss student assessment data and intervention strategies. Each grade level was directed to develop a list of 10 students in need of intervention (Tier 3) and a plan to support the student. The grade level team will meet with the principal each week to discuss the plan and how the student is progressing. At the end of the 2-week period, a new list of 10 students by grade level will be developed and the students will be monitored for progress. The weekly meetings will be held until the end of the school year, with exceptions for SOL testing. The meeting dates are as follows: March 20, March 28, April 10, April 18, April 24, May 2, May 8, May 16). March 26, 2013 - The principal, reading coach, and

math coach attended a workshop presented by Dan Mulligan on developing TEI questions to prepare students for the SOL tests. Strategies for developing test items were shared and the coaches will provide the information given to teachers at upcoming departmental meetings. March 8-9, 2013 - The math coach attended the Virginia Council of Teacher's of Mathematics Conference. He was able to obtain information on modeling fraction operations (a challenge for grade 6 math), developing multiple classroom tasks that focus on mathematical thought, network with other schools to obtain ideas for RTI successes and failures, and a broader perspective of how to work with math teachers to prepare students for the SOL test. He will present the information in the upcoming departmental meeting. March 2013 - Math teachers will participate in a professional development with Dr. Lois Williams, a retired VDOE Math Coordinator, to provide professional development and follow-up observations. The dates for the professional development are Grade 6 - March 11; Grade 7 - March 19; and Grade 8 - March 18. Follow-up observations will be conducted on March 26 (Grade 6); March 25 (Grade 7); and March 26 (Grade 8). Upcoming: MY Access PD will be conducted by Nina Hansen on April 18 from 1:30-3. Teachers will learn how to effectively incorporate My Access into their instruction. Professional Development on the subject of Increasing Rigor and Student Engagement will be conducted for all staff by the Gifted Resource teacher, Ms. Chandra Stevens on the next Early Release Day, April 25. *Walk-throughs during the month of March conducted by the Principal, Reading Coach, and Math Department Chair have indicated that BEST practices are not being utilized on a consistent basis throughout the school. There is a consistent lack of student engagement and rigor. Additionally, there is continued concern regarding the overall school climate. Upcoming: MY Access PD will be conducted by Nina Hansen on April 18 from 1:30-3. Teachers will learn how to effectively incorporate My Access into their instruction. As a result of classroom observations conducted Feb-March, the principal determined there was a need for additional professional development for the entire staff on the subject of Increasing Rigor and Student Engagement will be conducted for all staff by the Gifted Resource teacher, Ms. Chandra Stevens on the next Early Release Day, April 25. April 17: On behalf of the VA Department of Education's Deputy Superintendent, Anne O'Toole came to visit the school in order to determine the needs of the school. She and the Reading Instructional Coach conducted random walk-throughs in about 10 classrooms. She and the Reading Coach observed an overall lack of student engagement, rote-style, non-skill based SOL reviews, excessive teacher talk, and lack of rigor. April 24: Systematic Professional Development to address staff needs is being planned for the summer. The school will train all of its teachers in Capturing Kids' Hearts. The school will also build teacher capacity through VASS training for Math and Reading teachers in June and July. April 29: Update: Based on observations by Reading Coach, Principal, and Department Chairs, Vertical Team Professional Development has been planned for the ELA team. Ms. Stevens, the gifted resource teacher and Ms. Spinella, the reading instructional coach will develop and implement vertical teams to ensure collaboration among grade-level and content teams. The in-house training,

			<p>which will focus on the needs of LWMS students, is tentatively scheduled for the August 5. May 6: Update: In addition to the above in-house Vertical Team Professional Development, teams will attend the AP/Pre-Ap Vertical Team Professional Development offered by the Office of Academic Rigor on June 17, 18, and 19. May 27: The following teachers received confirmation of registration for AP conference in Williamsburg, VA: Keshia Jackson, Stephen Currence, Adrian Hawkins, and Kelly Spinella. June 13: The following teachers have received official registration confirmation for the VASS English conference on June 24-27: Adrian Hawkins, Stephen Currence, Donna Smith, Julia Rich, Keshia Jackson, Natasha Woods, Jennifer Ruffin, and Kelly Spinella. The following teachers have received confirmation to attend the VASS Math training: Irwin, Calvart, and Rodriguez.</p>
		Task Completed:	6/7/2013 12:00:00 AM
		<p>2. Following initial observations of classrooms in grades 6-8, the principal and assistant principal will create professional learning teams comprised of teachers with similar needs based on the following topics: classroom management, development of lesson plans, differentiation of instruction, and formative assessments of student learning.</p>	
		Assigned to:	Alice Williams
		Target Completion Date:	06/30/2013

		Comments:	<p>Based on observations conducted October 19, 22, 24, 26, and November 1, the need for professional development in classroom management was determined. Professional Development with Valerie Ford was scheduled for November 2012. On-going support to teachers will be given for the remainder of the school year. Based on formal classroom observations from October 2012-November 2012, it was determined that teachers needed support in developing lesson plans that included effective differentiated instruction. In an effort to improve lesson-planning, the reading instructional coach, Kelly Spinella began over-seeing the instructional plans of the seventh and eighth grade reading Professional Development was given by Kalena Francis, the district level Reading Specialist, to reading and English teachers on lesson-planning and tiered instruction in December 2012. A second PD will be conducted the week of February 25 for reading and English teachers. In January 2013, Ms. Francis worked with the English teachers to plan intervention strategies and RTI lessons. On February 23, 2013, the reading teachers met to develop lessons that include tiered instruction and student groupings based on the second District Benchmark. In December 2012, math teachers participated in a professional development on RTI conducted by Alfreda Jernigan, math coordinator. Grade level teams will be meeting with the principal on a monthly basis beginning the week of March 18 to discuss student progress and monitor the plan developed for each student in need of additional support. *Update - the latest Grade-level meeting was held Friday, April 19. The special education collaborative teachers will meet with the principal on a monthly basis to discuss the progress of the students with disabilities and chart the progress of each student based on assessment data. Each collaborative teacher is responsible for providing an update to how the students are progressing and must chart progress from Tier 3 to Tiers 1 and 2. Update: January, February, and March meetings have been held. May 7: Update: As a result of walkthroughs by Principal, District Coordinator, Department Chairs, and Coaches, the need for rigorous, content-focused professional development has been identified. Groups of teachers (including instructional leaders) have been identified and will attend the following Professional Development conducted by VASS: ELA: June 24-27 at ODU Mathematics: July 8-11 at ODU June 6: Principal and Instructional Coach met to discuss changes in grade-level teams for the upcoming school year. Changes in teachers and curriculum structure (marriage of English and Reading curriculum and creation of grade-level clusters) will be implemented in an effort to foster peer exchange between experienced and novice teachers, improve team dynamics, and overall quality of instruction.</p>
		Task Completed:	6/7/2013 12:00:00 AM
		3. Staff members will participate in professional development activities to enhance instructional best practices and provide meaningful and engaging lessons to students. Teachers will be able to gain knowledge of research-based interventions and strategies to use in the classroom.	
		Assigned to:	Kelly Spinella
		Target Completion Date:	08/23/2013

		<p>Comments:</p>	<p>This date reflects the end of summer - the date by which the professional developments will be completed. Professional Development *NASSP Conference *VASSP Conference *ASCD Conference *Kagan Conference *Staff Development for Educators Conference *Boothbay Literacy Conference *Critical Thinking and Education Reform Conference *Summer Enrichment for Teachers *Summer Professional Camp for Teachers October 18: Reading teachers attended professional development with Brier Lee from Norview High School on innovative summarizing strategies and the "As You Read" strategy. February 5: Bart Irwin (math coach) and Kelly Spinella (reading coach) attended TEI training with Dan Mulligan in Richmond, VA. Feb 14: Kelly Spinella conducted professional development with elective teachers on the Early Release Day to provide ways to incorporate reading strategies in the PE/Health, Music, Art, Foreign Language, and Business Education curriculum. *Based on principal observation, reading strategies are not being effectively implemented in the classrooms. March 7, 2013 - Special education collaborative teachers participated in a professional training with the district's Instructional Technology Specialist on creating custom reports to track students and reviewing student performance reports, and any other reports that will provide data on student achievement and progress. Upcoming: MY Access PD will be conducted by Nina Hansen on April 18 from 1:30-3. Teachers will learn how to effectively incorporate My Access into their instruction. Professional Development on the subject of Increasing Rigor and Student Engagement will be conducted for all staff by the Gifted Resource teacher, Ms. Chandra Stevens on the next Early Release Day, April 25. *Update - Based on continued observations by the Reading Coach, Math Coach, and Principals, there is still a huge need for additional staff development in the areas of student engagement, rigor, and classroom management. Therefore, extensive systemic professional development on those areas is being planned for the summer through Capturing Kids' Hearts. * see folder for information on PD May 7 *Update- Professional development conducted by VASS has been scheduled for the summer. Teachers who have been identified as needing additional support (as determined by classroom observations and walk-throughs by the Principal, Department Chairs, and Coaches) will attend rigorous, content-focused training at ODU. Selected ELA teachers will attend the session June 24-27. Math teachers will attend the session held on July 8-11. * see folder for information on PD May 13: In an effort to build capacity and content knowledge in the instructional leaders at LWMS, selected teachers (ELA) will attend the College Board Training July 29-August 1. Teachers will receive rigorous, specialized training in Composition, Language, and Literature as well as reading strategies for all students. * see folder for information on PD June 6: LWMS contracted The Flippen Group to facilitate a three-day Capturing Kids' Hearts Training August 13-15. Forty teachers will attend the training for a total of 24 hours of intensive training on improving classroom management, student engagement, and student achievement. Update - June 27 VASS training for English teachers has been completed; more trainings to follow throughout the summer.</p>
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Implement	Percent Task Complete:	67%
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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)

Level of Development:	Limited Development	
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:	Instructional teams review various department's common assessments and district assessments. STAR Reading and STAR Math assessments are used to monitor student progress towards mastery of objectives. Students who are in need of intervention will be identified/flagged and monitored by the requested Instructional coach. A data room has been designed to monitor those students who have been flagged as a result of the Pre-tests. Teachers are flagging students who have not mastered the objectives on the common formative assessments through monitoring within the classroom.
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Plan	Assigned to:	Alice Williams
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How it will look when fully met:	Teachers, working in teams, will build the taught curriculum from learning standards, curriculum guides, and a variety of resources, including textbooks, other commercial materials, and teacher-created activities and materials. Instructional teams will discuss how to differentiate instruction for specific students based on assessment evidence—including the enrichment of any students who are already proficient prior to unit instruction and select strategies accordingly. Teams will identify specific Tier 2 and Tier 3 intervention strategies to use with at-risk students.
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Target Date:	06/30/2013
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Tasks:

1. The Instructional Leadership Team will analyze data from common formative assessments and benchmark assessments to identify the red-flagged students who have not met proficiency on the tested skills and concepts.

Assigned to:	Bart Irwin
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Target Completion Date:	05/30/2013
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		<p>Comments:</p>	<p>On December 13, 2012, the instructional team met to report the results of the District Benchmark tests, which were administered at the end of November 2012. Each leadership team member presented data from his/her content. Students who did not meet proficiency were identified and intervention plans were developed. (See data folder) On January 21, the math department met to review data from CFA 5 and semester exams and identify tiered students. (See data folder) On January 7, the Reading department met to review data from the CFA and identify tiered students. (See data folder) On February 21, 2013, the instructional team met to report the results of the District Benchmark tests, which were administered at the beginning of February. Each leadership team member presented data from his/her content. Students who did not meet proficiency were identified and intervention plans were developed. On March 6, grade-level teams met with the instructional teams to review grade distribution and benchmark data. (See data folder) All teachers were asked to send the names of 5 students who are failing 3 or more classes who would benefit most from immediate intervention. The list would be compiled by a grade-level team leader and 10 students will be selected and an intervention plan created. The list of 10 students will be refreshed every 2 weeks in order to ensure as many receive additional support as possible. April 15: Students at risk of failing were indentified by reading, math, social studies, and science teachers and were enrolled in the STARS program - an after school program that meets Monday - Wednesday from 2:55-4:55. The program runs three weeks (the first session for Math and Reading begins April 22). Update: May 13: The STARS program has been so successful that two additional sessions will be added for Reading and Math May 27-June 6 and June 3-June 13. June 6: The STARS program served to promote an additional 26 students in Reading (grades 6-8). The Data team will meet on June 14 to analyze SOL scores, Level test scores from Achieve, and Lexile tests from Read 180 to determine which students remain in the yellow and red category at the end of the school year. Those students will be assigned a Read 180 class in place of an elective in the 2013-14 school. In addition, the principal is working diligently to revise the schedule in order to provide teachers with a "safety net" class, which will serve as an additional support for struggling students. Update June 27: Instructional team met on June 14 (see meeting notes) to discuss instructional plans for the upcoming school year based on the results of the SOL tests. All incoming sixth-grade students who are not proficient in Reading and Math will be placed in a support class in place of an elective in the 2013-14 school year. In addition, students will be scheduled by cluster (based on tier groups) in an effort to promote community learning and greater student engagement and teacher/student relationships.</p>
		<p>Task Completed:</p>	<p>6/27/2013 12:00:00 AM</p>
		<p>2. The Reading and Math coaches will ensure the implementation of research-based strategies, activities, and assessments that are clear, specific, and provide evidence of mastery consistent with the criteria established.</p>	
		<p>Assigned to:</p>	<p>Alice Williams</p>
		<p>Target Completion Date:</p>	<p>05/30/2013</p>

		Comments:	The Reading coach conducted walk-throughs on November 8, December 6, 14, January 16 & 25, Feb 27 & 28, March 5 to ensure reading comprehension strategies (particularly one-sentence summarizing, non-linguistic representations and making inferences) were embedded in the instruction. The Teacher Specialist for English conducted follow-up observations on teachers on December 18, 2012, and January 16, 2013, to monitor the implementation of strategies to help engage students in reading and writing and to observe the implementation of TEI items using the VDOE resources. The math coach and principal conducted walk-throughs in the math classes during the week of December 5, 2012, and March 4, 2013, to monitor the implementation of RTI strategies. Areas of identified weaknesses will determine needed professional development. The Reading Coach met with the English 6 team to provide support in planning effective lessons and guidance regarding implementation of research-based reading strategies on the following dates: 2/21, 2/28, 3/6, 3/14, 3/20, 3/28, 4/8. 4/9, 4/10. Update: April 29 - Reading Coach met with English 6 team to develop a two-week SOL review plan. Activities were created on skills in which students have shown a consistent weakness throughout the year (based on DBA) : fact/opinion, text structures, identifying important details, and making inferences. Update: May 7 - Reading Coach, math coach, and gifted teacher conducted walk-throughs to ensure rigorous lessons and research-based strategies were present in the ELA and math classes. Results of the walkthrough are available in the file cabinet under "Professional Development" June 6- While attention has been given to this tasks, there is additional need to provide teacher support through professional development in the implementation of research-based strategies in classroom instruction. Teachers in the greatest need of support will be provided with specialized professional development for the 2013-14 school year.
		Task Completed:	6/7/2013 12:00:00 AM
		3. The principal and assistant principal will monitor implemented tiered instructional interventions based on the data from assessment results. The principal and assistant principal will closely monitor the data from assessments and use the information to make instructional adjustments and identify professional development needs.	
		Assigned to:	Alice Williams
		Target Completion Date:	05/30/2013

		Comments:	Based on observations conducted October 19, 22, 24, 26, and November 1, the need for professional development in classroom management was determined. Professional Development with Valerie Ford was scheduled for November 2012. On-going support to teachers will be given for the remainder of the school year. Based on formal classroom observations from October 2012-November 2012, it was determined that teachers needed support in developing lesson plans that included effective differentiated instruction. Professional Development was given by Kalena Francis, the district level Reading Specialist, to reading and English teachers on lesson-planning and tiered instruction in December 2012. A second PD will be conducted the week of February 25 for reading and English teachers. In January 2013, Ms. Francis worked with the English teachers to plan intervention strategies and RTI lessons. On February 23, 2013, the reading teachers met to develop lessons that include tiered instruction and student groupings based on the second District Benchmark. In December 2012, math teachers participated in a professional development on RTI conducted by Alfreda Jernigan, math coordinator. Based on the data from the student assessments in Reading and STAR, additional classes of READ 180 were created to support students who were identified as reading below grade level. Currently, there are 7 sections of READ 180 classes to support approximately 140 students. Update: Based on walk-throughs conducted by the Principal, Gifted Resource Teacher, Coaches, and Department chairs, the following professional development will be offered to assist teachers with tiered intervention lessons: VASS - June 24-27 and July 8-11 In-House Curriculum workshops - August 5-8 Update:June 6 There is still a great need to provide professional development for teachers in this area (as indicated by SOL test results and classroom observations that have been documented throughout the school year). (see professional development opportunities in file cabinet)
		Task Completed:	6/7/2013 12:00:00 AM
		4. Students identified as needing additional assistance in Reading (based on STAR, benchmark, and CFA results) will be offered additional instructional support through the "Enrichment Academy" - The school day will be extended 2 hours on Tuesdays and Thursdays. The extended learning time will add an additional 250 hours of enrichment to the 1,200 school-day hours students will receive in the 2012-2013 school year.	
		Assigned to:	Kelly Spinella
		Target Completion Date:	06/13/2013

		Comments:	Note: Benchmarks results are in data folder. Update: March 13 Attendance: First class: January 29 - 11 students Most recent class: Mar12 - 34 students Note: 55 students have attended at least one time. 41 students have attended at least once a week. Skills Taught to Date: Students have received additional direct instruction/practice on summarizing, identifying the main idea, distinguishing between important vs. "unimportant" details (ie, in writing prompts and instructions) April 23 *Update - Students are continuously being added to the After School program. The program averages 30 children each session. Skills Taught to Date: Newest skills: Close reading, connotation, and root words Students have received additional direct instruction/practice on summarizing, identifying the main idea, distinguishing between important vs. "unimportant" details (ie, in writing prompts and instructions), making/revising predictions, drawing conclusions, making inferences, and comparing and contrasting Strategies Used to Date: cooperative learning, non-linguistic representations, chunking the text, marginalia, SOAP, graphic organizers, cloze read-alouds, 5W&H, anticipation guides, one-sentence summaries. Update: May 7 Tiered literature circles are being utilized in the After School Program to address student deficiencies. June 6: Update: The last day for the After School Enrichment Academy was May 30. Students will receive additional support materials and supplemental instructional activities at the end-of-the-year celebration on Friday, June 7 which will include take-home texts and activities. Students will also be encouraged to enroll in the Summer Enrichment Program.
		Task Completed:	6/7/2013 12:00:00 AM
		5. Students ,who were eligible for the after school Enrichment Academy, will also be offered the opportunity to attend the Summer Enrichment Academy. This program will run from June 25-August 1 and will provide the students additional support in Reading, Writing, and Math. Students will hone their reading skills through high-interest texts and will be taught by highly qualified, engaging teachers.	
		Assigned to:	Kelly Spinella
		Target Completion Date:	08/01/2013

		Comments:	<p>A list has been generated of identified tier 2 and tier 3 students who are eligible for for our summer enrichment academy. Additional gathered gathered during this 4th quarter will also reveal additional students (Note: the completion date reflects the end of the Summer Enrichment Academy) Update: May 13 - The program will be offered to 100 students who passed both their Math and ELA classes and will run for three weeks beginning July 8. In addition to daily ELA and Mathematics classes, all students will be enrolled in Theatre and Art and will participate in a daily literature circle. In addition, students will have the opportunity to attend three content and thematically-related field trips on Fridays. (See information on the summer program as well as the student/teacher enrichment schedule in the File Cabinet)</p> <p>June 6: The Reading Coach visited Reading classrooms to promote the summer enrichment academy (July 8-25). Students received a detailed informational sheet as well a parent permission slip for the program. In addition, Rodney Richardson (director of sixth grade enrichment program) will visit Jacox and Lindenwood Elementary (the two primary feeder schools) to promote the three-week Math/Reading Across the Curriculum program that will be held in August.</p> <p>June 27: Letters were sent out to parents during the first week of June; parents were called the second and third weeks of June, and parents met with the instructional coach on June 26 & 27 to discuss the program, which will begin July 8. This program will serve approximately 100 students and will provide the students with the opportunity to practice and hone their reading and math skills.</p>
Implement	Percent Task Complete:		80%

Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	IIIA35 - Students are engaged and on task. (144)		
	Level of Development:	Limited Development	
	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:	Currently teachers are in need of research based instructional strategies staff development on engagement activities. Teachers are not able to differentiate between engagement and completion of handouts or other instructional activities.	
Plan	Assigned to:	Not yet assigned	

Formative Assessment

Formative and Summative Assessments

Indicator	VA08 - Staff members plan ways to involve students in assessing their own progress. (1607)		
	Level of Development:	Limited Development	
	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:	There has been limited training on how students can monitor their own progress. Professional development on the how to and the effectiveness of this process is needed.	
Plan	Assigned to:	Bart Irwin	
	How it will look when fully met:	Students will be able to articulate and chart their individual progress on administered assessments.	
	Target Date:	05/30/2013	
	Tasks:		
	1. Professional development will be provided by members of Norfolk Public School's Curriculum and Professional Development Department and TTAC on how to effectively engage students in meaningful conversations about their individual learning progress.		
	Assigned to:	Bart Irwin	
	Target Completion Date:	05/30/2013	
	Comments:	The school is awaiting response for support from the TTAC team in engaging students in meaningful conversations about their learning progress. The math coach will provide professional development for reading and math teachers on how to use data to effectively engage students in meaningful conversations about their individual learning progress. Reading and math teachers engage their students in conversations on their individual progress using the student tracking cards. Teachers have the students compare their scores on DBA and CFAs to monitor progress. Students are encouraged to set goals for the upcoming assessments for greater academic success. Update: June 6 While this was an instructional focus of the leadership team, teachers continue to need additional professional development in the areas of data tracking, analysis, and data-driven instruction. This training will be a priority for the upcoming 2013-14 school year.	
	Task Completed:	6/27/2013 12:00:00 AM	

		2. Students will be provided grade and content-appropriate tracking charts to enable them to monitor their progress on various monthly assessments.	
		Assigned to:	Bart Irwin
		Target Completion Date:	05/30/2013
		Comments:	In November, Reading and Math students were given tracking cards to enable them to monitor their progress on various monthly assessments. Cards have been updated to reflect each formative assessment. All Reading and math teachers have issued the cards to the students and the cards are updated after each CFA and Benchmark assessment. The cards remain in the classroom. It was advised that the cards not be posted for all to see. Teachers can implement the student ID numbers if cards are to be displayed in the classroom. In walk-throughs conducted in February, March, and April student tracking cards were checked as a part of the walk-through process. Cards were checked to ensure students are monitoring their progress on common formative assessments and district benchmark assessments. While this was an instructional focus of the leadership team, teachers continue to need additional professional development in the areas of data tracking, analysis, and data-driven instruction. This training will be a priority for the upcoming 2013-14 school year.
		Task Completed:	6/7/2013 12:00:00 AM
Implement	Percent Task Complete:		100%

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)		
	Level of Development:	Limited Development	
	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:	There is a current need for staff professional development in creating effective classroom discussions, questions, and identifying evidence of learning in which teachers are able to employ higher level thinking questions.	
Plan	Assigned to:	Not yet assigned	

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)		
	Level of Development:	Limited Development	
	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:	Staff members have monthly meetings to discuss student learning and discuss ways to meet the needs of all students. More staff development is needed to effectively incorporate identified student needs with current pacing requirements. Staff members also need professional development based on students' needs to assist in providing differentiated instruction in the classroom as a result of the feedback.	
Plan	Assigned to:	Kelly Spinella	
	How it will look when fully met:	Students identified as needing additional assistance in Reading (based on STAR, benchmark, and CFA results) will be offered additional instructional support through the "Enrichment Academy" - The school day will be extended 2 hours on Tuesdays and Thursdays. The extended learning time will add an additional 250 hours of enrichment to the 1,200 school-day hours students will receive in the 2012-2013 school year.	
	Target Date:	06/28/2013	
	Tasks:		
	1. Student performance on CFA's and DBA's will continuously be reviewed by the Reading Coach to determine students who would benefit from the additional support offered through the after school program.		
	Assigned to:	Kelly Spinella	
	Target Completion Date:	06/14/2013	
	Comments:	On a monthly basis, the reading coach reviews data from common formative assessments and district benchmark assessments to determine which students are in need of additional support. Students were initially identified in November 2012 from the first district benchmark and in December from the second common formative assessment. The reading coach meets monthly with the reading department to discuss supports needed for students. The students are encouraged to participate in the after school and Saturday to offer additional support for students. The after school programs take place on Tuesday, Wednesday and Thursday from 3-5 PM and the Saturday program takes place from 8-11AM. June 6- Reading coach continued to recruit struggling students (as evidenced by CFA scores) to attend the program. The final session was held May 30. Students will continue to be supported through the Enrichment Academy that will be held July 8-25.	
	Task Completed:	6/6/2013 12:00:00 AM	

	2. Parents of students who have been determined to be in need of additional reading support will be notified by letter (via U.S. Post Office) that they are eligible for the after school program. Details of the program are outlined in the letter; parents/guardians must sign the permission slip for the child to begin attending the program. Once the letter is signed and returned to the Reading coach, the students are able to receive the additional after-school support.
	Assigned to: Kelly Spinella
	Target Completion Date: 06/14/2013
	Comments: Parent letters complete the form and send the letter back to inform the school of participation permission. As students are identified to be part of the after school program, parent letters are sent out for student participation. Parent newsletters were sent out in February, March, and April Letters are sent to parents monthly since January, after the roll-out of the after school program. Parents received letters and information on February 21 and March 28 at the Parent Nights for After the Bell. This process is on-going, as students who need support are being continuously identified. Parents of students who were identified for the Rocket STARS program received letters mailed home informing them of their child's qualification for the program on April 15, 2013. A mandatory information meeting was held with parents on April 22, 2013, to answer any questions and collect signed participation forms.
	Task Completed: 6/6/2013 12:00:00 AM
	3. Students, who were eligible for the After School Enrichment Academy, will also be offered the opportunity to attend the Summer Enrichment Academy. This program will run from June 25-August 1 and will provide the students additional support in Reading, Writing, and Math. Students will hone their reading skills through high-interest texts and will be taught by highly qualified, engaging teachers.
	Assigned to: Kelly Spinella
	Target Completion Date: 08/01/2013
	Comments: A list has been generated of identified tier 2 and tier 3 students who are eligible for for our summer enrichment academy. Additional data gathered during this 4th quarter will also reveal additional students (Note: the completion date reflects the end of the Summer Enrichment Academy) June 6- The Reading Coach visited Reading classes to promote the Summer Enrichment Academy. Eligible students were given an information sheet as well as a parent permission slip. June 27- Reading coach met with parents of students who will be attending the program, which will begin July 8.
	4. Staff members will participate in professional development activities to enhance instructional best practices and provide meaningful and engaging lessons to students. Teachers will be able to gain knowledge of research-based interventions and strategies to use in the classroom.
	Assigned to: Kelly Spinella
	Target Completion Date: 08/23/2013

		Comments:	<p>The following professional development opportunities have been offered for teachers: November 2012 – Teachers in need of support for classroom management received training on classroom management strategies from Valerie Ford. The teachers were identified from classroom observations conducted. Mrs. Ford will conduct ongoing observations of the teachers and will provide support as needed. December 2012 – Reading and writing teachers participated in a RTI training conducted by the Communications Specialist, Kalena Francis. Teams met during their planning blocks. December 2012- Math teachers participated in a RTI training conducted by the math coordinator, Alfreda Jernigan. January 2013 – Writing teachers participated in a power planning day to dig deeper into the data and develop a plan for preparing students for the writing Sol. Students were grouped by intervention needs and instruction was developed based on the groups. The collaborative teacher participated in the planning as well. January 2013 – Math teachers received training on Carnegie math for intervention strategies to support students. February – Collaborative teams participated in a training conducted by the Special Education Coordinator, Denise Williams-Patterson. The focus of the training was collaboration, communication, and cohesiveness. April - Increasing rigor and student engagement in the classroom conducted by the gifted resource teacher to assist teachers in developing and designing lessons to support student achievement. Further professional development opportunities for teachers include the following: *NASSP Conference *VASSP Conference *ASCD Conference *Kagan Conference *Staff Development for Educators Conference *Boothbay Literacy Conference *Critical Thinking and Education Reform Conference *Summer Enrichment for Teachers *Summer Professional Camp for Teachers Update: In addition to VASS (July 24-27 at ODU) and College Board (July 29-August 1), all ELA teachers will attend an ELA workshop conducted by the Gifted Resource teacher and the Instructional Coach August 5-8. Best practices as well as a tool-box of research-strategies and activities will be shared with teachers. Update - June 26 English teachers completed the VASS training at ODU. Subsequent training sessions will be held throughout the summer.</p>
Implement	Percent Task Complete:	50%	

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)		
	Level of Development:	Limited Development	
	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:	Currently there is no model available to coach teachers in properly facilitating research based teaching practice strategies within the classroom environment. Additional support is needed to train teachers to be able to provide immediate feedback to students and develop the next instructional steps as a result.	
Plan	Assigned to:	Not yet assigned	

Stakeholder Engagement

Family and Community Engagement

Indicator	VD02 - Multiple communication strategies are implemented that are culturally and linguistically appropriate and support engaged communication and conversations with all stakeholders. (2800)		
	Level of Development:	Limited Development	
	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:	Currently, there are a variety of means for communicating the schools' accreditation status and ongoing events with parent and community stakeholders (parent link, parent newsletters, Parent Advisory Group, bulletin boards, etc.)	
Plan	Assigned to:	Margie Stallings	
	How it will look when fully met:	All parent and community stakeholders will be informed through embedded practices of on-going communications that inform them of information and data such as: accreditation status, progress towards meeting accreditation status, and school improvement efforts. In addition, there will be an increase in opportunities for parent and community engagement.	
	Target Date:	06/30/2013	
	Tasks:		
	1. A letter will be drafted from the principal to inform parents of the accreditation status of the school. This notification will be sent within 30 calendar days of receipt from the Virginia Department of Education. The letter will be mailed to parents/guardians of all enrolled students.		
	Assigned to:	Margie Stallings	
	Target Completion Date:	11/26/2012	
	Comments:	A letter was sent in October 2012 to all parents informing them of Lafayette-Winona's denied accreditation status. Information from the district benchmark data will be sent to parents as well through various media and during parent meetings such as Open House and the Parent Advisory Group.	
	Task Completed:	6/6/2013 12:00:00 AM	
	2. Monthly communications to parents (newsletters, parent meetings, phone blasts, and website updates) to keep them informed of students and future opportunities for additional support in Reading and Math. Parents will also being invited to engage in conversations and activities to support the academic achievement of their child.		
	Assigned to:	Kelly Spinella	
	Target Completion Date:	06/13/2013	

		Comments:	Letters inviting students to participate in the after-school reading program were sent out to parents in January 2013. Monthly newsletters were sent out to parents of students participating in the after-school program in February, March, and April. Parent engagement nights were scheduled for March and April and parents were invited via flyers, phone blasts, school website, school marquee, and post cards to attend. Student invitation letters were sent to parents of eligible students who qualified for the Rocket STARS program April 15, 2013. The letters informed the parents of the program and the criteria for student participation. Parent SOL Night for reading and math was held on April 17 and 25 - Parents were informed via phone blasts, flyers and the school marquee of each night. The Saturday Academy for Positive Self-Development was held on March 23 and April 20 for parents and students to engage in conversations and activities that will support the academic success of their child. Parents were informed via phone blasts, letters, flyers, district website, school website, school marquee and personal invitations to attend. June 6- A letter was sent home to parents to inform them of the opportunity to enroll their students in the Summer Enrichment Academy that will be held July 8-25. Parents were given detailed information about the nature of the program as well as an enrollment form/permission slip.
		Task Completed:	6/7/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		6/8/2013
	Experience:		6/8/2013 The school has implemented several avenues in which to inform parents and stakeholders of information related to the school. Parent meetings, newsletters, forums, phone blasts and the school website have all been used to share information with parents. Parents have appreciated being informed and being offered the opportunity to participate.
	Sustain:		6/8/2013 There is more work needed towards getting parental involvement in the school and getting parents involved in the academic success of their child. Planning meetings with the Parent Advisory Group will take place during the summer to determine ways in which parents can become more involved. A parent engagements specialist will be hire to assist in increasing parental involvement. Meeting with the various civic leagues will be planned to allow members from the school to go to the parents outside the school building.
	Evidence:		6/8/2013 A letter was sent out to parents in October 2012 informing them of the school's accreditation status. Flyers were sent out in October for Participation in the Parent Advisory Group. A parent newsletter was sent out in November. arent phone blasts have been sent out monthly informing parents of activities within the school. A parent forum was held in January to support student behavior. A Parent Night was held in January to discuss discipline and discipline affects student success. A parent/student breakfast was held April to discuss the role of parents in a child's life. The school partnered with the After-the-Bell Program to put on several programs for parents (Career Fair, SOL Night).

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)		
	Level of Development:	Limited Development	
	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 Istructional Team has begun to identify students who are at risk of failing and have been targeted for intervention. Currently it is difficult for any one person to moniitor the identification process	
Plan	Assigned to:	Kelly Spinella	
	How it will look when fully met:	By June 2013, 100% of intervention students at Lafayette-Winona Middle School as identified by STAR Reading and STAR Math adaptive reading and math assessments and other data sources will be selected for participation and receive additional targeted interventions.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Rebecca Danylchak, the Read 180 Coordinator, will provide training to teachers and administrators regarding the procedures for administering and analyzing data associated with the Read 180 reading assessment. All training sessions will occur during the team planning times.		
	Assigned to:	Amy Wood	
	Target Completion Date:	12/30/2012	
	Comments:	Shana McGhee met with the Reading Department Chair and the Read 180 full-time teacher for three separate training sessions on August 30, October 8, and November 6. All training sessions have been completed.	
	Task Completed:	6/6/2013 12:00:00 AM	
	2. The Carnegie math representative will provide training to teachers regarding the procedures for administering and analyzing data associated with the Carnegie adaptive math assessment. All trainings sessions will occur during the team planning time.		
	Assigned to:	Bart Irwin	
	Target Completion Date:	12/30/2012	
	Comments:	The Carnegie math representative, Kerrie Bauer, and the district coordinator, Alfreda Jernigan, met with all math teachers and special education teachers to train staff on the Mathia Program. Teachers were trained how to track student progress, assign differentiated instructional units, and provide RTI support for their students. Teachers were also trained on obtaining reports, and planning for effective usage of the program.	

		Task Completed:	6/6/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		2/22/2013 6/8/2013
	Experience:		2/22/2013 Based on data from the previous years' Reading SOL tests, the Star Reading and Lexile Assessments administered to students at the beginning of the school year, students were grouped into three tiers. Students in the lowest groups were identified for placement into the Read 180 class during one of their elective periods. 6/6/2013 The Read 180 program proved to be a tremendous support for struggling students. The program will be expanded next year to include all incoming sixth grade students who are below reading level (as determined by their 5th grade SOL scores and Lexile levels).
	Sustain:		2/22/2013 The monitoring process is on-going. Common Formative Assessment and District Benchmark Data are analyzed as well as the data from the Read 180 Program so that we can determine the effectiveness of the interventions. 6/6/2013 On-going training will be provided as needed. In addition, the program data will continue to be monitored by Principal and Reading Department Chair to ensure that the program is being utilized for optimal student success.
	Evidence:		2/22/2013 At the beginning of second semester, sixth and seventh grade students in the lowest groups were placed in the Read 180 program. The Reading Department Chair volunteered to teach an additional Read 180 class, so that more students could be supported through the program. Parents were notified via post that the change in their schedules had been made as well as the purpose, highlights, and benefits of the Read 180 Program. 6/6/2013 math Intervention-Carnegie Math Students were identified from DBA - Jan About 120 students were identified as scoring between 0 – 50 (red) and they were placed in 1 of 4 intervention groups. 8th Grade Results 80 students identified 0 scored above 50 on DBA - Jan. 19 scored above 50 on DBA - Feb. 39 students score increased - 60%* 10 students scores decreased - 15%* *65 students took both DBA DBA /JAN– 34.5% Percent Correct. DBA/MAR– 46.5% Percent Correct. 7th Grade Results 80 students identified 1 scored above 50 on DBA/JAN. 24 scored above 50 on DBA/MAR. 53 students score increased 77%* 14 students scores decreased 20%* *69 students took both DBA/JAN & DBA/MAR DBA /JAN– 35% Percent Correct. DBA/MAR – 44% Percent Correct. 6th Grade has started (as of 4.8.13) Staffing: Mr. Stanley, Mr. Irwin, 6th Grade Math Team Topics: 8th Grade – Probability 7th Grade – Rational Numbers (fract./dec./perc.) 6th Grade – Fraction Computation

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)		
	Level of Development:		Limited Development
	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:	Staff and administration are in need of extensive professional development in the tiered, differentiated intervention process. Currently, staff is familiar with the concept but not the process. Instructional support is needed for implementation during the school day.	
Plan	Assigned to:	Kelly Spinella	
	How it will look when fully met:	The leadership team will meet monthly to identify tier 2 and 3 intervention students, and each student will be placed in a research-based intervention program. The research-based instructional strategies utilized in these programs will be analyzed to determine effectiveness and identify next steps.	
	Target Date:	06/30/2013	
	Tasks:		
	1. On a monthly basis, grade level teams will conduct collaborative team meetings with the Reading, math, and special education coordinators to review and analyze tier 2 and tier 3 student data and develop plans for intervention.		
	Assigned to:	Kelly Spinella	
	Target Completion Date:	06/14/2013	
	Comments:	<p>December 2012 – Reading and writing teachers participated in a RTI training conducted by the District Coordinator's Communications Specialist, Kalena Francis. Teams met during their planning blocks to review data and develop plans for intervention. January 2013 – Writing teachers participated in a Power-Planning Day with the District Coordinator and her teacher specialist to analyze data and develop an intervention plan for students who did not demonstrate proficiency on the benchmark and common formative assessments. Students were grouped by intervention needs and instruction was developed based on the groups. The collaborative teacher participated in the planning as well. Upcoming meeting: February 23: Reading teachers will meet on Saturday to analyze data and develop an intervention plan for students who did not demonstrate proficiency on the benchmark and common formative assessments. Students will be grouped by intervention needs and mini-lessons developed based on the groups. The collaborative teachers will be present as well.</p> <p>Quarter 2 Review Intervention Plans - Math - Remediation and RTI strategies are in place (pull-outs, use of Carnegie Math, outside tutors). Students are being pulled out during their health classes on a 2-week rotation for remediation. In addition, the use of safety nets funds will allow for additional support of tiered instruction by pulling the deep remediation students together for additional support. A part-time person has been hired to work with the students. The start date is scheduled for March 4, 2013. Students received a diagnostic test and will be tested again in one month to monitor progress. Reading Intervention Plan - Currently, there are 7 sections of Read 180 for students who were identified as deficient in Reading. The students are scheduled into the class and new students will be added as needed. Students will be administered the Lexile test in one month to monitor progress.</p>	

			<p>Title 1 Reading students participate in after-school support with differentiated instruction and reading strategies. Update: 4/10 Note: Of the 50 students who did take the SRI assessment between 3/12/13 – 3/16 26 students showed growth. The increased Lexile scores increased reflect an average of 133.8 Lexile points, an approximate half-year growth in reading levels. The mean increase was 86 Lexile points. The next SRI will be administered at the end of April. SOL Support for Tier 2 & 3 Students: During School: Additional support for students will be provided Mondays, Tuesdays, and Wednesdays by volunteers from the USS Lincoln. Servicemen and women will conduct pull-outs and push-ins (depending on the class-size and student needs) for identified Tier 2 & 3 students in Reading and Math. This support begins April 8 and will continue until the end of the school year. Professional development on the subject of Increasing Rigor and Student Engagement will be conducted by the Gifted Resource on the next Early Release Day, April 25. After School: SOL Support for Students in All Subjects: Reading and Math departments have planned a SOL Night on April 17 for parents and students. Social Studies and Science will hold their parent night on the 24th. Parents will have the opportunity to learn about and view the types of questions that will appear on the SOL tests. The Instructional Coaches will share effective study strategies so that parents will be able to reinforce and review the study material at home. Students will also receive additional resources and study packets for test preparation. Reading and Social Studies: Additional support for tier 2 & 3 students in Reading and Social Studies will be offered on Saturdays. In an effort to maximize student engagement while as providing valuable review opportunity, Mr. Richardson, a social studies teacher, and Ms. Hawkins, a Reading teacher, will facilitate a SOL Scavenger Hunt. Students will work cooperatively to answer social studies and reading content questions. This interactive hands-on activity will provide meaningful, student-centered SOL study. (updates can be found in the Intervention folder of the file cabinet) Update: Instructional meeting will be held Friday, June 14 to discuss changes in instructional program for the 2013-14 school year (as determined by the SOL and end-of-year data). Principal will discuss changes in team structures and class schedules in an effort to better support Tier 2 & 3 students (ie, safety net classes, clusters, closely monitored RTI, etc.). June 26: Final meeting was held on June 14. (See meeting notes)</p>
		Task Completed:	6/14/2013 12:00:00 AM
		2. In December 2012, the Carnegie and IStation consultants will provide training for teachers regarding the reading and math intervention programs.	
		Assigned to:	Bart Irwin
		Target Completion Date:	12/30/2012

		Comments:	(Note: Read 180 was selected as the intervention program instead of IStation) Shana McGhee met with the Reading Department Chair and the Read 180 full-time teacher for three separate training sessions on August 30, October 8, and November 6. The Carnegie math representative, Kerrie Bauer, and the district coordinator, Alfreda Jernigan, met with all math teachers and special education teachers on January 7 to train staff on the Mathia Program. Teachers were trained how to track student progress, assign differentiated instructional units, and provide RTI support for their students. Teachers were also trained on obtaining reports, and planning for effective usage of the program.
		Task Completed:	1/7/2013 12:00:00 AM
		3. Highly qualified teachers from the high school level will implement effective research-based instructional practices in the After School Intervention Program. These teachers will communicate and collaborate to discuss specific identified areas of need to target academic achievement. This group of highly qualified teachers is also mentoring seventh and eighth grade core content teachers in an effort to build teacher capacity and increase the depth of content knowledge.	
		Assigned to:	Kelly Spinella
		Target Completion Date:	08/01/2013
		Comments:	The task completion date of August 1 reflects the intervention program length and the summer enrichment program. Regarding the After School Program: The two teachers, Brier Lee and Christina Wills (who is dual certified in Special Education and English/Reading grades 6-12) from Norview High School have been paired with two new teachers here at LWMS - Adrian Hawkins and Steph Currence. In an effort to build teacher capacity and improve student achievement, Brier Lee and Christina Wills have developed and modeled lessons on summarizing, identifying the main idea, distinguishing important vs. "unimportant" details (ie, in writing prompts and instructions), making/revising predictions, drawing conclusions, making inferences, and comparing and contrasting. Brier Lee and Christina Wills have incorporated the following strategies into their instruction: non-linguistic representations, chunking the text, marginalia, SOAP, graphic organizers, cloze read-alouds, 5W&H, anticipation guides Update: April 12 continues to be held after school. The program is still being staffed by three veteran teachers and two novice teachers as we seek to build teacher capacity and improve the reading levels of our students. Newest Skills Taught to Date: Newest skills: Close reading, connotation, and root words May 9: Students have been grouped into the following 2 red and yellow categories (based on performance on DBA 3) : (red) basic comprehension, (yellow) making inferences. Students are participating in tiered Literature circles for the month of May in an effort to provide additional skill-building and reading practice before the SOLS. June 6: The final After School Intervention session was held May 30, 2013.
		Task Completed:	6/4/2013 12:00:00 AM
		4. Tier 2 and 3 students who failed the first two quarters will be provided additional support through the STARS program. This program will be offered to all students in core content areas and will be held every Tues-Thursday from 2:55-4:55 for three weeks. The first STARS sessions for Math and Reading begins April 23, 2013.	

		Assigned to:	Kelly Spinella
		Target Completion Date:	06/14/2013
		Comments:	Tier 2 and Tier 3 students who failed the first two quarters of Reading and Math were offered the opportunity to participate in the Rocket STARS program to recover the credit. The program will last for three weeks. The program began on April 23 and will run on Tuesday, Wednesday, and Thursday from 3 -5 PM. The parents of all students who qualified for the program were sent letters in addition they were invited to a mandatory informational meeting. Students will receive instruction based on deficits during the first two quarters and will be assessed to determine if they are able to recover their grades. May 13 update: The program has been so successful that an additional after school and in-school session (for eighth graders) will be offered for students in Reading and Math. The session will begin May 28 and run through June 13. June: The last STARS aftr-school session was completed June 6. The in-school session will end June 13. June 26: Final STARS session was completed June 13.
		Task Completed:	6/13/2013 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		6/27/2013
	Experience:		6/27/2013 Identifying the students in need of intervention gave the classroom teacher, Reading coach, and math coach an idea of how to plan instruction to support the students. Teachers were able to monitor the students with interim assessments to determine growth. The identification process was a powerful tool which allowed for objectivity in instructional planning.
	Sustain:		6/27/2013 Teachers will need additional professional development in matching the correct researched based intervention with the needs of the students. There were times when grouping did not meet the needs of the students. Teachers need to become proficient in building a strong tier 1 that will allow for making effective use of time for tier 2 and tier 3 students.
	Evidence:		6/27/2013 Students were administered the STAR Reading and math assessments as a pre-test to determine skill and ability levels. Students in need of interventions in Reading were assigned to a Read 180 and students needing math intervention were allowed to use Carnegie math for support. Tier 2 and Tier 3 students in both Reading and math were involved in push-in and pull-out interventions from the Reading coach, math coach and classroom teachers. Progress for interventions can be documented by the math coach using benchmark scores as a guide. Reading students' growth was documented using reports generated from Read 180.

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)		
	Level of Development:		Limited Development

	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:	Currently the leadership team is comprised of department chairs from each department which represents the multidisciplinary instructional team which meets regularly to discuss assessment data. The monitoring of intervention outcome data is not occurring, as professional development in intervention instruction is needed by the team and administrators.	
Plan	Assigned to:	Alice Williams	
	How it will look when fully met:	The Lafayette-Winona Middle School Instructional Leadership Team will meet monthly with teachers, interventionists, instructional coaches, and department chairs to analyze outcome data of the instructional strategies utilized during a three-week cycle to determine the impact of the selected interventions on student progress. The team determines next steps and the appropriate instructional strategies.	
	Target Date:	06/30/2013	
	Tasks:		
	1. The principal, assistant principal, reading coach and math coach will observe intervention lessons using the Norfolk Public Schools informal observation instrument and provide feedback to teachers. This information will be used to determine whether additional professional development is needed for specific teachers.		
	Assigned to:	Margie Stallings	
	Target Completion Date:	06/30/2013	

		Comments:	<p>This process is on-going. Lessons in Reading have been observed by the Reading coach on the following dates: October 2, December 5, March 7, 8, 11& 12. Intervention lessons in Math have been observed by the Principal and the Math Coach on the following dates: December 5, December 17 & 18, January 14-16, and February 12-13 & 25. Based on observations, it was determined the teachers required Professional Development in the area of rigor and student engagement. Date of PD: April 25 Chandra Stevens, the gifted teacher, will conduct the PD. It was determined, based on the informal observations, that RTI training for the Reading and Math was necessary. RTI Training for Reading and Math: December 2012 – Reading and writing teachers participated in a RTI training conducted by the Communications Specialist, Kalena Francis. Teams met during their planning blocks. December 2012- Math teachers participated in a RTI training conducted by the math coordinator, Alfreda Jernigan. January 2013 – Writing teachers participated in a power planning day to dig deeper into the data and develop a plan for preparing students for the writing Sol. Students were grouped by intervention needs and instruction was developed based on the groups. The collaborative teacher participated in the planning as well. January 2013 – Math teachers received training on Carnegie math for intervention strategies to support students. March 2013- Based on observations in English classrooms, the principal directed the reading coach to work closely with the sixth grade English teachers. Update - April 2013- The Reading coach has worked with the sixth grade English team to develop tiered lesson plans. The reading coach has assisted the teachers in creating engaging, rigorous, tiered activities on the following skills: fact/opinion, main idea, important details, and making inferences. June 2013- Based on observations throughout the school year, the Reading Coach will facilitate a four-day training session August 5-8 on the following subjects: effective RTI, increasing student engagement through BEST practices, creating meaningful leveled activities, and monitoring student achievement data.</p>
		Task Completed:	6/7/2013 12:00:00 AM
		2. On second Thursday of each month, the Instructional Leadership Team will meet to review formative data for tier 2 and tier 3 intervention students and make decisions about the effectiveness of the strategies.	
		Assigned to:	Alice Williams
		Target Completion Date:	05/30/2013

		Comments:	This is on-going. The Instructional Leadership Team meet and discuss the data and trends based on the CFA's and district benchmark results as well as plans of action. Meeting Dates listed from most recent to earliest: Conference room 05/09/2013 Focus School Instructional Leadership Team Meeting Conference room 04/11/2013 Focus School Instructional Leadership Team Meeting Room 107 02/21/2012 Focus School Instructional Leadership Team Meeting Room 107 01/21/2012 Focus School Instructional Leadership Team Meeting Auditorium 01/14/2013 Comprehensive Plan Update Room 107 01/10/2013 Focus School Instructional Leadership Team Meeting Room 107 12/13/2012 Focus School Instructional Leadership Auditorium 12/03/2012 Focus School Plan LWMS 10/23/2012 Review of Staff Selection of indicators LWMS 10/22/2012 Selection of Indicators LWMS 10/16/2012 Focus School Informational Meeting LWMS 10/12/2012 Instructional Team Meeting March 7, April 11 May 9, and June 14 Last Instructional Team Meeting was completed June 14, 2013
		Task Completed:	6/14/2013 12:00:00 AM
		3. The Instructional team meets on a quarterly basis to analyze district diagnostic benchmark data. The team discusses specific standards that address student strengths and weaknesses. Pre-requisite skills required to ensure success are determined, and a process for re-teaching is established.	
		Assigned to:	Kelly Spinella
		Target Completion Date:	06/14/2013
		Comments:	Quarter 2 Report Reading - Mrs. Wood presented the data by grade level for the quarterly benchmark data. The following reflects the percent of students who passed with a 70% or better. Grade 6 - School 59% District - 60.6% Grade 7 - School 59.5% District - 65.2% Grade 8 - School 66.9% District - 69.8% Reading Gap Group Data African American Grade 6 - School - 26% District - 31% Grade 7 - School - 27% District 34% Grade 8 - School - 46% District - 51% Economically Disadvantaged Grade 6 - School - 33% District - 42% Grade 7 - School 28% District - 45% Grade 8 - School 51% District - 59% Special Education Grade 6 - School 14.3% District - 14.6% Grade 7 - School 7.7% District - 11.37% Grade 8 - School 17.24% District - 17.62% The following were identified as areas of deficiency and will be addressed during RTI instruction. Grade 6 - SOL 6.4 Vocabulary Teachers will use the power planning day planned for February 23 to group students and create intervention strategies/mini lessons for vocabulary objectives as well as analyzing figurative language and plot, character, and conflict. Grade 7 - Lowest Objectives 7.5D, 7.5K, 7.6D, 7.6I Must plan and implement serious intervention for Word Choice and Imagery, cause and effect, Making inferences and drawing conclusions, and summarizing using supporting details. Teachers will use Power Planning day to group students and create intervention activities /mini lessons for Word Choice and Imagery, cause and effect, Making inferences and drawing conclusions, and summarizing using supporting details. Grade 8 - Lowest Objectives 8.5A, 8.5F Must plan and implement serious intervention for the objectives dealing with comparison and contrast of Author's style and identification/analyzing symbols and figurative language. (Tier 3 Students) The Reading coach will begin to

pull Tier 3 students from class during the day to provide RTI for support to the students. (Tier 2 Students) Teachers will use Power Planning day to group students and create intervention activities /mini lessons for these objectives. The data listed reflects the percent of students who were identified as proficient by scoring 70% or higher. Math Grade 6 - School 52.3% District 48.9% Grade 7 - School 40.8% District - 41.5% Grade 8 - School 37.8% District - 40.6% Algebra - School - 62% District - 63.8% Geometry - School 60.5% District - 61% Gap Group Data African American Grade 6 - School - 25% District - 31% Grade 7 - School - 6% District - 4% Grade 8 - School - 1% District - 3% Economically Disadvantaged Grade 6 - School 27% District - 38% Grade 7 - School 5% District 5% Grade 8 - School 2% District 5% Special Education Grade 6 - School 6.3% District 3.93% Grade 7 - School 3.23% District - 3.33% Grade 8 - School 5% District - 5.83%

Teachers will continue to implement RTI instruction to support student achievement. (Tier 3 Students) Using the additional safety net funds, a part-time teacher has been hired to increase the number of students pulled from classes for intense remediation. (Tier 2 Students) Teachers will begin to move students during block into groups for the teachers to provide whole group remediation during the needed blocks.

Quarter 3 Data The data reflects the percentage of students who were identified as proficient by scoring 70% or higher. Math School District Grade 6 56.9% 51.9% Grade 7 51.4% 53.9% Grade 8 51.4% 53.9% -6th grade performance increased 11% from the January and March District Benchmarks. The district increased 5% during that same span. Specifically, performance increased by 15% on ballpark comparisons (SOL 6.9). Teachers spent more time with benchmarking this year which may have lead to the increased performance. -7th grade performance increased 5% from the January and March District Benchmarks. The district increased 18% during that same span so we did not stay on pace. Specifically, performance on proportional reasoning increased 33% from the last benchmark. Teachers spent specific time on graphically organizing thought when approaching proportional problems. -8th grade performance increased 7% from the January and March District Benchmarks. The district increased 3% during that same span so 8th grade math made significant gains relative to the entire Norfolk population. Gains were realized on 8.10 that references 3D views. 33% of students were proficient on the objective compared to 25% previously. -Algebra performance decreased 22% from the January and March District Benchmarks. The district decreased 8% during that same span so we did not stay on pace in this area. - Geometry performance decreased 7% from the January and March District Benchmarks. The district decreased 9% during that same span so Geometry performance faired a little better than the larger district.

Tier 3 Intervention Updates -Tier 3 students received very specific personalized intervention during a health class pull out. -Math 6: Math 6 is starting pullout work on specific need objectives. Specifically SOL 6.6 and fractional computation. Students will be working on Carnegie Learning and with tutors to readdress the understanding of what a fraction is and how it can be represented in multiple different ways. -Pre-Algebra 7: 24 Tier 3 students moved up to Tier 2 by scoring above a 50% on the March Benchmark. 77% of those Tier 3 students that were

tested increased their grade from the January Benchmark. There are still areas of need and the primary target has been rational numbers (SOL 7.1) and the ability to order and compare fractions, decimals and percents. Students are being identified and are working through this subject with tutors during their health block. -Pre-Algebra 8: 60% of the students increased their performance on the March benchmark. 19 out of 80 students moved from Tier 2 to Tier 3 on the March Benchmark. The need is still present using rational numbers (SOL 8.1) and probability (SOL 8.12). Student performance for Tier III students is still under 40% on each of those objectives. Tier 2 Math Intervention Updates -6th Grade: 38.1% of Tier 2 students are needing help with 6.9 (using ballpark comparisons with measurement) -6th Grade: 31.2 of Tier 2 students need support with 6.10. -Pre-Algebra 7: 30% of Tier 2 7th graders are weak on quadrilaterals (SOL 7.7) -Pre-Algebra 7: 20.8% of students remain in Tier 2 with 7.8 (transformations in the coordinate plane) -Pre-Algebra 8: 25% of students in Tier 2 are still struggling with 8.10 (Pythagorean Theorem) -Pre-Algebra 8: 39% of Tier 2 students struggled with angle relationships (SOL 8.9). -Algebra: Tier 2 students are struggling with A.4 (systems of equations) scoring 49.2%. This was new content in February and the multiple representations was particularly challenging for students. -Geometry: Tier 2 students struggled with trigonometry as G.7 and G.8 scored at a 28% and 27% respectively for the Tier 2 students. Reading School District Grade 6 62.3% 62.7% Grade 7 57.8% 64.1% Grade 8 70.3% 71.3% -Reading grade 6 scores increased 3.8 percentage points on the quarter 3 benchmark assessment -Reading grade 7 scores decreased by 1.8 percentage points on the quarter 3 benchmark assessment -Reading grade 8 scores increased by 4.0 percentage points on the quarter 3 benchmark assessment Reading Tier 2 and Tier 3 Intervention Updates -The major areas of concern for students in Tier 2 and 3 remain the same. The students in both tiers are deficient in terms of reading abilities. Some students in Tier 3 are as much as 4 grade levels below, and tier 2 students average about 2 grade levels below. Both groups of students have difficulty with fluency, vocabulary, comprehension, and stamina. Each group's weaknesses are being targeted through the Read 180 Program as well as the After School Program. Both interventions provide scaffolded, tiered, small group instruction that will address the needs of the students and provide instructional support in their areas of deficiencies. Gap Group Performance - Quarter 3 The following data reflects the percent of students identified as proficient based on assessment averages. Special Education School District Math 6 3.39% 6.16% Math 7 7.89% 9.46% Math 8 3.45% 5% Reading 6 17.14% 17.70% Reading 7 10% 13.64% Reading 8 35.71% 24.03% Economically Disadvantaged School District Math 6 23.92% 17.93% Math 7 12.20% 19.62% Math 8 8.76% 8.25% Reading 6 39.5% 45.68% Reading 7 33.74% 48.03% Reading 8 58.42% 61.83% African American School District Math 6 19.14% 10.75% Math 7 11.03% 14.98% Math 8 7.55% 5.08% Reading 6 36.02% 35.45% Reading 7 30.71% 36.73% Reading 8 53.01% 54.78% Gap Group Intervention Updates Reading -Students across grade-level in each gap group continue to struggle with inference-based comprehension. Math -SPED – SPED gaps mirror the gaps of our Tier 3

			<p>students. SPED performance did increase in Pre-Algebra 8. - SES – SES does not show any significant difference from the overall performance. Support needed for Tier 2 and Tier 3 Groups Reading On-going teacher training is needed. - Teachers need additional support with how to differentiate instruction based on their tiered population. In most classes, there is still a whole-group model. -Professional development is needed to build teacher capacity and content knowledge. - Continued professional development on designing engaging lessons and increasing academic rigor in the classroom is needed for teachers. Math -More in-depth support in classroom management is needed for math teachers. Classroom observations and walk-throughs revealed the need for an ongoing focus on classroom management -Professional development is needed to put together the more effective SOL review programs that can be incorporated into classroom instruction. Study guides have been created, but looking at how concepts are taught would still be helpful. (Data reports can be found in the file cabinet) June 6: The Principal will meet with the Instructional team on June 14, 2013 to review SOL data and determine student areas of weakness and develop a plan of action to address those weaknesses in the upcoming 2013-14 school year. June 14: Instructional team met to discuss detailed plan for 1013-14 school year. (see meeting notes)</p>
		Task Completed:	6/14/2013 12:00:00 AM
		<p>4. Students identified as needing additional assistance in Reading (based on STAR, benchmark, and CFA results) will be offered additional instructional support through the "Enrichment Academy" - The school day will be extended 2 hours on Tuesdays and Thursdays. The extended learning time will add an additional 250 hours of enrichment to the 1,200 school-day hours students will receive in the 2012-2013 school year.</p>	
		Assigned to:	Kelly Spinella
		Target Completion Date:	06/14/2013

		Comments:	This process is on-going as students who need additional support are continuously being identified. The first after school session was held on January 29. The after school program is being taught by two highly qualified teachers from Norview High School. The two teachers, Brier Lee and Christina Wills (who is dual certified in Special Education and English/Reading grades 6-12) have been paired with two new teachers here at LWMS. The teachers from Norview model BEST instructional practices in an effort to improve instructional practices as well as student achievement. Attendance: January 29:11 students January 31:16 students Feb 5: 17 students Feb 7:16 students Feb 12: 26 students Feb 19: 22 students Feb 21: 28 students Feb 26: 17 students Feb 28: 19 students Mar 5: 14 students (there was a basketball game after school) Mar 7: 29 students Mar12: 34 students Update: March 14 55 students have attended at least one time. 40 students have attended at least once a week. Update: March 15 Skills: Students have received additional direct instruction/practice on summarizing, identifying the main idea, distinguishing important vs. "unimportant" details (ie, in writing prompts and instructions), making/revising predictions, drawing conclusions, making inferences, and comparing and contrasting Strategies to date: non-linguistic representations, chunking the text, marginalia, SOAP, graphic organizers, cloze read-alouds, 5W&H, anticipation guides Update: June 6 - the program ended on May 30, but students in the program will continue to be supported through the summer enrichment academy.
		Task Completed:	6/6/2013 12:00:00 AM
		5. Students, who were eligible for the After School Enrichment Academy, will also be offered the opportunity to attend the Summer Enrichment Academy. This program will run from June 25-August 1 and will provide the students additional support in Reading, Writing, and Math. Students will hone their reading skills through high-interest texts and will be taught by highly qualified, engaging teachers.	
		Assigned to:	Kelly Spinella
		Target Completion Date:	08/01/2013
		Comments:	A list has been generated of identified tier 2 and tier 3 students who are eligible for for our summer enrichment academy. Additional gathered gathered during this 4th quarter will also reveal additional students (Note: the completion date reflects the end of the Summer Enrichment Academy) Update - May 13 The summer enrichment program is being planned presently. Students will receive cross curricular reading support as well as math skills. *Change in date: The program will run July 8-July 25 from 7:30-12. The upcoming sixth graders will be served in a similar program that will run from July 29-August 8. Update: June 6: the reading coach met with rising 6th and 7th graders on June 5 to promote the summer enrichment academy. Students were given detailed information about the program and permission slips for enrollment. June 26: Reading coach met with parents and students to discuss the summer program, which will begin 7/8/2013.
		6. The Instructional Team will develop 45 day SOL plans in Social Studies, Math, and Reading in order to sufficiently prepare students for the SOL.	
		Assigned to:	Margie Stallings

		Target Completion Date:	06/06/2013
		Comments:	<p>Social Studies, Reading, and Math department chairs completed their 45-day pacing plans and submitted them to Ms Stallings. Each department re-worked the pacing and curriculum guide to ensure all of the testable material will be both taught and sufficiently reviewed. The 45 day plan will provide teachers the time to re-teach material that was not mastered in the during the course of the school year, as indicated on the DBA's and CFA's. Update: The 45-day plans were submitted to Ms. Stallings. (Completed Feb. 21) Reading and Social Studies departments have planned a SOL Night on April 17 for parents and students. Parents will have the opportunity to learn about the types of questions that will appear on the SOL tests. Department chairs will share effective study strategies and students will receive additional resources for test preparation. Additional SOL Support for Tier 2 & 3 Reading and Social Studies Students: After School: Additional support for students in Reading and Social Studies will be offered on Saturdays. In an effort to maximize student engagement while as providing valuable review opportunity, Mr. Richardson, a social studies teacher, and Ms. Hawkins, a Reading teacher, will facilitate a SOL Scavenger Hunt. Students will work cooperatively to answer social studies and reading content questions. This interactive hands-on activity will provide meaningful, student-centered SOL study. In addition, the Title I Reading Program, which meets on Tuesdays and Thursdays from 3-5 p.m., provides additional support for struggling students. The following SOL objective-based skills are being focused on heavily: making inferences, understanding the meaning of unfamiliar vocabulary in context, word origins, and summarizing. These skills have consistently been areas of weakness for students throughout the year, as reflected on the DBA's and CFA's. During the School Day: Additional support for students will be provided Mondays, Tuesdays, and Wednesdays by volunteers from the USS Lincoln. Servicemen and women will conduct pull-outs and push-ins (depending on the class-size and student needs) for identified Tier 2 & 3 students in Reading and Math. This support begins April 8 and will continue until the end of the school year. June 6: All SOLs tests have been completed; 45-day-plan has been fulfilled. After School Reading Program ended on May 30. Students will be provided continued support through the Summer Enrichment Academy. The last day for volunteers from the USS Lincoln was May 30. Servicemen and women will resume their tutoring roles in the 2013-14 school year.</p>
		Task Completed:	6/6/2013 12:00:00 AM
Implement	Percent Task Complete:		83%

June 27, 2013