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.

Buffalo Trail ES

Key Indicators are shown in RED.

Virginia Indistar (Continuous Improvement)

School Leadership and Decision Making	
Establishing a team structure with specific duties and time for instructional planning	
Indicator	**ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)**
Status	**Objective Met** 5/5/2014 5/5/2014
Assessment	Level of Development:	Initial: Limited Development 10/23/2013
	Describe current level of development:	The Instructional Leadership Team (composed of administrators, classroom teachers/specialists and admin designees) meets monthly to review and reflect on the implementation and success of classroom strategies and the resulting student data to determine current level of progress. The highest priorities are in Reading and Math where the initial focus is on students working below benchmark measures for their grade levels. Based on data results, the team will determine any required changes or amendments needed to best support the staff and students to meet their goals.
Plan	How it will look when fully met:	Staff are grouped by grade levels with an instructional coach and collaborating specialist(s). These teams will be trained in reading and filtering data in order to provide information on student progress. Coaches will report to the Instructional Leadership Team who will meet monthly. Meeting dates scheduled on calendar to provide for regular attendance of team members. Agendas provided and minutes are recorded and shared to document team progress. School data collected and reviewed at each meeting. Team will then make decisions or determinations for school progress. These will be recorded and shared with school staff for continued reflection and improvement.
	Target Date:	11/25/2013
Implement	Percent Tasks Completed:	4 of 4 (100%)
	Objective Met Date:	5/5/2014 5/5/2014
	Evidence:	5/5/2014 Meeting minutes are provided with bulleted agendas and team attendance. Feedback reports will be provided to principal at the close of this school year.

<table>
<tr><td></td><td></td><td>5/5/2014
Staff gave pre/posttests. Team meetings were held regularly with coaches provided. Leadership team used data collected by coaches to compare progress over grade levels to determine trends in instruction and areas of need.</td></tr>
<tr><td></td><td>Sustainability:</td><td>5/5/2014
The leadership team has named coaches to serve in each grade level. The coach acts as a liaison to the team to share progress and bring questions from the staff. Coaches are now included in the Leadership Team meeting.

5/5/2014
Continue team efforts to plan pre/posttests. Improve the development of data portfolios.
Enhance our research committee to look for more computer applications.</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

<table>
<tr><td>Indicator</td><td colspan="2">ID12 - Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.(47)</td></tr>
<tr><td>Status</td><td colspan="2">Tasks completed: 1 of 3 (33%)</td></tr>
<tr><td>Assessment</td><td>Level of Development:</td><td>Initial: Limited Development 02/19/2014</td></tr>
<tr><td></td><td>Describe current level of development:</td><td>Staff have a regularly scheduled meeting plan that includes action items from goals to discuss, plan for and reflect upon progress. Additionally Half-day planning sessions are provided for each team to further refine lesson plans and set up quarterly instructional plans that are aligned to standards.</td></tr>
<tr><td>Plan</td><td>How it will look when fully met:</td><td>Calendar will be provided. Staff will use their SOL planning cards (CEDE Cards) to insure instructional alignment of plans. Principal and/or team coach will monitor team progress throughout the year to give feedback and support teams in moving forward towards team goals.</td></tr>
<tr><td></td><td>Target Date:</td><td>10/14/2014</td></tr>
<tr><td>Implement</td><td>Percent Tasks Completed:</td><td>1 of 3 (33%)</td></tr>
</table>

<table>
<tr><td colspan="3">School Leadership and Decision Making</td></tr>
<tr><td colspan="3">Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>Indicator</td><td colspan="2">IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)</td></tr>
<tr><td>Status</td><td colspan="2">Tasks completed: 2 of 3 (67%)</td></tr>
<tr><td>Assessment</td><td>Level of Development:</td><td>Initial: Limited Development 02/19/2014</td></tr>
<tr><td></td><td>Describe current level of development:</td><td>Principal conducts regular walk-throughs, designs professional development opportunities and gives feedback to staff on successes and areas for growth. Documentation is through the OASYS software application as well as individual notes to staff.</td></tr>
<tr><td>Plan</td><td>Assigned to:</td><td>Alisa Rogaliner</td></tr>
</table>

	How it will look when fully met:	Define school and district expectations through PD Provide a timeline for effective progress. Provide feedback through walkthroughs and participation in teams/committees/individual conferencing
	Target Date:	10/30/2014
Implement	Percent Tasks Completed:	2 of 3 (67%)

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)	
Status	Tasks completed: 1 of 3 (33%)	
Assessment	Level of Development:	Initial: Limited Development 10/08/2014
	Describe current level of development:	The Principal is approaching full implementation as she develops understanding and expectations with new staff members this year. Principal provides multiple opportunities for team planning and collaboration. Teams provide feedback on their progress and Principal assists in team reflections of strengths and areas for growth.
Plan	How it will look when fully met:	Principal will provide a variety of observation times with relevant feedback to monitor success and opportunity for growth.
	Target Date:	06/17/2015
Implement	Percent Tasks Completed:	1 of 3 (33%)

Curriculum, Assessment, and Instructional Planning	
Engaging teachers in differentiating and aligning learning activities	

Indicator	IIC02 - Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(97)	
Status	**Objective Met** 11/21/2014	
Assessment	Level of Development:	Initial: Limited Development 10/08/2014
	Describe current level of development:	Staff have an established calendar of meeting times and meeting goals. Additionally, teams meet at the beginning of each quarter to develop quarterly objectives, align lesson plans and share strategies for differentiation of student learning. Pre and post tests are designed within the IA Program.
Plan	How it will look when fully met:	Teams and committees will review current SOL targets and align instructional materials, units and assessments to state expectations. Materials will be developed using collaborative approach and support from our professional research committee. Teams will also use Interactive Achievement tool to create unit formative and summative assessments.
	Target Date:	09/30/2014
Implement	Percent Tasks Completed:	4 of 4 (100%)
	Objective Met Date:	11/21/2014
	Evidence:	11/21/2014 Teams met as per the school calendar. Data sheets in subject areas were reviewed and baselines were established for each grade level.

	Sustainability:	11/21/2014 Progress monitoring and outcome assessments will allow the teams to determine level of success and degrees of remediation or refinement needed.

Curriculum, Assessment, and Instructional Planning		
Assessing student learning frequently with standards-based assessments		
Indicator	**IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)**	
Status	**Objective Met** 5/5/2014 5/5/2014	
Assessment	Level of Development:	Initial: Limited Development 02/19/2014
	Describe current level of development:	Staff and classroom teachers are currently reviewing current available data (PALS, DRA) to identify students beneath grade level benchmarks in reading for their class. They are currently being trained in the use and implementation of Interactive Achievement to create rigorous assessments that yield strong, supportive data for students in a variety of measures to track student progress more frequently.
Plan	How it will look when fully met:	Staff receive training in understanding currently available data as well as use of Interactive Achievement software which breaks student responses down in detail to show strengths and areas for growth. Using IA, PALs and DRA, Teams determine criteria for each grade to indicate students 'level of performance as: meeting expectations (70% or higher: Level 1), in need of additional support (50-69%: Level 2), or in need of intensive support (49% or less: Level 3). Lessons and classroom assessments are structured to fit the needs in these three categories to work toward closing achievement gaps and help students meet the state's annually measured objectives.
	Target Date:	12/02/2013
Implement	Percent Tasks Completed:	5 of 5 (100%)
	Objective Met Date:	5/5/2014 5/5/2014
	Evidence:	5/5/2014 Team meetings are recorded in the minutes. Coaches keep folders with team data. Admin Leadership Team consult with coaches and liaise with teachers to review and discuss data. 5/5/2014 Teachers keep data electronically and use our 80/15/5 rubric to identify student tier groups. Teachers created homogeneous and heterogeneous groups that were revisited each quarter. Teams shared data across grade levels to document school wide areas of growth and need. 5/5/2014 Meeting notes. Coaches reviews. Data provided to ALT. Student progress data collected in teachers' portfolios.
	Sustainability:	

		5/5/2014
		The team will continue to utilize coaches who meet monthly with grade levels. The coaches will provide consistency in monitoring classroom data and report back to the Leadership team. Teachers will use the data to adjust students in tiers
		5/5/2014
		Develop a data collection report that is standardized across grade levels to identify the strands and curricular areas where students need intensive support. Improve collaborative teaching models that include special education and area specialists as instructors rather than support only.
		5/5/2014
		Continue meetings.
		Taylor formative assessments to specific targeted goals. Provide multimodal instruction to reach students' needs during lessons.

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)**	
Status	**Objective Met** 8/4/2014	
Assessment	Level of Development:	Initial: Limited Development 10/23/2013
	Describe current level of development:	Grade level teams meet weekly to discuss and design common assessments. Grade level teams conduct monthly review of student progress on formative and summative measures and report this information to the Instructional Leadership team. Grade level/instructional teams are given 1/2 day of administrative release time quarterly to assess cumulative student data and design interventions for those who are performing below expectations. (Support/guidance is provided to the team from the Principal/Assistant Principal/Administrative Intern.)
Plan	How it will look when fully met:	Teachers will develop pre/post tests for reading and math through Interactive Achievement. Students scoring below 70% will be identified for remediation through tier 2 or 3 with emphasis on students in child study or Gap group 1. Those students will meet with teachers during "Power down" for targeted interventions based on strands of instruction identified through pre/posttests.
	Target Date:	01/10/2014
Implement	Percent Tasks Completed:	2 of 2 (100%)
	Objective Met Date:	8/4/2014
	Evidence:	8/4/2014 Substitute rosters, teacher sign-in sheets, 9-week plans posted to our website and positive gains on student test scores are indicators of completing this task.
	Sustainability:	8/4/2014 Continue to provide this quarterly meeting time and provide feedback to results.

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator	**IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)**	
Status	Tasks completed: 4 of 5 (80%)	
Assessment	Level of Development:	Initial: Limited Development 11/21/2014
	Describe current level of development:	Buffalo Trail is currently participating in a school-wide system for positive behavior called PBIS. The leadership team has participated in and later provided professional development for staff. Teachers all have a uniform system for positive reinforcement and redirecting negative behaviors.
Plan	How it will look when fully met:	All teachers will participate in the Positive Behavior Intervention and Supports program as a school and district-wide initiative to teach and reinforce consistent rules and expectations with a common language throughout Buffalo Trail Elementary. Parents will be given an opportunity to meet the PBIS leadership team and receive information regarding the program. Teachers will also communicate with parents through an on-line program which allows them to have regular access to their child's information throughout the day.
	Target Date:	11/11/2014
Implement	Percent Tasks Completed:	4 of 5 (80%)

REQUIRED for Targeted Interventions		
Targeted Intervention Indicators		
Indicator	**TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)**	
Status	**Objective Met** 10/7/2014	
Assessment	Level of Development:	Initial: Limited Development 10/23/2013
	Describe current level of development:	Teams are reviewing data both at grade level and research committee level to target students in the 345-415 SOL range for immediate intervention.
Plan	How it will look when fully met:	Leadership team will verify accuracy in how teams interpret data. Teams will compile min portfolios of exemplars where interventions were successful and make recommendations for change where interventions did not meet the students' needs. Team will use the 80/15/5 rubric to show student progress over time.
	Target Date:	01/06/2014
Implement	Percent Tasks Completed:	2 of 2 (100%)
	Objective Met Date:	10/7/2014

	Evidence:	10/7/2014 Professional development was held in both grade level and SIP committee groups. Teams created tiered intervention charts and applied student data to those charts.
	Sustainability:	10/7/2014 The procedure for collecting data was efficient and reliable. The teams will continue to use this process for determining shifts in baseline data for the 2014-2015 school year.

Indicator	**TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)**	
Status	**Objective Met** 8/4/2014	
Assessment	Level of Development:	Initial: Limited Development 10/23/2013
	Describe current level of development:	Based on new learning tools and measures, teachers set classroom tiers based on student performance on assessments, work samples and teacher observation of characteristics of learning.
Plan	How it will look when fully met:	Using the 80/15/5 model to include students in Gap Group 1 and Child Study, the Leadership Team will work with staff to research best practices and create team plans for targeted intervention
	Target Date:	01/06/2014
Implement	Percent Tasks Completed:	5 of 5 (100%)
	Objective Met Date:	8/4/2014
	Evidence:	8/4/2014 Teachers administered DRA tests to all students in the fall. Plans began then for remediation of our tier 1 and 2 groups. Students were tested again in the spring with many meeting spring benchmarks. Those in need of additional assistance continued to receive support.
	Sustainability:	8/4/2014 Continue to define our 80/15/5 model for student support. Add other indicators such as I-Ready to build in objective data for students.

Indicator	**TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)**	
Status	**Objective Met** 12/2/2013 10/7/2014	
Assessment	Level of Development:	Initial: Limited Development 10/23/2013
	Describe current level of development:	These processes are being vetted as we identify the criteria and supports for students identified for targeted monitoring.
Plan	How it will look when fully met:	The Admin Leadership Team/SIP Team will meet quarterly to review data, determine progress and make

		recommendations for student progress. Students are provided sessions for remediation based on the IA benchmark scores, previous SOL results, and DRA scores. Flexible grouping is provided based on individual student need. Through quarterly benchmarks in Interactive Achievement, data was disaggregated to determine which students required remediation based on a percentage score below 70% on individual reading skills. Child Study Team and HELPS Team meet with parents and teachers based on student progress where student's baseline score in reading is below grade level. Interventions are individualized based on student need.
	Target Date:	11/25/2013
Implement	Percent Tasks Completed:	4 of 4 (100%)
	Objective Met Date:	12/2/2013 10/7/2014
	Evidence:	12/2/2013 See meeting minutes for November. Team will meet monthly to continue this process 5/5/2014 Evidence provided through completed rubrics submitted by teachers with student groups targeting Gap Group 1. Progress monitored by grade level teams and coaches. 10/7/2014 Helps protocols are available in hard copy. Each grade level received a P.I.M.S. intervention manual. Meetings are scheduled with the Helps Team. The Admin Leadership Team members also review this data to maintain consistency with Team recommendations and SIP goals.
	Sustainability:	12/2/2013 Review monthly data and determine if student progress has been made. 5/5/2014 Continue child study meetings and update interventions as needed. Coaches continue to meet with grade level teams to analyze data and track individual student progress based on response to interventions. Update rubric data before the end of the school year in order to successfully transition to the next grade. 10/7/2014 The program showed an increase in teacher confidence and teacher-parent interaction to provide consistency in the home and school environments. Staff should continue this approach and expand the conversations to share within grade level meetings.

Formative Assessment

Formative and Summative Assessments		
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)**	
Status	Tasks completed: 2 of 5 (40%)	
Assessment	Level of Development:	Initial: Limited Development 02/19/2014
	Describe current level of development:	Teachers have a strong background in this area. This year's goals are centered around broader collaboration, creativity, communication and critical thinking
Plan	How it will look when fully met:	Lesson planning will be addressed with whole staff, teams and individuals throughout the school year to reflect the expectations of this goal.
	Target Date:	12/02/2014
Implement	Percent Tasks Completed:	2 of 5 (40%)

Formative Assessment		
Checking for Understanding		
Indicator	**VB08 - 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.(1621)**	
Status	Tasks completed: 3 of 4 (75%)	
Assessment	Level of Development:	Initial: Limited Development 10/08/2014
	Describe current level of development:	Staff members develop team and individual goals to complement their professional learning and student achievement in the classroom. Through research and collaboration, lesson and unit plans are developed along with pre and post tests on content. Teachers review and reflect on student growth, making adjustments as they go. Continued professional development is planned to support this goal/objective.
Plan	How it will look when fully met:	Classrooms will have a variety of lesson structures that provide multimodal learning coupled with higher order processing. Students will have opportunities for interaction with the teacher and with each other. Teachers will maintain student portfolios to support data and provide evidence of individual student instructional gains that include pre and post test data.
	Target Date:	01/30/2015
Implement	Percent Tasks Completed:	3 of 4 (75%)

Formative Assessment	
Feedback	
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)	
Status	**Objective Met** 10/7/2014	
Assessment	Level of Development:	Initial: Limited Development 02/19/2014
	Describe current level of development:	Professional development is being provided for staff through training from specialists in various fields. Staff are provided with materials through our media center and technology lab that allow flexible adaptation to lessons. The school/PTA has provided two additional IPad carts for classroom use that teachers may incorporate into current flip charts and Promethean lessons to provide an adaptive approach to more traditional lesson.
Plan	How it will look when fully met:	All teams will receive professional development throughout the year to update best practices in planning, spot changes during lessons to respond to students' instructional challenges or quick assimilation of learning. Teams will meet regularly for peer discussions and support. Coaches will be provided to see classroom connections are made and teacher learning is carried over to classroom.
	Target Date:	01/06/2014
Implement	Percent Tasks Completed:	4 of 4 (100%)
	Objective Met Date:	10/7/2014
	Evidence:	10/7/2014 Professional development opportunities scheduled. Walk-through and observation data used to identify strengths and areas of growth. Team meeting agendas required to address lesson strategies.
	Sustainability:	10/7/2014 Continue to develop lesson planning skills to embed targeted teachable moments. Teachers will design lessons to capitalize on information or strategies that reinforce learning. Continue to provide formative feedback to staff on their progress.