

# Improvement Plan Report

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

**Kenneth W. Culbert Elementary**  
Virginia Indistar (Rapid Improvement)

Key Indicators are shown in **RED**.

<b>School Leadership and Decision Making</b>		
<b>Establishing a team structure with specific duties and time for instructional planning</b>		
<b>Indicator</b>	<b>ID03 - All teams operate with work plans for the year and specific work products to produce.(38)</b>	
<b>Status</b>	Tasks completed: 2 of 7 (29%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/15/2014
	Describe current level of development:	When fully implemented the instructional staff is a collaborative learning team and there is a School Leadership team. The master schedule is created and implemented when staff returns each school year. There is a minimum of one 60 minute block each week for teams to meet and collaborate, design lessons, review student data, create assessments, and review curriculum and resources. The team will keep minutes of each work session.
<b>Plan</b>		
	How it will look when fully met:	The instructional staff will be in collaborative learning teams. The teams will meet a minimum of 60 minutes per week. The team will develop 9 week plans, common summative assessments, unit lesson plans, review of curriculum and resources, and review student achievement on formative assessments. This objective evidence will include CLT agendas and minutes.
	Target Date:	06/16/2015
<b>Implement</b>	Percent Tasks Completed:	2 of 7 (29%)

<b>School Leadership and Decision Making</b>		
<b>Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>		
<b>Indicator</b>	<b>IE05 - The principal participates actively with the school's teams. (56)</b>	
<b>Status</b>	Tasks completed: 2 of 3 (67%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2013
	Describe current level of development:	Principal will attend a minimum of 2 CLT meetings per month
<b>Plan</b>		

	How it will look when fully met:	The principal participates actively with the school's teams. The administrators will develop a schedule for monthly attendance of CLT teams. The CLT minutes will include IA data, DreamBox data and updates on Tier 2 & Tier 3 students' progress, interventions, strategies and resources.
	Target Date:	06/16/2015
<b>Implement</b>	Percent Tasks Completed:	2 of 3 (67%)

<b>Indicator</b>	<b>IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)</b>	
<b>Status</b>	Tasks completed: 3 of 4 (75%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/13/2013
	Describe current level of development:	The principal has gathered baseline data for walk throughs. The google doc has been created and shared with staff.
<b>Plan</b>		
	How it will look when fully met:	The Principal will spend at least 50% of her time working directly with teachers to improve instruction and support student achievement. The Principal will include formal and informal scheduled observations, PLC, CLT and SLT meetings and walk-throughs. The Principal will complete a minimum of 100 classroom observations per month. A teacher observation schedule, walk-Through schedule, and CLT, PLC, and SLT agendas will be evidence of Principal participation.
	Target Date:	06/16/2015
<b>Implement</b>	Percent Tasks Completed:	3 of 4 (75%)

<b>REQUIRED for Targeted Interventions</b>		
<b>Targeted Intervention Indicators</b>		
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 2 of 4 (50%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/23/2013
	Describe current level of development:	DRA, PALS, BMAs are reviewed with classroom teachers, special education teachers, administrators and Reading Resource and discuss students. Interventions are selected. The instructional teams meet quarterly to monitor progress and reassess the interventions.
<b>Plan</b>		
	How it will look when fully met:	Then this objective is fully met, KWC will have documentation to include agendas for weekly grade level CLT, monthly grade level data meetings and quarterly SLT data meetings. The focus of the data meetings is to monitor all students who are at risk of failing or in need of targeted interventions. Data review will include formative and summative assessments, Interactive Achievement results, SOL remediation interventions, SOLs, DRA, PALS, IXL and

		classroom performance. Data review outcomes will document discussions on interventions and other actions.
	Target Date:	06/16/2015
<b>Implement</b>	Percent Tasks Completed:	2 of 4 (50%)

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 5 of 7 (71%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/23/2013
	Describe current level of development:	Differentiated interventions were selected for at risk students. Interventions were selected by the child study team and reading teacher. The outcome data was specific with targeted interventions and timeframe.
<b>Plan</b>		
	How it will look when fully met:	A tiered differentiated intervention process will be in place for both math and reading. The interventions are aligned with identified needs of at-risk students. Data will be maintained and reviewed weekly, monthly and quarterly by CLT and SLT teams. The data will include type of intervention, frequency and outcome.
	Target Date:	06/16/2015
<b>Implement</b>	Percent Tasks Completed:	5 of 7 (71%)

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 1 of 7 (14%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/23/2013
	Describe current level of development:	At-risk students are followed by classroom teachers. If students do not make progress, the child is referred to the Child Study team. Interventions are developed at CSC and a timeframe for data points is established.
<b>Plan</b>		
	How it will look when fully met:	School staff members at all grade levels will work collaboratively to collect and maintain student achievement data. CLT will meet and discuss student progress using the data two times monthly. Quarterly data sessions will include grade level teachers, specialists and Admin to monitor the effectiveness of the interventions.
	Target Date:	06/16/2015
<b>Implement</b>	Percent Tasks Completed:	1 of 7 (14%)

September 03, 2014