

Comprehensive Plan Report

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

4/22/2016

I.C. Norcom High NCES - 510300001250

Portsmouth Public Schools

High School Improvement Indicators

Key Indicators are shown in RED.

High School Rapid Improvement

Team Structure

Indicator or	HS1.01 - The division and school teams regularly examine individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school.(2478)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/29/2013
	Evidence :	The leadership team continues to examine diverse types of data. This includes data used to identify instructional areas that needed schoolwide improvement. Teachers are provided opportunities to foster a greater understanding of the use the data to guide their teaching. In addition, there are developed processes for defining target areas for schoolwide change.
Indicator or	HS1.09 - The principal maintains a file of the agendas, work products, and minutes of all teams.(2530)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/09/2015
	Evidence :	Agendas, sample work products and team minutes are on file.

High School Rapid Improvement

Principal's Role

Indicator or	HS2.01 - The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.(2357)		
Status	Objective Met 10/8/2013 1/3/2014		
Assessment	Level of Development:	Initial: Limited Development 11/07/2012	
		Objective Met - 10/08/2013 01/03/2014	
	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:	Dr. Sanderlin and the leadership team conduct time-on task instructional sweeps daily to ensure optimal and effective classroom instruction and student engagement. Dr. Sanderlin and the administrative team fosters a climate that promotes leadership development among staff.
Plan	Assigned to:	Shameka Pollard
	How it will look when fully met:	The principal, administrative team, and leadership team performs instructional sweeps systematically. Bi-weekly, instructional sweep forms are submitted to the principal to analyze time on task data. The data are shared with the leadership team members to discuss observed effective instructional strategies and calculated loss of instructional time. Analysis of the data are shared during the first quarter faculty meetings.
	Target Date:	12/20/2012
	Tasks:	
	1. The principal provides the administrative and leadership teams with a monthly calendar of instructional/documentation, time on task, and hall-duty sweeps, with follow up meeting to be held and or conducted.	
	Assigned to:	Rosalynn Sanderlin
	Added date:	11/07/2012
	Target Completion Date:	12/20/2012
	Comments:	September 5th administrative team meeting held, a calendar of observations, instructional tools for formal and informal observations and sweeps to be completed by the administrative team was provided to each subject area administrator. On May 20, during leadership team meeting, hall sweeps were noted to continue. However, concerted efforts are needed to continue.
	Task Completed:	05/20/2013
	2. Building Principal, Administrative team members, and Leadership team members monitor instruction daily by conducting instructional sweeps twice weekly.	
	Assigned to:	Bernadette Smith and Dept. Chairs
	Added date:	11/07/2012
	Target Completion Date:	12/20/2012
	Comments:	During the leadership team meeting on September 11th, the procedures and assignments of instructional sweeps were explained to all leadership team members. On October 9th, data analysis was shared and discussed among the leadership team members. Discussion was held noting the difference in the administrative observations and the leadership teams' time-on tasks instructional sweep results. On December 17, 2012, Each department provided an update on their department. Mathematics Department Report indicated that the Department is working hard to remediate students on the various SOL strands. <ul style="list-style-type: none"> • Remediation for 30 min. four times a week. • Team planning using benchmark data and unit assessments to plan lessons for remediation. • Different strategies being used during remediation to differentiate instruction. • Use of VDOE materials (i.e. Enhanced Scope and Sequence, Practice Items, Analysis of Test Items)

		<p>Algebra 90-Day, Geometry 90-Day, Algebra II:</p> <ul style="list-style-type: none"> • Test Review of Released Items • Benchmark 2 (SOL Practice Test using Practice Items and TEI strategies) • Review of Testing Tools with Mathematics Specialist <p>Staff Development</p> <p>Members of the department are using strategies presented at faculty meetings and staff development given by the Mathematics Specialist:</p> <ul style="list-style-type: none"> • Using Tiered lessons, Kagan strategies, SURN Strategies • Other strategies such as scaffolding researched by team members being utilized <p>Lesson Plans:</p> <p>Teachers have adapted well to the new format. Team members are sharing ideas and developing activities that are diversified to reach all learners.</p> <p>ARDT Test:</p> <p>The Algebra Readiness Determination Test will be given to Mr. Stephens' and Mrs. Johnson's first block classes.</p> <ul style="list-style-type: none"> • Mr. Stephens' class will take the 8th grade test on field questions for the 8th Grade SOL Test. • Mrs. Johnson's class will take the Algebra I test on field questions for the Algebra I SOL Test. • Tests are not secured. Algebra I teachers have been invited to help proctor the test and view questions that will be similar to the Algebra I SOL Test. <p>During instructional sweeps and other instructional observations, the bullets noted above will be referenced as observed.</p> <p>On May 20, a summary of hall sweeps were requested by the building administrator. Data collected will provided an overview of use of time and student/teacher engagement along with interruptions and ineffective practices.</p> <p>On September 10th, the instrument for Time-on-Task sweeps were distributed to the leadership team.</p>
	Task Completed:	05/20/2013
Implement	Percent Task Complete:	
	Objective Met:	10/8/2013 1/3/2014
	Experience:	<p>10/8/2013</p> <p>Instructional sweeps are documented on forms that highlight building and instructional activity. These forms have been filed.</p> <p>1/3/2014</p> <p>The school culture is student centered and focused on improved student learning and success. Leadership and teamwork is shared among teachers, support staff, and students. Interpersonal relationships among departments have fostered empowerment and ownership in instruction and learning.</p>
	Sustain:	<p>10/8/2013</p> <p>Continued monitoring and documentation of instruction and hallways will ensure sustained efforts to meet this objective.</p> <p>1/3/2014</p> <p>A systematic plan is established and enforced for observing, monitoring and documenting sound instructional practices.</p>
	Evidence:	<p>10/8/2013</p> <p>Documentation is filed with administration. Leadership team members were required to submit forms to verify monitoring.</p> <p>1/3/2014</p> <p>Staff members are held accountable for providing evidence of daily practices. A hierarchy is established to channel and file documentations.</p>

Indicator	HS2.06 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(2537)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/06/2014	
	Evidence :	The principal seeks to develop leadership in others in the school. There is evidence to support that organizational attention is given to the school's team to keep staff focused and productive using sound practices and instructional delivery. School leadership is shared among staff within departments and throughout the building. There is a culture that promotes accountability and ownership among teams. Shared decision making is fostered through interpersonal relationships and recognitions.	
Indicator	HS2.09 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(2539)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/06/2014	
	Evidence :	Classroom observations (informal and formal) reveal that professional development parallels the school improvement plan and there is evidence of student engagement in research-based practices during instructional delivery. Collaboration is encouraged and has become the norm for sharing and exchanging successful practices and strategies. Documentation is recorded and filed.	
Indicator	HS2.13 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(2543)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/06/2015	
		Objective Met - 10/12/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 observations, the newly developed lesson plan format is being utilized to document instruction and student engagement. Data were collected from informal and formal classroom observations. The analysis of data will drive professional development needs and the continuation of sound pedagogy.	
Plan	Assigned to:	Shameka Pollard	
	How it will look when fully met:	Observations will identify areas of strength among staff members. The VDOE evaluation instrument will enable the staff to utilize validate data points to ensure that the objective is met. By June 2016, 100% of the staff will participate in professional development that will heighten differentiated instructional practices and use of data to drive instructional planning and delivery.	
	Target Date:	10/12/2015	

Tasks:	
1. Informal and formal classroom observations will be conducted to determine professional development needs.	
Assigned to:	Shameka Pollard
Added date:	10/12/2015
Target Completion Date:	10/12/2015
Frequency:	daily
Comments:	Utilization of district-wide, departmental, team and school-wide professional development will be capitalized upon based on data collection from multiple sources. District level specialists and administrators will provide support in rendering the necessary PD.
Task Completed:	10/12/2015
2. Staff will work in group sessions to gather and display data from formative assessments results. Teams will disaggregate the data to plan for the acceleration of learning of all students. The teams will identify the strengths and needs of students, form inferences based on the data, and prioritize by focusing on the most urgent needs of the students. Teams will collaborate to set incremental short term goals. Goals will be reviewed and revised throughout the data cycle and collaborate to identify research based strategies based on analysis of collected data.	
Assigned to:	Pollard
Added date:	11/19/2015
Target Completion Date:	11/09/2015
Frequency:	monthly
Comments:	<p>3/9/2016, On March 9, 2016, TTAC personal conducted a follow up visit to observe implementation of the training received on February 1 on the co-teaching model.</p> <p>4/12/16, On April 12, 2016, new teachers participated in an inservice on Staying Organized in a Challenging School Environment. A PD 360 module https://www.pd360.com/index.html#resources/videos/625 was used and follow up/reflections questions were assigned for discussion at the follow up session on May 10th at 2:30 p.m. There were nine participants in the session. Professional literature was provided to support mid-semester reflections.</p> <p>3/1/16, On March 1, 2016, new teachers participated in an inservice on Effective Co-Teaching. The facilitators were onsite staff. The reference used was from T/TAC from William and Mary. It was announced that the next session will address Overcoming the Challenges of Time Management.</p> <p>2/8/16, On February 8, 2016, staff members met and reviewed the AdvancEd 2015 visit. In addressing the recommendations, the staff was introduced to "look-fors" to heighten student engagement. The power point presentation was sent via drop box for staff to review specific look fors by specific areas.</p> <p>2/25/2016, On February 25, 2016, TTAC personal conducted a follow up visit to observe implementation of the training received on February 1 on the co-teaching model.</p> <p>2/1/2016, On February 1, 2016, TTAC provided staff development within the building for co-teaching pairs on the various co-teaching models. This PD introduced teacher teams to what the co-teaching models looked like, and the expectations when being observed. The team scheduled follow-up visits on February 25, 2016 and March 9, 2016.</p> <p>11/17/2016, On November 17, 2016, six SPED teachers and the administrator assigned to SPED attended the TTAC co-teaching training at William and Mary.</p> <p>11/16/15, On November 16, 2015, departments met to disaggregate benchmark data and to develop intervention and remediation plans for students. Strategies will be documented in plans and observed</p>

		<p>through informal and formal classroom visits.</p> <p>As prescribed by the district, professional development for the whole faculty will include patterns of practice analysis of the degree to which specific indicators of effective practice are demonstrated in classroom observations. Observations will be documented by the principal or others assigned. Working with a common set of effective practices and their specific indicators will reinforces sound practice school-wide. A pattern of practice analysis will be prepared by aggregating observations of multiple teachers to determine the percent of teachers demonstrating specific indicators. In keeping with the districts endorsement, data teams will collect and chart data, analyze data and prioritize needs, set, review, and revise incremental SMART goals, select common instructional strategies and determine. Results indicators.</p>
Implement	Percent Task Complete:	
	Objective Met:	10/12/2015
	Experience:	<p>10/12/2015</p> <p>Staff members were receptive to the needs for continuous professional development.</p>
	Sustain:	<p>10/12/2015</p> <p>Ongoing participation in PD offered district and school wide. Visitations to schools with similar demographics, as recommended by the district's assistant superintendent to examine successful practices should occur.</p>
	Evidence:	<p>10/12/2015</p> <p>The norm of Professional Development participation is evident.</p>

High School Rapid Improvement

Opportunity to Learn

Indicator	HS3.08 - All teachers re-teach based on post-test results.(2546)		
Status	Objective Met 6/20/2014 6/11/2015		
Assessment	Level of Development:	Initial: Limited Development 02/07/2014	
		Objective Met - 06/20/2014 06/11/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Weekly lesson plans are submitted and closely monitored. The schoolwide format includes daily homework check, review, re-teaching, sequential pacing, guided practice, teacher feedback and instructional reinforcement, independent practice with percentage mastery and assessments. Bloom's taxonomy with emphasis on higher order thinking skills is required. These features are highlighted in the lesson plans. Plans are made easily accessible for instructional observations.	
Plan	Assigned	Shameka Pollard	

to:	
How it will look when fully met:	A comprehensive set of plans will be available to aid in instructional delivery and to examine opportunities to foster student success. Comprehensive instruction will be data driven and inclusive of modeling, guided practice, and application. Students will be able to measure their own progress as work toward proficiency in the content area.
Target Date:	06/30/2014
Tasks:	
1. Effective February 17, 2014, on a weekly basis, teachers will include an assessment analysis for classroom created tests, that makes inference as to why content was mastered or missed and rationale for students assigned to academic interventions.	
Assigned to:	Department Chairs and Administrators
Added date:	02/07/2014
Target Completion Date:	06/30/2014
Frequency:	weekly
Comments:	<p>S3.08 - All teachers re-teach based on post-test results. (2546)</p> <p>05/15/2014, On May 15, 2014, student progress reports were issued. These reports provided an opportunity to have students and parents assess their student's performance and readiness for SOL Testing. Concerted efforts are documented in weekly plans to provide remediation and interventions to foster students' mastery.</p> <p>05/8/2014- On May 8, 2014, the leadership team presented the systematic process within their department for determining student mastery. The opportunities for intervention were explained during presentation made by each team leader. District level administrators confirmed, based on observation, the validity of the process described.</p> <p>05/5/2014, In lieu of faculty meeting, On May 5, a prescribed agenda was given to all departments to discuss readiness of EOY testing and student mastery of objectives within departments. The agenda included data collected from assessments, student participation in remediation and mastery and misconceptions.</p> <p>05/19/2014, On May 19, 2014, students began SOL testing. The results, as reported, were analyzed to determine remediation needs.</p> <p>05/02/14- On May 2, 2014, Leadership team members were requested to prepare a summary of how data is being used to support remediation efforts, reteaching and assessing to ensure that students are ready for SOL testing. The information was exchanged during SIT team meeting in preparation for the school governance meeting scheduled for May 8, 2014.</p> <p>04/08/2014- On April 8, 2014, the SIT team discussed benchmark and midterm data. The principal encourage members to provide support and encourage the students to take advantage of every opportunity to participate in remediation and intervention activities. The team members were reminded to document the hours of service. Lesson plans with classroom assessments are monitored and feedback is provided by the assigned administrators.</p> <p>04/2/2014- On April 2, 2014, midterm assessments administration. Core subject areas reserved the computer labs. Data analysis generated from achievement series. Data driven instructional decisions and support.</p> <p>03/17/2014, On March 17, 2014, benchmark testing was conducted. This testing was postponed due to inclement weather. The data generated from these assessments were analyzed and reported by subject, teacher, and strand. Inferences were made as to why specific content was mastered or missed. Interventions were afforded to students through warm up, tutoring, differentiate instructional approaches. Documentation was attached to weekly lesson plans.</p> <p>03/13/2014, On March 13, 2014, weekly lesson plans are submitted with test analysis and reviewed by team leaders and administrators. Feedback was provided.</p> <p>03/11/2014, On March 11, 2014, the SIT team members reported on their department's weekly updates on assessment analysis and how inferences are made to identify student mastery and student needs for interventions. Math reported that creating new tests prior to instruction has yielded elevated test scores. Tiered instruction remains problematic. Use of Achievement Series data collection feature helps the</p>

		<p>department in analyzing data. Differences in strands and mastery by class create a problem for math. The data analyst reported that a spiral review has been conducted. Retakers have made higher scores on EOC tests. Upon review of lesson plans by department and administrator, documentation is filed in binds by subject and teacher. This filing system generated efficient snapshot views of commonalities associated with student mastery, effective interventions, and early identification of problem areas. Moreover, this method fostered a norm of data driven decision making through teamwork and collaboration.</p> <p>03/6/2014, On March 6, 2014, weekly lesson plans are submitted with test analysis and reviewed by team leaders and administrators. Feedback was provided.</p> <p>01/06/2014, On January 6, 2014, the format of the lesson plans was reviewed with staff. While there is flexibility given by discipline and by teacher, there is uniformity among teams' members teaching the same subject. There are required components that must be highlighted in the plans. Team Leaders review the plan as well as the assigned administrator.</p>
	Task Completed:	05/16/2014
	2. On a weekly basis, all staff will utilize Achievement Series to develop test that align with the taught curriculum.	
	Assigned to:	Administrators, Nason, Team Leaders,
	Added date:	02/18/2014
	Target Completion Date:	06/30/2014
	Frequency:	weekly
	Comments:	<p>HS3.08 - All teachers re-teach based on post-test results. (2546)</p> <p>06/06/2014 - As directed, teachers included an assessment analysis, for classroom created tests that makes inferences as to why content was mastered or missed and rationale for students assigned to academic interventions.</p> <p>06/06/2014, On June 6, 2014, the data analysts issued a very important message regarding the use of achievement series. A NEW online testing provider is placing Achievement Series. Achievement Series will NO LONGER BE ACCESSIBLE. Staff were encouraged to back up their questions. Go to Generate "tests" from your test bank(s) and save them as Microsoft Word and/or PDF files. If assistance is needed, please call the data analysts at 19458 or email.</p> <p>05/07/2014, On May 7, 2014, a computer lab schedule was distributed reflecting that core teachers had students conducting practice test and remediating in preparation for SOL testing.</p> <p>03/24/2014, On March 24, 2014, administrators visited department meetings during their visits, concerns and questions related to the data collection tool were addressed. The form is uploaded.</p> <p>03/21/2014, on March 21, 2014 staff provided an outline of how to use data from weekly assessments to ensure student mastery on SOL objectives. The responses are based on data collected from administered formal and informal assessment. The narratives were collected by assigned administrators.</p> <p>03/5/2014- Benchmark testing is pending due to inclement weather. Individual departments continued to assess students as indicated in lesson plans.</p> <p>02/20/2014 - Lesson Plan were submitted to team leaders, posted to the Wiki, and forwarded to administrators. This revised review process helped to ensure that assessments are aligned with standards and the cognitive level of students is being addressed.</p>
	Task Completed:	06/06/2014
	3. On a weekly basis, provide evidence of utilization of the data analysis feature associated with Achievement Series to aggregate data to enable teams to identify strategies for intervention as well as identify successful techniques. Reporting and planning will be reflected in team minutes from common team planning.	
	Assigned to:	Administrators, Nason, Team Leaders,
	Added	02/18/2014

	date:	
	Target Completion Date:	06/30/2014
	Frequency:	weekly
	Comments:	<p>HS3.08 - All teachers re-teach based on post-test results. (2546)</p> <p>05/08/2014 - As directed, teachers included an assessment analysis, for classroom created tests that makes inferences as to why content was mastered or missed and rationale for students assigned to academic interventions.</p> <p>05/08/2014, On May 8, 2014, the leadership team reported on assessment analysis, use of achievement series and identification of student content mastery. Opportunities for student remediation and interventions were outlined as prescribed in remediation plans within departmental teams.</p> <p>05/06/2014, On May 6, 2014, the leadership team discussed utilization of data. Departmental minutes reflect discussion of data usage. The English department chair noted that they were not using the common data template. The team leader advised the intent to use it.</p> <p>03/21/2014, On March 21, 2014, remediation plans were submitted by teachers detailing how they ensured that students master objectives using differentiated practices and research based strategies. Administrators used this feedback as an opportunity to use the 360 observation instrument.</p>
	Task Completed:	06/13/2014
	4. On a weekly basis, school wide lesson plans will have highlighted components for ease in monitoring instructional planning.	
	Assigned to:	Administrators and Team Leaders
	Added date:	02/18/2014
	Target Completion Date:	06/30/2014
	Frequency:	weekly
	Comments:	<p>HS3.08 - All teachers re-teach based on post-test results. (2546)</p> <p>As directed, teachers will include an assessment analysis, for classroom created tests, that makes inferences as to why content was mastered or missed and rationale for students assigned to academic interventions.</p> <p>06/12/2014, On June 12, 2014, assigned departmental administrators collected lesson plans from staff. The binders containing these documents will be filed.</p> <p>05/22/2014, On May 22, 2014, the SOL testing window remained opened. Lesson planning and preparation conveyed continued efforts to provided details on remediation and content mastery.</p> <p>05/15/2014, On May 15, 2014, lesson plans were submitted and reviewed. Specific look-fors were intervention and remediation to include pull outs and use of specialists, math videos, and small groups' instruction.</p> <p>05/08/2014, On May 8, 2013, lesson plans were submitted and reviewed for essential components that highlighted concerted efforts employing the 20-day remediation plans.</p> <p>05/2/2014, On May 2, 2014, lesson plans were submitted for review with essential components highlighted to reflect concerted efforts employing the 20-day remediation plans.</p> <p>04/24/2017, On April 25, 2014, weekly lesson plans were submitted for review that highlighted required components for ease in monitoring. Assessment data were included.</p> <p>04/10/2014, On April 10, 2014, weekly lesson plans were submitted for review that highlighted required components for ease in monitoring. Assessment data were included.</p> <p>04/3/2014, On April 3, 2014, weekly lesson plans were submitted for review that highlighted required components for ease in monitoring. Assessment data were included.</p> <p>03/28/2014, On March 28, 2014, core subject area teachers provided written feedback on how weak strands identified from benchmark testing would be remediated to ensure student mastery. The 360 observation instrument provides immediate feedback on instructional delivery and curriculum alignment. Instructional delivery consists of rigor and relevance.</p>

		03/20/2014, On March 20, 2014, weekly lesson plans were submitted with assessment data. 03/13/2014, On March 13, weekly lesson plans were submitted with test analysis. Feedback will be provided by team leaders and assigned administrators using the examination matrix. 03/6/2014, On March 6, 2014, weekly lesson plans are submitted with test analysis and reviewed by team leaders and administrators. Feedback will be provided.
	Task Completed:	06/13/2014
		5. Effective, February 5 through March 2014, all classrooms will be monitored through classroom observations. Staff will have input by selecting two dates. One classroom visit will be announced, the other will be unannounced.
	Assigned to:	Administration
	Added date:	02/18/2014
	Target Completion Date:	03/31/2014
	Frequency:	weekly
	Comments:	06-02-2014 - As directed, teachers included an assessment analysis, for classroom created tests, that makes inferences as to why content was mastered or missed and rationale for students assigned to academic interventions. This was observed during classroom visitation and through examination of lesson preparation, pacing and instructional delivery. 03/21/2104, On March 21, 2104, staff members submitted remediation plans to address weak strands. Data were collected using achievement series data, teachers' observations, and classroom assessments. A synopsis of responses include the use of research based strategies including, rigorous warm ups activities, warm ups that consists of questions directly related to weak strands, problem solving, including interpreting graphs and charts, identifying & highlighting key vocabulary terms, writing, homework assignments to address weak strands, weekly quizzes (used to check for understanding & mastery, collaborative planning and team-teach, small group instruction; pull out, use of instructional specialists, one on one instructions, Exit questions (SOL review questions) and practice SOL review questions using available resources such as j-Lab, sciencegeek.com, edinformatic websitesm, Plato, coach books, literary terms, chompchomp.com, learning expressions, and Portsmouth Public Library online resources.
	Task Completed:	03/31/2014
		6. (DG)By September 30, 2014, teachers will receive training regarding the features of Interactive Achievement.07/29/2014
	Assigned to:	Data Analyst
	Added date:	07/29/2014
	Target Completion Date:	05/29/2015
	Comments:	12/10-12/2014, On December 10-13, 2104, 13.5 weeks benchmark tests were administered. The data analysts is awaiting the completing of makeup tests to compile data. Based on observations made, the staff is deemed competent is using interactive achievement. 10/14/2014, On October 14, 2014, the building principal email benchmark data derived from interactive achievement. 09/24/2014, on September 24, 2014, breakout staff development sessions were held to learn how to construct a test in Interactive achievement. The session was conducted by the data analysts.

Task Completed:	12/12/2014
7. (DG) By September 30, 2014, utilize Interactive Achievement to target weak areas of instruction. 07/29/2014	
Assigned to:	Data Analyst
Added date:	07/29/2014
Target Completion Date:	05/29/2015
Comments:	<p>04/15-17, 2015, mid-term examinations were administered. The data analysts will compile data from the assessments. Staff will use the data to identify weak areas of instruction.</p> <p>03/11-13, 2015, 4.5 IA benchmark tests were administered. The data analyst compiled</p> <p>03/9/2015, On March 9, 2015, the school received notice via email that benchmark data had been uploaded into dataCation.</p> <p>12/11-12/2104, On December 11-12, 2014 13.5 benchmarks assessments were administered to students. The data will be used to identify areas of weakness in instruction.</p> <p>11/6-7/2104, On November 6 and 7, midterm examination were administered using achievement series. The data collected will be used to identify areas in need of remediation and enrichment for tier groups of students.</p>
Task Completed:	05/29/2015
8. (DG)By September 30, 2014, utilize Interactive achievement to guide remediation, and acceleration efforts.07/29/2014	
Assigned to:	Data Analyst
Added date:	07/29/2014
Target Completion Date:	05/29/2015
Comments:	<p>3/30/2015, On March 30, 2014, departments met to identify categories of students, based on current performance and demonstration of mastery of standards. Three groups were identified. Red (Failing) yellow (borderline failing) and Red (passing) these identifications will aid in the support for student success.</p> <p>3/9/2015, On March 9, 2015, the special education team leaders provided a revised list of students by disability and case manager. The revisions are reflected in dataCation.</p> <p>12/15/2014, On December 15, 2014, a strategy report was submitted by the special education chair. Specific strategies by subject and by teachers were reported.</p> <p>Special Education Strategy Report</p> <p>English 11 Inclusion:</p> <p>controlled vocabulary, check for student attention, visual and word association, comprehension check, clarify requests, teacher-student interaction, student-student interaction, review main topic and key vocabulary, scaffolding, vocabulary emphasis, error correction through modeling, use a variety of question types, visual and word association, scaffolding, vocabulary emphasis, pre-writing activities precede writing activities, comprehension checks, review main topics and key vocabulary</p> <p>World History/Study Skills 1A</p> <p>Graphic organizers, Note sheets, study guide fact sheets, organized notebook, Note sheets, study guides, fact sheets, one on one model, highlight key words</p> <p>World History/Study Skills 2A</p> <p>Graphic Organizers, note sheets, study guide fact sheets, highlight key words, chunking, one on one model</p> <p>World History/Study Skills 3A</p> <p>Graphic organizers, note sheets, study guide fact sheets; note cards, highlighted information, chunking information; model, personal cue; index card notes</p> <p>US / VA History: Block 1</p>

- Flash cards with important dates and events, Battle Foldable, Venn Diagrams to compare and contrast, Graphic Organizers.

US / VA History: Block 3
Timeline, Foldable, Flash cards, graphic organizers, question and answer(QAR),Policy matching, Graphic Organizers, QAR; Venn Diagrams, Brainstorming, Word Wall

US / VA History: Block 4
Word Wall, Venn Diagram, Foldable; QAR, Flash Cards, Brainstorming, Policy Matching; Timeline, Graphic Organizer; Graphic Organizers, QAR, Foldable of events

World History I Inc. Block 1
Review Targeted Test Questions, Monitor Attendance, Coach Book (Review) supplemental remediation, One-on-One direct teaching, Close Proximity, Differentiated Instruction, Graphic Organizer

World History I (Inclusion))
Review Targeted Test Questions, Coach Book (Review) supplemental remediation, Differentiated Instruction Monitor Attendance, One-on-One direct teaching, Close Proximity, Differentiated Instruction

Geometry: Block 1
Student developed glossary: Students keep track of key content and concept words and define them in a log or series of worksheets that they keep with their text to refer to; Reinforcing math skills through games: Using games to follow-up a lesson in order to reinforce learned skills and use the skills in another context. (Kagan Strategies); Reciprocal peer tutoring (RPT) to improve math achievement: having students pair, choose a team goal to work toward, tutor each other on math problems, and then individually work a sheet of drill problems. Students get points for correct problems and work toward a goal; Students generate word problems: Have students create word problems for a specific math skill. Through the construction of a problem the students learn what to look for when solving word problems they are assigned.

Geometry: Block 2
Student developed glossary: Students keep track of key content and concept words and define them in a log or series of worksheets that they keep with their text to refer to; Reinforcing math skills through games: Using games to follow-up a lesson in order to reinforce learned skills and use the skills in another context. (Kagan Strategies); Reciprocal peer tutoring (RPT) to improve math achievement: having students pair, choose a team goal to work toward, tutor each other on math problems, and then individually work a sheet of drill problems. Students get points for correct problems and work toward a goal; Students generate word problems: Have students create word problems for a specific math skill. Through the construction of a problem the students learn what to look for when solving word problems they are assigned.

Geometry: Block 4
Student developed glossary: Students keep track of key content and concept words and define them in a log or series of worksheets that they keep with their text to refer to; Reinforcing math skills through games: Using games to follow-up a lesson in order to reinforce learned skills and use the skills in another context. (Kagan Strategies); Reciprocal peer tutoring (RPT) to improve math achievement: having students pair, choose a team goal to work toward, tutor each other on math problems, and then individually work a sheet of drill problems. Students get points for correct problems and work toward a goal; Students generate word problems: Have students create word problems for a specific math skill. Through the construction of a problem the students learn what to look for when solving word problems they are assigned.

Algebra Skill Building – Block 1
Peer Assisted Learning Strategy (PALS), Reciprocal Teaching, Visual Print, S.T.A.R. Strategy for Problem Solving, Group Learning, Solve IT; Peer Assisted Learning Strategy (PALS), Visual Print, S.T.A.R. Strategy for Problem Solving, Group Learning, Teach one concept or activity component at a time, Teach one step at a time to help support memorization and sequencing, Teach students in small groups, or one-on-one, if possible, Always provide multiple opportunities to practice skills in a number of different settings, Use physical and verbal prompting to guide correct responses, and provide specific verbal praise to reinforce these responses; Group Learning, Graphic organizers, Peer Assisted Learning Strategy (PALS), Schema-Broadening Instruction, S.T.A.R. Strategy for Problem Solving, Explicit Instruction, Use of heuristics, Student verbalization of their mathematical Reasoning, Range and Sequence Examples, Using visual representations

Algebra Foundations: Block 1
cooperative groups work, modeling, cueing; emphasize key words, cooperative group work
1 on 1 POD clarity, show how to use multiplication chart for factors & multiples, peer tutoring, cooperative group work; Check for understanding on POD and journal
remind to stay on task and on topic daily, cooperative group work; encourage to do 1 or 2 problems and to come to class; cue expected behaviors, encourage to do small amounts of work

		<p>Algebra Foundations: Block 2 Modify difficult problems, chunk, visual cues; check for understanding on POD and Journal</p> <p>Algebra Foundations: Block 3 guided repetition, calculator function review, check for understanding of daily task directions, mnemonic strategies, candy rewards for academic progress; cooperative group work, cue expected behavior check for understanding on POD and Journal; Encourage to do 1 or 2 problems and to come to class</p> <p>12/11/2014, On December 11, 2014, the administrative intern published a remediation calendar to be used for the remainder of the school term.</p> <p>12/10-12, 2014, On December 10-12, 13.5 benchmark tests were administered to students. The data derived from testing results will help to drive remediation. Remediation schedules are in place and were developed to individualize support for students.</p> <p>11/6-7/2014, On November 6 and 7, 2014, midterm examinations were administered to students. Data will drive remediation and enrichment efforts for tier groups of students.</p>
	Task Completed:	05/29/2015
Implement	Percent Task Complete:	
	Objective Met:	6/20/2014 6/11/2015
	Experience:	<p>6/20/2014 The experience pursuing this objective was time consuming, but necessary in order to assess effective and ineffective strategies and practices.</p> <p>6/11/2015 Acclimation to the testing tool was problematic initially.</p>
	Sustain:	<p>6/20/2014 Modification of the lesson plans to address differentiated practices and intervention strategies will need to remain current and applicable to the new population of students.</p> <p>6/11/2015 Consistent use of the tool and updating testing items will be necessary to sustain efforts in continuing to meet this objective.</p>
	Evidence:	<p>6/20/2014 Comprehensive lesson preparation and documentation of data and student assessment has become routine and a significant part of the school's culture.</p> <p>6/11/2015 Evidence is documented in data tracking sheets, lesson plans and observations.</p>
Indicator	HS3.09 - All teachers develop weekly lesson plans based on aligned units of instruction.(2547)	
Status	Objective Met 6/14/2013 6/12/2015	
Assessment	Level of Development:	Initial: Limited Development 11/07/2012
		Objective Met - 06/14/2013 06/12/2015
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Score:	
	Describe current level of development:	Dr. Sanderlin provided all staff with new lesson plan expectations and format. Expectations were aligned with professional performance standards. All teachers submit lesson plans every Thursday to their department chair and designated administrator. Chairs and designated administrators check lesson plans and provide lesson plan feedback to individual teachers.
Plan	Assigned to:	Shameka Pollard
	How it will look when fully met:	All teachers are responsible for maintaining a lesson plan binder that contains current lesson plans along with feedback from both department chair and assigned administrator. Lesson plans are also filed and maintained on a flash drive and uploaded to the wiki. The feedback form correlates with state standards, curriculum framework, district's curriculum and pacing guide.
	Target Date:	01/31/2013
	Tasks:	
	0. A comprehensive school -wide weekly screening system will be used to identify students who are academically on-track and those who are at-risk of content mastery in key critical content areas. This task will be used to identify Tier groups and their instruction needs as well as drive professional development offerings.	
	Assigned to:	Team Leaders, Administrators
	Added date:	06/30/2014
	Target Completion Date:	09/08/2014
	Frequency:	weekly
	Comments:	<p>6/04/2015, On June 04, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.</p> <p>5/21/2015, On May 21, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.</p> <p>5/14/2015, On May 14, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.</p> <p>5/7/2015, On May 7, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.</p> <p>4/30/2015, On April 30, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.</p> <p>4/23/2015, On April 23, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.</p> <p>4/16/2015, On April 16, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.</p> <p>4/2/2015, On April 2, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.</p> <p>3/26/2015, On March 26, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.</p> <p>3/19/2015- On March 19, 2015, lesson plans were submitted to assigned administrators. Plans include a data analysis component that includes weekly screening to identify students who are at-risk of content mastery. Misconceptions will be identified and remediation plans will be included in follow-up plans to ensure that objectives and concepts are mastered.</p> <p>3/30/2015, On March 30, 2015, departmental meetings were held at which time staff members provided projections of pass rates by subject and strand. During this meeting, team leaders addressed relevance and rigor as the professional development offering.</p> <p>3/12/2015, On February 12, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.</p> <p>3/11/2015, On March 11, 2015, an instructional tracking form was forwarded to and reviewed by the SI</p>

chair for verified documentation. The tracking form is used to identify students by week and date, by specific standards, activity, score, and proficiency level. This tracking form is used by specialist to document and monitor instruction and interventions.

3/10/2015, On March 10, 2015, the SIP chair and guidance director met to discuss the procedure for identifying track status of students. I was explained that guidance counselor provide information on the students assigned. A excel spreadsheet is used to monitor and identify students for support. The graduation coach collaborates with the director in meeting the needs of students.

3/9/2015, On March 9, 2015, random observations by the building principal were made to see if plans are located in designated binders in classroom. Feedback was provided with reference to compliance.

3/5/2015, On March 5, 2015, plans were submitted to team leaders for posting on Wiki and review by Admin.

2/26/2015, On February 26, 2015, plans were submitted to team leaders for posting on Wiki and review by Admin.

2/19/2015, On February 19, 2015, lesson plans were submitted to team leaders for posting on Wiki and review by Admin.

2/12/2015, On February 12, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.

2/5/2015, On February 5, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.

1/29/2015, On January 29, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.

1/22/2015, On January 22, 2015, Lesson plans were submitted to team leaders for posting on Wiki and review by Admin.

1/15/2015, Effective January 15, 2015, team leaders will collect lesson plans with the components prescribed by VDOE. The checklist will be applied to the monitoring process. Artifacts continue to be placed in the classroom and in the main office conference room.

1/5/2015, On January 5, 2015, the leadership team presented department's strategies and intervention used to identify students that are deemed off-track. Tier groups were identified. Successes were shared which demonstrated the number of students in tier groups. The guidance director provided an overview of the graduation index. The assistant principal and administrative intern provided examples of how to incorporate BCC's as prescribed by VDOE.

12/11/2014, On December 11, 2014, the building principal provided a summary of VDOE's visit via email. Overall, the report for acceptable. Immediate things that needed attention included. learning objectives should clearly identifies the behavior condition and criteria (BCC) The learning objective per activity should be reinforced constantly and consistently. Throughout the lesson, teachers should ensure that students know and understanding and can identify goal and what it will take to master the goal. The teacher should ensure that students know they got it! Secondly, it is obvious that the DASH method should be employed building wide. Post the letters DASH. This provides a guideline post and serves as a checklist of things to do for the day. (Date, Assignments, Standard, Homework. The state team will return in January and February.

12/11/2014, On December 11, 2014, the leadership team met. During this meeting, department chairs were reminded to identify students by tier and to document prescribed intervention strategies by discipline and by teacher. During this meeting, the assistant principal highlighted the review of the state department's visit that took place on December 9, 2014.

12/5/2014, On December 5, 2014, the principal, assistant principal, math coach, math director and math chair met to discuss essential actions required to be presented to VDOE. The team crafted a plan for review and approval consisting of essential actions, persons responsible, time frames and evidence/artifacts. Staff continues to implement the established lesson plan monitoring system to ensure that learning objectives are student-friendly and aligned with State Standards.

12/1/2014, On December 1, 2014, the Math Department presented a quarterly report, based on the conditional accreditation status agreement to conduct weekly classroom observations and walk throughs of math classes.

11/10/2014- On November 10, 2014, the HPE department met. The agenda included how different instructional strategies are employed to help with mastery of core subjects. The team reported that they have tried the BINGO game with vocabulary words that was introduced during faculty meeting. They reported that it worked well and suggested that they add to activity by having the students write the definition as a follow up activity. Another strategy was to call on others according to the roster and ask them questions- review content. Roll is taken at the same. Math initiatives are incorporated. The department chair is meeting with the math team leader to obtain math questions and answers the students need to work on for SOL. It was suggested that the department hone in on basic math skills the students are currently lacking.

11/06/2014- On November 6, 2014, lesson plans were submitted to assigned administrators. Plans include a

data analysis component that includes weekly screening to identify students who are at-risk of content mastery. Misconceptions will be identified and remediation plans will be included in follow-up plans to ensure that objectives and concepts are mastered.

10/31/2014, On October 31, 2014, the special education department chairs, assistant principal and school improvement chair met to identify students for AMO and to confirm the tool used to track performance. Each teacher in the department uses the instrument as a framework for reporting and tracking student performance and participation.

10/30/2014- On October 30, 2014, lesson plans were submitted to assigned administrators. Plans include a data analysis component that includes weekly screening to identify students who are at-risk of content mastery. Misconceptions will be identified and remediation plans will be included in follow-up plans to ensure that objectives and concepts are mastered.

10/30/2014, On October 30, 2014, the school leadership team presented the school improvement plan to division directors, a school board member, and interim superintendent. This presentation identified strategies that are used daily and weekly to identify tier groups of students and the methods for addressing the required indicators TA01, TA02, and TA03. After the presentation, feedback was given by the audience. The school board member commended the leadership team for their efforts. The science director commended the team for the use endorsed tools i.e. Pearson and e-books, The math directors suggested that datacollection be used to help track students. TI items can be used for practice. VDOE vocabulary cards are new and should be used. The English specialist suggested that the English team be consistent with using daily language practice. Pearson gives feedback. The special education director asked that we examine the math participation rate. Track who they were last year and where they are this year. Specialize instruction to address special education. IDA computer funding should be used appropriately to meet AMO. The math chair reported strategies used to identify students with potential for performing at advanced proficiency levels. Social studies should continue to look at formative assessments using resources that are endorsed by the district i.e. Flanagan and WIKI. It was suggested to exam World History I as the benchmark scores seems to be out of line compared to others benchmarks in the district. There will be a new SOL test for World History in 2015. The interim superintendent commended the team for the presentation and made recommendations for continuous improvement. Lesson plans are inclusive of essential components. The plan should be updated and remove names. She suggested that the presentation be presented to the staff at the next staff meeting.

10/23/2014- On October 23, 2014, lesson plans were submitted to assigned administrators. Plans include a data analysis component that includes weekly screening to identify students who are at-risk of content mastery. Misconceptions will be identified and remediation plans will be included in follow-up plans to ensure that objectives and concepts are mastered.

10/16/2014- On October 16, 2014, lesson plans were submitted to assigned administrators. Plans include a data analysis component that includes weekly screening to identify students who are at-risk of content mastery. Misconceptions will be identified and remediation plans will be included in follow-up plans to ensure that objectives and concepts are mastered.

10/14/2014, On October 14, 2014, the building principal requested team leaders to compile instructional walk through and sweep data. The data will help to identify areas that need improvement. Documentation will be filed in the main office for review and discussion.

10/09/2014- On October 9, 2014, lesson plans were submitted to assigned administrators. Plans include a data analysis component that includes weekly screening to identify students who are at-risk of content mastery. Misconceptions will be identified and remediation plans will be included in follow-up plans to ensure that objectives and concepts are mastered.

09/25/2014- On September 25, 2014, lesson plans were submitted to assigned administrators. Plans include a data analysis component that includes weekly screening to identify students who are at-risk of content mastery. Misconceptions will be identified and remediation plans will be included in follow-up plans to ensure that objectives and concepts are mastered.

09/24/2014, On September 24, 2014, all staff participated in staff development breakout sessions. Core teachers participated in a data analysis session that focused on data analysis by subject, but student, by question. The "real-life" scenario involved actual data. The results of the data analysis involved a comparative analysis of data to drive remediation by tier groups. Staff members also participated in Interactive Achievement orientation. This session identified ways to navigate through the program, construct a test and add teacher generated questions.

09/18/2014- On September 18, 2014, lesson plans were submitted to assigned administrators. Plans include a data analysis component that includes weekly screening to identify students who are at-risk of content mastery. Misconceptions will be identified and remediation plans will be included in follow-up plans to ensure that objectives and concepts are mastered.

09/11/2014- On September 11, 2014, lesson plans were submitted to assigned administrators. Plans include a data analysis component that includes weekly screening to identify students who are at-risk of content

		<p>mastery. Misconceptions will be identified and remediation plans will be included in follow-up plans to ensure that objectives and concepts are mastered.</p> <p>09/11/2014- On September 11, 2014, lesson plans were submitted to assigned administrators. Plans include a data analysis component that includes weekly screening to identify students who are at-risk of content mastery. Misconceptions will be identified and remediation plans will be included in follow-up plans to ensure that objectives and concepts are mastered.</p> <p>09/04/2014- On September 4, 2014, lesson plans were submitted to assigned administrators. Plans include a data analysis component that includes weekly screening to identify students who are at-risk of content mastery. Misconceptions will be identified and remediation plans will be included in follow-up plans to ensure that objectives and concepts are mastered.</p> <p>08/26/2104- on August 26, 2014, staff members attended breakout sessions on use of lesson planning and assessment construction and data collection from assessments, training on the Interactive Achievement tool and use of technology to identify misconceptions and mastery of objectives taught. Presenters were members of the leadership team. Each presenter announced that they will provided additional support for staff members and teams in needed of additional assistance.</p> <p>04/14/2014 - A screening systems is necessary to ensure that all tier groups of students are addressed. On-time graduation attempts were enhanced through weekly screening.</p>
	Task Completed:	06/12/2015
		1. On a weekly basis, teachers will submit lesson plans that are aligned with the Standards of Learning, curriculum framework, district pacing, higher order thinking, and research-based instructional strategies.
	Assigned to:	Sanderlin, Taylor, B. Smith, Millaci, Department C
	Added date:	11/07/2012
	Target Completion Date:	01/30/2013
	Frequency:	weekly
	Comments:	<p>On February 3, 2013, second semester began. Lesson plans have been modified and should include attachments of assessments and thereafter, analysis of the data. Interventions and instructional strategies should be outlined and highlighted for ready review. The procedure for submitting the plans was discussed during team meetings.</p> <p>On November 15, 2012, staff members who were unable to access the Lesson Plan wiki because of an "insufficient privileges" message and for those who do not have a prior pbworks account, were asked to use the link that came with the ORIGINAL email invitation that was sent to you.</p> <p>On November 30, 2012, Wiki privileges were available for all staff and required to upload lesson plans.</p> <p>On January 7, February 4, and March 4, Staff were reminded during departmental meetings to submit and post lesson plans in Wiki. Lesson plans continue to be submitted and monitored to ensure that instructional preparation is evident with rigor and relevance.</p> <p>On June 14, all lesson plan binders were submitted to the assigned administrator. On a weekly basis throughout each semester, lesson plans were submitted for review and monitoring of instruction was based on the plans submitted. These binders will be returned to staff and given to any new teacher for ease in planning and reflection for further use.</p> <p>Lesson plans binders were distributed to all staff members during preservice week. Lesson plans are submitted for review on Thursdays. Feedback is given by the team leaders and assigned administrator per discipline. Plans are uploaded to wiki and should highlight higher order thinking, differentiated strategies, and align with standards.</p>
	Task Completed:	06/14/2013

	2. On a weekly basis, lesson plans are submitted to designated administrators and department chairs for review. Content relevant feedback that is aligned with pacing guides, curriculum frameworks, higher order thinking, researched-based strategies, tiered learning, technology, assessments and remediation of the standards of learning, is provided.
Assigned to:	Sanderlin, Taylor, B. Smith, Millaci, Dept. Chairs
Added date:	11/07/2012
Target Completion Date:	01/30/2013
Frequency:	weekly
Comments:	<p>September 6th, week 1 lesson plans were submitted for review. Feedback was provided to establish a platform of expectations that fostered heightened student achievement and uniformity in instructional practices.</p> <p>On October 1, Week 5, an alternate lesson plan was provided to accommodate staff that desired a more tailored approach in planning for instruction.</p> <p>On February 26, the WIKI site was examined for departmental postings. To date, all semester two lesson plans should have been uploaded constituting at least 5 weeks of plans. Assistance was offered to staff in need of assistance. Departments were encouraged to work together to make sure all plans per department are listed and lesson plans reflect alignment and quality (including higher order skills).</p>
Task Completed:	02/26/2013
	3. On a weekly basis, teachers submit lesson plans that are aligned with the Standards of Learning, curriculum framework, district pacing, higher order thinking, and research-based instructional strategies.
Assigned to:	Sanderlin, Taylor, B. Smith, Millaci, Dept. Chairs
Added date:	11/07/2012
Target Completion Date:	01/30/2013
Frequency:	weekly
Comments:	<p>On September 6th, faculty members were introduced to the lesson plan format and the schedule for submission and evaluation.</p> <p>On October 1, Week 5, an alternate lesson plan was provided to accommodate staff that desired a more tailored approach in planning for instruction.</p> <p>October 6, Week 6, defined roles of all adults were assigned to be inclusive of lesson plans. All special education teachers and instructional assistants were to be added within the plan with identified roles and identified teaching of strands and accommodations. (University Instructors, NNSY Volunteers, Special Education Teacher, and Instructional Assistants)</p> <p>In addition, remediation, professional development, and instructional strategies were color coded within lesson plans.</p> <p>On June 14, all teachers submitted lesson plan binders. These plans reflect careful planning and use of higher order thinking skills. Plans are standard-based and research based strategies.</p> <p>During preservice week, August 26-30, staff members participated in a work session on lesson plan development and instructional delivery to include Kagan SURN, TESA and Rutherford strategies.</p>

		On September 28, foldable flip charts were delivered within departments on questioning strategies that employ critical thinking and higher order thinking skills.
	Task Completed:	06/14/2013
		4. On a weekly basis, an analysis of administered assessments with the assessment attached will be submitted with weekly lesson plans to assigned administrators. This will enhance the comprehensive schoolwide weekly screening system used to identify students who are academically on-track as well as those who are at risk for difficulties in core content areas. Moreover, it will help to identify professional development needs among the staff.
	Assigned to:	Department Chairs and Administrators
	Added date:	02/07/2014
	Target Completion Date:	02/17/2014
	Frequency:	weekly
	Comments:	HS3.09 - All teachers will develop weekly lesson plans based on aligned units of instruction. (2547) 02/21/2014 - 02/21/2014 - The leadership team has decided to close this task as it is duplicated. Team leaders and assigned administrators reviewed item analysis along with the lesson plan and assessment and provide weekly feedback relative to indicated academic intervention. As directed, effective, February 17, 2014, monitoring was conducted by the building principal and division's Indistar contact through the Indistar tool.
	Task Completed:	02/21/2014
Implement	Percent Task Complete:	
	Objective Met:	6/14/2013 6/12/2015
	Experience:	6/14/2013 Pursing this objective required staff members to work collaboratively. Concerted efforts became routine when preparing detail plans. 2/21/2014 The experience provided opportunities to explore and examine rigorous instructional practices that are research based. 6/12/2015 The experience in pursuing this objective was problematic. The components of the lesson plan were comprehensive; however, revisions were recommended by VDOE- (BCC). Initially, this created some uneasiness. Upon review and examination, staff members were put at ease after discussion during team meetings.
	Sustain:	6/14/2013 Team planning and application of research based strategies and practices will be necessary to sustain efforts and to continue efforts to meet this objective. 2/21/2014 Researched practices that will foster classroom data analysis, alignment of the written, taught, and tested curriculum, and the " Why " for intervention.

		6/12/2015 Staff members should review previous plans and ensure that adjustments are made to meet the individual needs of students through differentiated efforts and continued documentation.
	Evidence :	6/14/2013 All binders have been submitted to assigned administrators. Weekly feedback from instructional leaders and administrators are filed and factored into year-end evaluations. 2/21/2014 The evidence is filed in binders, Wiki postings, DataCation, Achievement Series, Instructional monitoring forms and electronic emails. 6/12/2015 Lesson plan binders, classroom observations, and posting on wiki.
Indicator	HS3.13 - The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(2373)	
Status	Objective Met 2/21/2014	
Assessment	Level of Development:	Initial: Limited Development 11/07/2012
		Objective Met - 02/21/2014
	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:	Students are provided non-traditional educational services. The services include AC13 and First College courses. The AC13 is CTE focused. Dual enrollment credit is acquired through the First College Program offered in conjunction with Portsmouth Public Schools and Tidewater Community College. Qualified seniors have the opportunity to earn up to 26 semester hours of college credit. Students with special needs are able to meet their transition goals by gaining work experiences at outside agencies. The transition goals are utilized to assist students with special needs as they move from the school environment to the work environment.
Plan	Assigned to:	Bernadette Smith
	How it will look when fully met:	Upon completion of the course, AC13 students will acquire certification and work-readiness skills in the area of their career interest. First college students, upon completion, will earn up to 26 college semester hours of transferable credit. Work-based readiness skills will be mastered by students with transitional goals as outlined in their IEP.
	Target Date:	06/30/2013
	Tasks:	
	1. AC13 students will apply for the program of choice and meet the necessary prerequisites for acceptance.	
	Assigned to:	Lawrence
	Added date:	11/07/2012
	Target	06/30/2012

	Completion Date:	
	Frequency:	twice a year
	Comments:	<p>HS3.13 - Objective: The school will provide all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, and work-based internships). (2373)</p> <p>02/17/2014 - Week of February 17, 2014 students participated in sessions to recruit them into AC13 (Academic Career) programs. The activities included counselor visitation to classrooms, demonstrations, and applications completed.</p> <p>On October 9, 2013, the assistant principal provided a list of AC13 students. There are 26 students. There are 8 Nursing, 2 DE Eng. Drawing, 1 Horticulture, 6 Early Childhood I, 1 early childhood II, 4 culinary Arts I, 1 Governor School, and 3 Hotel Marketing students.</p> <p>Individual student meetings are scheduled and guidance services are provided to address student interest and eligibility requirements.</p> <p>12 students are currently enrolled in AC13 programs.</p> <p>During the week of April 22nd, morning and afternoon announcements began to encourage enrollment in dual and AP courses. More advanced course offerings are being explored for course offerings effective Fall 2013.</p> <p>On August 28, 2013, students were given an overview of guidance services for the guidance staff. A website has been developed to provide ready reference to guidance services and support, career awareness, and post-secondary enrollment.</p>
	Task Completed:	02/17/2014
		<p>2. During weeks of course registration, students will complete a Tidewater Community College application and successfully pass the required placement test for enrollment.</p> <p>Students will participate in college tours including The Virginia College Tour to heighten college awareness.</p>
	Assigned to:	Lawrence
	Added date:	11/07/2012
	Target Completion Date:	06/30/2012
	Frequency:	twice a year
	Comments:	<p>HS3.13 - Objective: The school will provide all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, and work-based internships). (2373)</p> <p>02/21/2014 - This is an established process designed to foster career and college readiness.</p> <p>During spring 2014 scheduling (last week in April/First week of May, 2014) AC13 registration was conducted. Interviews were conducted and coordinated by the school liaison.</p> <p>During the week of February 17, 2014, the guidance director met with 11th grade students to prepare for 2014-15 dual enrollment</p> <p>On January 7, 2014, students attending TCC as first college students were identified. These students completed the requirements for High School Graduation as of January 10, 2014. Students reported to TCC thereafter.</p> <p>On January 2, 2014 the guidance director made personal appeal through science classes to have student enroll in medical terminology, Introduction to University Life and Microbiology. The criteria for selection was explained. This is an opportunity for eligible students to earn 9 college credit hours.</p>

		On November 21, 2013, the guidance director and the school improvement chair brainstormed to aid in identifying and promoting heighten enrollment in dual enrollment classes. The focus is to increase the number of students deemed underrepresented. 35 students are dually enrolled in the First College Program. On January 4, 2013, orientation was held at TCC for the 2013 cohort of first college students. Students in this cohort began the classes on January 5th.	
	Task Completed:	02/21/2014	
Implement	Percent Task Complete:		
	Objective Met:	2/21/2014	
	Experience:	2/21/2014 Work place readiness and vocational certification for students at Norcom have increased enrollment as a result of advertising the availability of AC13 and dual enrollment course offerings. Recruiting students in these programs have increased student attendance, increased opportunities to earn college credits and credits toward high school graduation. These valued added courses have increased the graduation rate.	
	Sustain:	2/21/2014 It is necessary to make students aware of the availability of these courses opportunities.	
	Evidence :	2/21/2014 Evidence include: internship placements, college credits, job opportunities, and transcripts reflect student enrollment.	
Indicator	HS3.15 - The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies).(2375)		
Status	Objective Met 2/27/2013 10/9/2015		
Assessment	Level of Development:	Initial: Limited Development 11/07/2012	
		Objective Met - 02/27/2013 10/09/2015	
	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:	Incoming freshman to I.C. Norcom attended a two-day transition and orientation session which focused on transitioning from middle to high school and on time graduation. This included the importance of attendance and the code of conduct from administration; grades, study habits, and their course of study from guidance; various course offering and their requirements from department chairs; and extracurricular activities and athletics from the Student Activities Coordinator. Students had the opportunity to tour the building and interact with teachers and students in breakout sessions on how to be successful in transitioning from middle to high school and graduating on time.	
Plan	Assigned to:	Jac'Quail Mayes	
	How it will look when fully met:	At the conclusion of the 2012-13 school term, the 2016 cohort will transition to sophomore status to meet on time graduation requirement. On October 8th, the guidance director and graduation coach shared that students in grade nine will be meeting with counselors along with their parents in a formal setting to discuss on time graduation and the requirements for diploma status. Letters and calls will be made to ensure that every student participates in	

		this mandatory session.
	Target Date:	06/30/2013
	Tasks:	
		1. Incoming freshman students will participate in a transition orientation. The focus will be on tips and strategies for a successful freshman year.
	Assigned to:	Amy Strickland
	Added date:	11/07/2012
	Target Completion Date:	08/16/2012
	Frequency:	once a year
	Comments:	<p>HS3.15 - The school will provide freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies). While this task has been met for this school term, added supported continues to be provided to freshman students.</p> <p>2/13/2014, On February 13, 2013, the graduation coach met with ninth grade students experiencing difficulties in school. A motivational speaker was incorporated in the bi-monthly empowerment sessions. The graduation coach and the W.O.M.E.N. of Distinction advisor and mentor discussed a schedule to offer sessions to the female population of students in need of transition support during and between scheduled empowerment sessions. The goal is to provide broader support for gender-specific groups of students. On January 30, 2014, all freshmen students were assembled to address goals and objectives to enhance on time high school graduation and school expectations</p> <p>On December 18, 2013 the freshman transition team shared their mission statement of their team. Their mission is to provide opportunities, experiences, along with knowledge necessary to make wise choices that impacted on increasing on-time- graduation rate and lowering drop-out-rate for each entering Freshman class. In addition, the team provided staff with an outline for their initial class meeting with freshman students. The outline included the following for the meeting scheduled for December 19, 2013 during fourth block 1:15- 2:00 pm in the school auditorium. The purpose of the assembly is to introduce, inform, encourage and empower the Class of 2017 with needed information and expectations for this school year 2013-2014.</p> <p>The following was discussed and information provided to activate the Class of 2017:</p> <ol style="list-style-type: none"> 1. Introduction of Freshman Transition Team Members and state our purpose 2. What does "I Am The One" stand for, symbolize, or represent for the freshman class? Explain the purpose and how the acceptance of this motto will carry each of them through to their senior year and beyond. 3. Discuss importance of class officers, duties, and application process along with deadline extensions to New Year. Recognize those students that have already completed the process. Explain campaigning and voting process. 4. Discuss class dues: amount=\$40.00 deadline for 1st payment of \$20.00 January 24th and 2nd payment May 23rd. Purpose of dues= to purchase class t-shirt, to pay for refreshments, printing of programs and certificates, and needed materials for First Steps to Graduation ceremony in June. 5. Announce ST. JUDE fundraising results from our first community service project and say thank you! 6. Activities and plans for the school year was be introduced, along with passing out interest survey to solicit ideas for plans generated by students for students. <ol style="list-style-type: none"> a. Student of the Month from each department/ class b. Can Food / Non Perishable foods / Community Service For The Food Bank c. ODU/ NSU Basketball game Jan. / Feb. d. Walk For the Babies- March of Dimes Walk April/ May e. Chart Your Course Night- March/ April f. Trip to Universoul Circus in the Spring- May/ 1st Week of June g. Local College Tours- NSU, ODU, TCC, ECPI, Bryant and Stratton h. Relay for Life Walk- TCC May/ June

- i. First Steps to graduation Ceremony – June On Time grade promotion of Sophomores
 7. Address the importance of focusing on grades, attendance, and behavior because these three are the basis for selection to participate in activities and trips for the Class of 2017
 - a. Number of students in freshman class
 - b. Number of students with 2.00 and above GPA as of 1st nine weeks
 - c. Number of students with less than 1.0 GPA
 - d. Number of repeat freshmen
- We need to get this information from guidance to create a PowerPoint to show the class the numbers. Seeing is believing and eye opening. Sometimes shaming can be used to inspire as well as empower expected behavior.
8. What can we do to help you help yourself to become an on time graduate?

On December 12, 2013, the graduation coach identified students who have failed English 9 or Algebra I. In an attempt to foster greater success in the performance trend as noted below

Algebra Foundations failures – 27 students = 14%

English 9 failures – 39 students= 23%

Algebra I and IB failures – 8 students (primarily repeaters) = 14%

Last Year's Freshmen Class

- English 9 failures – 64 students= 20%
- Algebra I and 1B failures -90 students= 44%

The graduation coach employed the following plan of action:

Early Warning

Identify freshmen in danger of failing Algebra I and Algebra Foundations

The Graduation Coach met weekly/bi-weekly/quarterly with freshman who are Tiered 2 and 3 to ensure they are actively participating in their prescribed treatment plans.

Correspond weekly with their Excel teacher and follow up with these students progress as it relates to attendance and course work at Excel

If attendance played a role in their failure, monitor and schedule meetings with students in jeopardy of on time graduation (25 days increments).

Mentorship opportunities that are gender specific provide added support for freshmen students.

On June 10, 2013, freshman class participated in the First Steps to Graduation transition ceremony. The program recognized the hard work of our students who are moving on and already recognized as taking the first steps for a successful on-time graduation. The ceremony provided a true experience and resembled that of a true graduation ceremony! The parents, and other guests were well pleased with the overall graduation procession, class theme song "Through the Good and Bad, He Didn't Erase...", " Mime presentation by First Baptist Bute Street, special message shared by author R. White, signing of the 2016 student pledges banner shared by Mr. Bell of Herf Jones Inc., and the special presentation of the graduating class now known as the class of "Sweet Sixteen!"

On October 21, 2013, the ninth grade transition team met. During the meeting a request for permission to move forward with freshman class meeting this Wednesday, 10/23 during 4th block at 1:30 in auditorium was made. The meeting's agenda would include: A. Dues-\$40.00/ \$20.00 per semester and what the funds are used for. (future trips, First Steps to Graduation Ceremony in June, class t-shirt, a gift to incoming freshman class) B. "I Am the One" theme addressing results from progress reports- responsibility and ownership of results C. St. Jude Walk- community service project at the Norfolk Zoo, Saturday, November 23. Had donated cans in all 9th grade classrooms to collect funds starting Friday, November 1st. D. Movie Night- can food donation for entrance and goods was taken to the Oasis across the street. Concessions were be sold. E. Class Officers- all interested pick up application and return to 9th grade English teacher by Monday, 10-28 by 2:30 pm. Campaigning Wednesday, 10-30-13 through Friday, November 1st. Voting in 9th grade English, Health & PE. Classes, and first time Personal Finance classes, Monday, November 4th. Meeting with officers Wednesday, November 6th, discussing plans for school year. F. Interest survey to be completed seeking ideas from class for cultural, sports, educational, community service, and entertaining events for the school year. 2. Team suggestions for events: A. coat drive, B. March of Dimes for spring community service, C. Universal Circus, D. Hampton Institute Museum. (used the results from surveys to get other ideas) 3. Planned assemblies with guest speakers on Wednesday afternoons in room 217 during 4th block from the city of Portsmouth. Including retired, active military, former students, businesses, as well as entrepreneurs such as the owners of our Chick Fillet on Frederick Blvd.; a husband and wife tag team.

		<p>Created a schedule so that teachers had advanced notice to include in lesson plans. This was done in the past by the Links Organization. Good Will Industries are also ready and waiting. We invited the Links, Chick Fillet owners, and Good Will Industry to our next meeting to create a calendar for educational seminars.</p> <p>On October 10, 2013 during governance meeting, the Deputy superintendent suggested that emphasis be placed on ninth grade students earning at least 6 credits to ensure that they are slated for on time graduation.</p> <p>On October 8, 2013, the guidance director reported that the guidance staff and graduation coach supported ninth grade English classes during both semesters to ensure that ninth graders understand graduation requirements. They shared strategies on how to be successful in high school.</p> <p>On March 21, 2013, Professional Athlete, Mr. Bruce Smith, spoke to the Freshman class. The assembly was motivational and gave students in attendance an opportunity to focus on their future and good decision-making.</p> <p>On August 16-17, 2012, a freshman transition orientation was held. Students were given information on attendance, the code of conduct, course of studies, study habits, extracurricular activities, athletics, building layout, Standards of Learning, and on time graduation requirements.</p>
	Task Completed:	08/30/2013
		<p>2. Support for freshman students will enable them to make a successful transition into high school and a framework to graduate on time. Students will be monitored, mentored, and motivated to attend school regularly. Moreover, the students will be identified who are struggling academically, are in danger of not earning verified credits, and have attendance problems. Staff will individualize instruction and employ diverse strategies that require higher order thinking and promote a culture of high expectations and readiness for post-secondary education and/or careers. Staff will collaborate with stakeholders to create connections to the community, employers, and institutes of higher education to better engage students and help them see the relevance of their coursework. Opportunities will be provided that encourage students to participate in extracurricular activities and community service.</p>
	Assigned to:	Ninth Grade Transition Team, Graduation Coach, Gui
	Added date:	01/02/2014
	Target Completion Date:	06/30/2014
	Comments:	<p>HS3.15 - Objective: The school will provide freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies). (2375)</p> <p>09/25/2015, On September 25, 2015, the Freshman Transition Leader informed staff and students that the first transition assembly is scheduled for September 29th at 9:30 a.m. in the auditorium. Applications for class officers, t-shirt designs, class song, poem and flowers will help to reinstate the old traditions of Norcom.</p> <p>06/03/2015, On June 3, 2015, the AP, Communities and Schools Liaison and WOMEN of Distinction with their sponsored brainstormed to share ways to incorporate peer mentoring. It was suggested that the mentoring group visit feeder middle schools to introduce themselves and offer support during their transition period.</p> <p>4/28/15, On April 28 during the 8th block, the freshman class participated in a motivational assembly. The power point presentation for May's assembly was forwarded to the building principal for review and approval. The freshman transition team acknowledged staff members and students as they closeout out school year with the class of 2018 "The Class That Reigns Supreme. They're coming in like a prince and princess and they're leaving as on time graduates, the kings and queens that will reign supreme!"</p> <p>04/15/2015, On April 15, 2015, chart your course night was hosted. Special thanks were extended by the building principal to the Activities Director and Guidance Director for providing a very rich and rewarding Chart Your Course Night for our rising 9th graders. I applaud those who were in attendance to provide support and awareness for their programs. The following department presented and shared overviews of</p>

their disciplines. Administrative team, Guidance (counselors), ROTC (Officer and Students), Family and Consumer Science (Staff) Health and PE (Staff) History (Staff), Foreign Language (Staff) Math (Staff representation), Band (Student Drum major); Science (VEX Robotics Team, and robots! AC-13, (Horticulture) 3/2/2015, On March 2, 2015, the ninth grade correlate team met. The team identified potential guest Speakers and Dates. Possible presenters included the Armed Forces, Health Dept., or Lawyers and Law Enforcement. They would like to have the students put in smaller groups. Perhaps the girls will be placed in the auditorium, and the boys will be placed in room 217. Possible dates are March 25th, April 29th, and May 27th. In addition, school trips included: Cinema Café for students who passed all SOL's, Chrysler Museum for the Games Exhibit April 22, the VA Beach Arts Center also in April, or the UniverSOUL Circus. Community Service was discussed. The students will raise money for the relay for life and make a donation on behalf of the Freshman Class. Students who wish to attend the actual relay will need permission to travel with teachers to the site and be picked up from the site. Chart Your Course Night participation is encouraged. The team intends to try it again despite low turnout last year. The team also discussed ways to increase parental and student participation. The End of year Freshman celebration—Plans to have the ceremony Thursday June 4 from 6-8 pm. Freshman Dues- maybe lowered from \$40.00 to \$20.00 and recoup the rest in subsequent years.

02/09/2105, On February 9, 2015, the AP met to the freshman class sponsor about the ninth grade assembly. The forum will address attendance, behavior, grades, attendance, community service, class dues, class name, class officers, and suggested activities for the school year. The remainder of the semester should include the following activities: Relay for Life and March of Dimes Fundraiser, ODU basketball/wrestling trip, Chart Your Course Night. Date TBD, C/O 2018 Will Reign Supreme is the official class name, End of year Freshman celebration TBD, Areas of Concern: Need to collect class dues of \$40.00. ½ of it, \$20.00, will be due on Jan. 24th. The whole amount will be due before Memorial Day in May.

02/05/2015, On February 5, 2015, the freshman class met with sponsors. Emphasis was placed on on-time graduation, attendance and attaining verified credits.

12/1/2014, On December 16, 2014, the freshman transition team held its freshman transition meeting. The Team discussed future activities, class dues, importance of participation in extracurricular activities, joining clubs, or sports. Recognize accomplishments of fall sports and start of Winter sports. Recognize the students that participated in the St. Jude Walk, Saturday, November 22nd at the Norfolk Zoo. We completed our 1st Community Service Project all do to the persistence of one of our team members.

Class officers were introduced, a request for others to fill remaining offices was made, info about up- coming activities B. Next Community Service Project – Relay for Life, a past sponsor took this project to new heights last year. We have to keep up all of her great work for 2015. Movie Night- here at Norcom- nonperishable items for Food Banks. C. Universoul Circus and/or Busch Gardens End of Year Trip D. discussed fundraiser ideas (other than candy) Freshman Class sponsored Maroon and Grey Day. E. Reminded of class dues-cost and new deadlines /due to this being our 1st class meeting, and who, when, where to pay F. "Chart Your Course Night hosted by class of 2018 G. "First Steps to Graduation Celebration" in June in the auditorium. DID YOU KNOW Info about the class of 2018: a. number of new freshman class student members b. number of repeat freshmen c. number of freshmen with 2.0 and above grade point average d. number of freshmen grade point average less than 1.0

The Portsmouth Health Department will present information for Healthy Choices for the Holidays and beyond. The Alma Mater was performed. A reminder of Final Exams in January as well as SOL testing starting January 12th was given. Let's begin to prepare and take SOLs and final exams seriously. Students were reminded that they are at the half way mark to completing this school year; will you be a sophomore in June 2015?

11/17-21/2014, during the week of November 17-21, 2014, the school counselors conducted ninth grade classroom guidance via the 9th grade English classrooms. Each student took the VA Wizard career assessment and was given the opportunity to research and discuss their future career goals. In addition, the School Counseling Department hosted College Application week during the week of November 17-21, over 150 students participated. College Application week is a "national initiative designed to increase the number of first-generation and low-income students pursuing a college degree or other higher education credentials." During this week, many local colleges waive their application fee and students are provided one-on-one assistance with completing their college applications.

10/28/2014, On October 28, 2014, the leadership team met. Tier groups of freshman students were identified. English identified Tier 1 as Students who demonstrate proficiency at 78% and above Tier 2: Students who perform at 77%-60% proficiency, Tier 3: Students who fall below 60% proficiency and a fourth group of students included pupils who need to re-take English 8 SOL. Math reported on recovery students. Classroom interventions employed include: Mixed-ability team grouping, Small group remediation, Assessment via multiple modalities, Technologically enhanced/interactive remediation Offering diverse assignments to teach the same skills which adapt to various learning modalities. Department-Wide efforts include: on-going remediation noted in lesson plans, remediate Monday-Thursday after school, sustained-

Silent Reading, One "writing intensive" assignment weekly, promotion of technologically enhanced instruction and remediation, and weekly grade-level planning. Interactive Achievement, individual and team data analysis, reassessment of weak SOL strands via formative assessments are used to provide support for freshman students. The math department uses Johns Hopkins to address students that have been identified via SOL scores from Math 8 and Reading 8 SOLs. The department's focus is preparation for Algebra and MATH 8 Recovery. Teams will utilize resources such as volunteer tutors and other stakeholders who can assist and support freshman students.

10/07/2014, On October 7, 2014, a priorities workshop was held. This forum provided an opportunity to share thoughts of those things that are most important to move Norcom forward. Prior to the team sharing event, the National Anthem was performed. The principal and assistant principal shared the "State of Norcom" with a PowerPoint presentation which was the same presentation shared with the Virginia Department of Education. The PTA President along with the principal presented Chick-fil-A owner with a Community Support plaque recognizing his outstanding and continuous support for I C Norcom High School. An assistant principal provided the established purpose for the evening. Special greetings were provided from a school board member, along with our Interim Superintendent. The lead director of C&I was recognized for her presence. In addition, Northern Star Marketing and Manager our community representatives and parents were highly represented as indicated by both parents and community representatives, five alumni, one athletic alumni, Police Dept. - Detective and Community Impact Officer, two communities in schools representatives, 10 parents were among the PTA, nine staff members, 11 students were in full force as they showed up and showed out with their top 3 priorities. Students were represented by the SCA, cheerleading, and dance team members. I was most impressed with their voice as they articulated their top priorities. Student teams brainstormed, shared, and then decided on the most common themes that supported the establishment of the "Top 3 Priorities" for Norcom High School. As the three priorities were established, the common themes were that of Communication, Discipline, and College Readiness. Resources and solutions as to how we can move forward some of these ideas will be typed up and shared. Prizes were awarded to these students. The two administrative interns took on the challenge of planning the workshop. Commendations were extended to the assistant principals for sharing their expertise with planning and preparation for the event.

09/15/2014, on September 15, 2014, an email was sent out to all 9th Grade Transition Committee Members in reference to the meeting being held at 2:30p.m. in room 211.

The following items were discussed in the 9th Grade Transition Meeting:

1. On the last Tuesday of each month, we will have a freshmen meeting in the auditorium at 1:30. All teachers are to release the students at 1:15.
2. September 30, 2014, will be the first freshmen meeting. During the meeting, the following items will be discussed with the freshmen class:
 - a. Freshmen Class Dues \$40.00
 - b. A possible payment plan for the year.
 - c. Freshmen T-Shirt Design and how to submit any ideas that the students may have
 - d. How attendance, grades, and SOLs affect their participation in planned activities
 - e. Freshmen Class Officers applications to be returned by Tuesday, October 7th to freshmen class sponsors.
3. Ideas for speakers and or topics to have at the upcoming meetings are as follows:
 - a. Regional Jail; b. Health Department; c. Naval Shipyard; d. Culinary Arts (quick and easy nutritious snacks that students can prepare for themselves); e. FBI; f. State Trooper; g. Bruce Smith/Video; h. Social Media present and future effect on today's youth when used inappropriately.
4. The next correlation meeting is October 20, 2014.
5. The freshmen class meeting will be held on the following Tuesday's Dates:
October 28, 2014; November 25, 2014; January 27, 2015; February 24, 2015; March 31, 2015; April 28, 2015 and May 26, 2015

09/08/2014, On Sept 8, 2014, Empowerment Monday was held for ninth grade male students. The program was facilitated by the graduation coach and the communities and schools representative.

08/12-13/2014, On August 12-13, 2014, Incoming Freshman students and parents participated in high school orientation. High school expectations, course requirements, on-time graduation requirements, and extracurricular opportunities were highlighted. Guidance, alumni, administration, and leadership staff participated in the orientation.

05/14/2014, On May 14, 2014, chart your course night was held. It was agreed that greater participation would enhance the cohort's on time graduation rate. Opportunities were provided for those in attendance to review the requirements for on time graduation, acquisition of verification credits. AC13 opportunities, and dual enrollment options.

04/08/2014, On April 8, 2014, the guidance director reported that she had visited two of the three feeder schools. She also reported that chart your course night is scheduled for May 7, 2014.

04/02/2014, On April 2, 2014, the SIP chair and special education team leader met to discuss the status of

		<p>students and AMOs. The team leader reported that her department is meeting with their supervisor, the graduation coach, and case managers to closely monitor accommodations for students. They have been directed by their supervisor to identify credits, verified credits, and those that fall under the criteria for credit accommodations for students with disabilities. A concerted focus was placed on IDEA and 504 eligibility during the month of April.</p> <p>03/20/2014, On March 20, 2014, a transition leadership team meeting was held at SH Clarke. During the meeting, graduation at a glance for first time ninth graders (2013-2014) was reviewed. A matrix was reference and used as a framework for monitoring these students.</p> <p>02/17/2014 - On February 17, ninth grade male students participated in Empowerment Monday. A motivational speaker from Eagle Promotions was the facilitator. Participants were encouraged to stay in school and discussions centered around the ramifications of dropping out of high school and the influences of negative behaviors and peer pressure.</p> <p>02/12/2014, Data input using the DataCation tool was reviewed with selected SIT members in an inservice activity. The tracking feature enabled the leadership team to identify problematic areas that may adversely affect student success and on-time graduation.</p> <p>1/10/14, On January 10, 2014, the graduation coach provided the list of Empowerment Monday dates for second semester. Sessions scheduled for February 3, 10 and 23; March 10 and 24; April 7 and 21 and May 5th in the auditorium from 1:30 - 2:30 p.m.</p> <p>First semester dates were established for Empowerment Mondays. The format for sessions include student recognition for student achievement, leadership development and motivation for success. Incentives are incorporated in the assemblies. The dates for first semester were: September 9 and 23; October 7 and 21; November 4 and 25; December 2 and 16; January 6 and 13.</p> <p>On January 6, 2014 the ninth grade sponsor and SIP chair met to discuss the status of meeting the outline of activities and events for current 9th grade students. The class is on schedule and the sponsors remain diligent in providing support and encouragement to the students. Dates were secured and speakers were confirmed to adhere to the timelines established by the sponsors.</p> <p>On December 19th, students assembled to discuss class plans for the current year. Nine students in the cohort were recognized for having a 4.0 average. The sponsors announced that the class scheduled continue to support St. Jude's Children's Hospital. The next community service projects was scheduled for the March of Dimes and Relay for Life. The importance of preparation for SOL testing was emphasized during the meeting. The class was asked to reflect on their performance during the first nine weeks. Students were encouraged to continue to make improvements and to "soul search" during the winter break. As an incentive, students were awarded free and reduced rates to college basketball games trips to museums, local college tours and universal circus. It was also announced that the first steps to graduation ceremony was held in June for students who were sophomores in 2014-15 and have a minimum of 2.0 GPA.</p>
	Task Completed:	09/25/2015
	<p>3. Bi-annually, once per semester (Fall and Spring), chart your course night will be hosted. A team of staff members and students will host incoming freshman. The current freshman class will host the event during the Spring Semester. This activity aids in the successful transition of rising ninth grade students.</p>	
	Assigned to:	Ninth Grade Transition Team, Graduation Coach, Gui
	Added date:	01/02/2014
	Target Completion Date:	06/30/2014
	Frequency:	twice a year
	Comments:	<p>HS3.15 - Objective: The school will provide freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies). (2375)</p> <p>05/14/2014, On May 14th, chart your course night was held for freshman students. Attendance was small; however, opportunities were given to the participants to discuss course offerings and the requirements for</p>

		<p>on time graduation.</p> <p>03/25/2014, On March 25, 2014, a freshman class assembly was held. The framework of the assembly was to encourage students to graduate on time and to embrace rigor in instruction and to take advantage of opportunities to foster their success.</p> <p>2/14/2014- The guidance director provided updates on guidance support and services with the SIT chair. During the meeting, emphasis was placed on chart your course night which provided an opportunity to establish rapport with incoming freshman students while provide them with a comprehensive overview of the expectations on time graduation from high school. The event was held on April 23, 2014.</p> <p>4/24/2013, April 24, 2013, the class of 2016 hosted the chart your course program for parents. Invitations were sent to all feeder middle schools. The sign in sheet reflected more attendance from students and parents. The freshman transition team is planning to host the 2014 parent and student chart your course assembly in early spring 2014. After the assembly, participants visited informational booths which provided an overview of course offerings and expectations.</p>
	Task Completed:	05/14/2014
		4. In June 2014 (Date to be determined) a first step to graduation ceremony will be held in for students with 2.0 averages and will be classified as 10th graders in June.
	Assigned to:	Ninth Grade Transition Team, Graduation Coach, Gui
	Added date:	01/02/2014
	Target Completion Date:	06/30/2014
	Frequency:	once a year
	Comments:	<p>HS3.15 - Objective: The school will provide freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies). (2375)</p> <p>06/03/2015, On June 3, 2015, the ninth grade transition team facilitated a first step to graduation evening program. Student participants signed a pledge banner to graduate on time in 2018. The SIT chair was the guest speaker.</p> <p>04/16/2014, On April 16, 2014, the SIP chair and freshman class sponsors discussed the year-end plans for the ninth grade class. The first step graduation ceremony is scheduled for the first week in June. Justen's will provide the banner for students to pledge to commit to on-times graduation.</p> <p>12/16/2014, On December 16, 2014, the freshman transition team met with freshman students. Included on the agenda was the announcement of the number of students with 2.0 averages. Students were advised of the ceremony scheduled for June to transition students from freshman status to sophomore status.</p> <p>2/3/14, On February 3, 2014, the graduation coach shared data on at risk ninth graders. The data analysts cross-referenced data to help in the identification of trends and patterns that may require interventions.</p> <p>1/11/14, The team recognizes that student transition into Norcom high school is a critical point for Greyhounds. The SIT (consisting of ninth-grade transition team members) recognizes that there are challenges associated with ninth grade transition. Due to Norcom's dropout rate, on-time graduation rate, and achievement trends, the leadership team feels that support is needed to ensure that students experience a successful transition into high school, particularly for those who are at high risk of failure. The stakeholder dinner was an opportunity to solicit the support of community partners to mentor and tutor. Added rigor enabled students to think critically and successfully complete the requirements for promotion to 10th grade. Student(s) recognized were served as an incentive to meet and exceed a minimum of 2.0 GPA.</p>
	Task Completed:	06/03/2015
Implement	Percent Task Completed:	

	Objective Met:	2/27/2013 10/9/2015	
	Experience:	2/27/2013 The transition for ninth grade students was made easier as an overview of school expectations and requirements for on time graduation was provided with informal and formal monitoring to students prior to the onset of school and after school began. The graduation coaches, counselors, and staff provide feedback on student progress and attendance. Benchmark data are accessed to determine student success and progress. Tier groups of students have been established and provide opportunities to differentiate instruction and provide support for students. 10/9/2015 TBA	
	Sustain:	2/27/2013 The transition program will continue as each cohort will have unique needs. Data will be obtained from feeder schools in preparation for rising ninth grade students. The leadership team will collaborate to provide the necessary support to meet the needs of each tier group. 10/9/2015 TBA	
	Evidence :	2/27/2013 The leadership team minutes reflect that this objective has been met. Verification of continuous support is also reflected documentation provided by teams, counselors, and the graduation coach. 10/9/2015 TBA	
Indicator	HS3.24 - The school provides all students with access to relevant data to make decisions about their course of study as they progress toward their college and career goals.(2370)		
Status	Objective Met 10/12/2015		
Assessment	Level of Development:	Initial: Limited Development 11/07/2012	
		Objective Met - 10/12/2015	
	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:	Counselors meet with seniors and juniors to discuss their current level of academic progress. Emphasis was placed on the requirements for their chosen diploma and post-secondary goals.	
Plan	Assigned to:	Tamika Bryce	
	How it will look when fully met:	Enhanced student achievement will be promoted and progress toward college and career goals will be fostered through the collaborative efforts of students, staff, and parents. On September 16, the guidance director reported that college academic assessment will be coupled with personalized academic and career guidance so that students can find the best fit for their skills and goals among developmental and adult education options connected to college and career pathways. A variety of strategies will be employed through direct interactions and monitoring of tiered groups of students identified in data. The graduation coach will work collaboratively with the guidance staff.	
	Target	06/30/2013	

	Date:	
	Tasks:	
	0. A comprehensive school-wide weekly screening system will be used to identify students who are academically on-track and those who are at-risk of content mastery in key critical content areas. This task will be used to identify Tier groups and their instruction needs as well as drive professional development offerings.	
	Assigned to:	Guidance
	Added date:	06/30/2014
	Target Completion Date:	09/08/2014
	Frequency:	weekly
	Comments:	<p>10/6/15, On October 6, 2015, the building principal provided a list of students in need of SOLs, credits, type of diploma and notes regarding on-time graduation for students.</p> <p>04/13-17/2015, During the week of April 13, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.</p> <p>03/30-04/03/2015, During the week of March 30, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.</p> <p>03/23-27/2015, During the week of March 23, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.</p> <p>03/16-20/2015, During the week of March 16, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.</p> <p>03/09-13/2015, During the week of March 9, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.</p> <p>03/02-06/2015, During the week of March 2, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.</p>

02/23-27/2015, During the week of February 23, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.

02/16-20/2015, During the week of February 16, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.

02/09-13/2015, During the week of February 9, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.

02/02-06/2015, During the week of February 2, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.

01/26-27/2015, During the week of January 26, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.

01/19-23/2015, During the week of January 19, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.

01/12-16/2015, During the week of January 12, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.

03/10/2015, On March 10, 2105, the SIP chair and guidance director met to discuss the procedure for identifying track status of students. I was explained that guidance counselor provide information on the students assigned. A excel spreadsheet is used to monitor and identify students for support. The graduation coach collaborates with the director in meeting the needs of students. Additional information is scheduled for posting.

01/05-09/2015, During the week of January 5, 2015, Student Interventions; Identified and Updated Off-Track Students; Senior Credit Checks; Junior Credit Checks; Classroom Guidance Individual Student Meetings (SOL Notifications); Monthly Off-Track Meetings; Completed CHINS Referrals; Weekly On-Time Graduation Meeting w/ Graduation Coach; Off Track Student Meeting; Off Track Parent Meeting; Continue Tracking Classified Dropouts for Alternate Graduation Routes; Home Visits for Attendance Tracking; Attendance Team Tracking (Weekly); Conference and Visit with Project Uplift Students; Attendance Contracts; Student Action & Progression Plans; and Tutoring & Remediation.

12/18/2014, On December 18, 2014, the governance team met with the school leadership team. During this meeting, team leaders shared the screening and data collection method used to identify students by discipline and by teacher by tier groups and the prescribed methods of intervention that are used to address their needs to ensure their success. District specialists and the senior director of instruction as well as the interim superintendent made commendations and recommendations to assist the staff in meeting the individual and collective needs of students.

12/17/2014, On December 17, 2014, the English director announced that seniors who need the EOC Writing Work Keys assessment which is intended for students who have been unable to pass the EOC Writing SOL may participate in a 5 week remediation second semester in preparation for Work Keys. This program is called Key Train, More information will be forthcoming. Norcom's English department chair has been trained to assist students.

12/17/2014, On December 17, 2014, the social studies team leader provided a list identifying students by tier by teacher and discipline. Minutes from the department's December 8, 2014 meeting reflect how the department will address interventions.

12/16/2014, On December 16, 2014, the guidance director provided a list of students "off track." This list is cross-referenced by team leaders in providing intervention via tier groups.

12/12/2014, On December 12, 2014, the English Chair identified students in the English department by tier. Interventions and resources are identified and documented in team minutes.

12/15/2014, On December 15, 2014, the special education team leader provided a special education strategy report which identified students by teacher and discipline and the interventions.

12/11/2014, On December 11, 2014, the school leadership met. The team was reminded to submit the names of students by tier group and the prescriptive remediation plans by students. As per the directive by VDOE (Department of School Improvement), weekly lesson plans should reflect actual percentages of expected student mastery by standards. A concerted effort based on documented performance and data should be used to prepare students for EOC testing.

12/8/2014, On December 8, 2014, the science department team leader and data analysts identified students and their interventions along with the remediation schedule (during and after school) for the department.

11/12/14, On November 12, 2014, students were issued passes to meet with guidance. Passes were individualized by student and by counselor for counseling.

A weekly review of students who are deemed academically at-risk will reduce the number of students in danger of not graduating with their cohort. The document recapped the stakeholder workshop that was hosted on October 7, 2014. Three target priorities were identified that will support students in tier groups. The guidance director addressed communication. The department uses daily bulletin associated with PowerSchool to disseminate information. Letters are sent home, Connect Ed and events are posted and information sessions are held to address graduation requirements, college and career readiness, Directions on how to access PowerSchool was given. The 3.0 advisor addressed student discipline. This was the second priority identified. Through the 3.0 club, emphasis is placed on student achievement and recognition; The access advisor addressed the third priority. College readiness activities are available to students in all grades. The advisor works 5 days per week and avails herself to work with students in preparation for life after high school. Students in grade nine can participate in 4A curriculum (academics, attitude, attendance and action). These students will participate in the GAP and Making High School Count Workshops. 10th graders continue their participation in the 4A program. Virginia Wizard is used to help students identify college readiness. They are eligible to participate in SOAR and learn about financial aid opportunities. 11th graders receive Access Junior College Prep Handbook. These books help the students prepare for ACTs and SATs. 12th graders receive Access Senior College Prep Handbook. This is a continuation from 11th grade services. A checklist of important dates and a sample award letter is included in the booklet. College applications and scholarship searches are conducted. Parents and students are encouraged to learn about the financial aid process. They are also encouraged to apply for financial aid early.

11/7/2014, On November 7, 2014, staff members were issued a school newsletter for the month of November.

10/9/2014, On October 9, 2014, the guidance department met. During this meeting, it was discussed the change in title from guidance counselor to "school counselor." The directors have a scheduled meeting with a neighboring high school to discuss the success of their graduation program. The off-track graduation list was shared and discussed. The team met with students in need of passing the SOL writing test. Parents were notified via mail to schedule a meeting to discuss student graduation status. Counselors were reminded of the VDOE code which defines school age. Counselors were advised not to enroll students who have reached the age of 20 on or before August 1 unless they are receiving special education services.

09/29/2014, On September 29, 2014, the 3+0 club met. Participants discussed the following:

- a. Self-Evaluation-- School Year 2011-2012 was the club's first year. There were between 250 and 300 members. This year's goal is to increase that number with advertising and positive incentives for students.
- b. This year's calendar-- Clubs members need to create this year's calendar for voting and principal's input

		<p>and approval.</p> <p>c. Ideas for increased student membership—Advertising: Ask present members with valid G. P. A. to wear 3.0+ shirts on spirit days. Shirts are in school colors. Announcements: Encourage students to be a part of the recognition and the fun.</p> <p>d. Fun Student Recognition—Celebration Pizza Party at each semester’s end, Movie Days, Coupons, Awards and Certificates, T-shirts for new members, Honor Awards Program, Pi (3.14) Day, pencils</p> <p>e. Guidance check—Who is still eligible for membership? Freshman eligible for membership after the first -</p> <p>09/22/201, Beginning September 22, 2014, individualized appointment passes were issued to students citing the need to meet with guidance counselors. Appointments were scheduled for purposes of credit checks, SOL requirements, etc.</p> <p>09/15/2014, On September 15, 2014, the 3.0+ club met. There were nine teachers present. The first item on the agenda explained how the goals of the club fit into the needs of Norcom High School as defined by the School Improvement Plan. The goals are to be developed; however, all members agreed that the club exists to enrich and encourage high achievement. That is, to help students reach and surpass the expectations of the state and other agencies. The I.C. Norcom 3.0+ Club exists to provide incentives and support to students.</p> <p>Action Items included: Pi Day needs a speaker and sponsors to provide rewards for members—a suggestion made was a contact from TCC</p> <p>Each member was asked to ponder various incentives for positive reinforcement. The newest ideas are: List honor roll students on schools webpage and have a welcome meeting (by special invitation) with a gift for students with a 3.0 G.P.A. to celebrate their achievement during 2013-2014 school year. This meeting may feature a speaker and give students the opportunity to sign up for nontraditional educational opportunities such as Access, Dual Enrollment, or First College. A display of honor roll students on the main hall of NHS, or wherever a display case is made available It was confirmed that the 3.0+Club begins this school year with 189 students!</p> <p>09/15/2014, On September 15, four teachers including team leaders assembled during school correlate meeting time. The agenda included: select a chair and co-chair, Select a recorder, discuss how this committee is interwoven in our school improvement plan and to discuss actions we can take to facilitate the school improvement plan. During the meeting, the participants discussed how school improvement is to use data to identify target students as required by the school improvement plan. Historically, the team felt the need to identify students lacking credits and/or SOL’s with the school’s main excel file of data. They suggested that the school look at the reports from Pearson that show by group and by teacher weak areas on past SOL tests. Future identifications can be made by analyzing benchmark and summative assessment data. Looking at indicator HS3.24, we questioned whether or not students could see their credits and SOL’s on PowerSchool. If not, perhaps we can make this information available in this way. We agreed that many students would benefit from having a back-on-track plan-of-action form or similar credit check/SOL check form filled out for them on a regular basis so that they can see what they have and what they need. The committee suggested the following action Items: Data Analyst (DA) will pull Pearson Student Performance by Group and teacher reports by 9/26; DA will analyze benchmark data by 10/7; DA will update summer school SOL scores in main excel file by 9/19; DA will sort by SOL’s needed and share with Guidance Director by 9/26; Science Department Chair will share “bubble” strategy that was implemented last year to target borderline students with other Department Chairs by 9/19; DA will ask guidance to check if any students who passed summer school are erroneously placed in the same repeat class; DA will revisit the back-on-track plan-of-actions strategy with the Guidance Director. The team will meet on 9/29/14 to follow up on recommendations and suggestions from this meeting.</p>
	Task Completed:	10/12/2015
	1. To provide students with VDOE diploma requirements for on time graduation.	
	Assigned to:	Lawrence, Brown
	Added date:	11/07/2012
	Target Completion Date:	01/30/2013

Comments:	<p>Beginning September 6, individual student conferences and class meetings highlighted graduation requirements. Counselors provided a summary sheet outlining graduation requirements and credit check sheets that evaluated the students' progress in obtaining the course credits and verified credits for on time graduation. Counselors made recommendations for SOL remediation and academic tutoring for students in need of added support.</p> <p>On March 1, 2013, it was reported from guidance that most of the Juniors have completed credit check. Counselors are ready to start credit checks with Sophomores. Request have been to have passes made for schedule appointments.</p> <p>As of June 3. Credits checks have been conducted with all underclassmen. Scheduling meeting have been completed with all students.</p> <p>On October 8, the guidance director reported that letters have been prepared to be mailed by October 18th to all seniors. These letters will inform them and their guardian(s) of what may be needed to graduate on time. This includes verified credits, diploma status and SOL status.</p> <p>On October 8, the guidance director reported that an on-time graduation meeting will be held with students and their parents on October 22 to discuss graduation requirements. The at-risk student population (those identified as in jeopardy of not graduating on time) will be strongly encouraged to participate. All counselors will be available for conferences.</p>
Task Completed:	06/03/2013
2. Students will be informed on the various traditional and non-traditional courses to aid them in completing their diplomas and requirements for completing their post-secondary goals.	
Assigned to:	Lawrence, Brown
Added date:	11/07/2012
Target Completion Date:	06/30/2013
Comments:	<p>Beginning September 6th, counselors met to review current and future schedules with students to ensure that all requirements for their chosen diploma and post-secondary goals would be met. Modifications in student schedules were made as deemed necessary.</p> <p>On November 29 and 30, English students were administered the VA Career Wizard Assessment. The Career Awareness Committee organized this initiative in an effort to provide students with tools to heighten career awareness and identify educational options.</p> <p>On March 1, the staff met. Multiple topics were discussed and are highlighted below.</p> <p>1. New Enrollments: For all transfers except from Wilson or Churchland, under entry comments it is important to put what school a student is coming from. The school's name, and state. Withdrawals: For all withdrawals except to Wilson and Churchland, It is important to withdraw a student the same day as when they withdraw. First copy current grades and SOLS, next do the withdrawal. When you don't do this then the teachers enter zeroes which makes the student's grades go down, teachers and the computer are calling about their absences, the ux's are accumulating and going against the schools' attendance rate, and I end up calling home sounding crazy that the parent has already notified us. Then the attendance has to be cleared out in order to use the proper date of withdrawal and this is a cumbersome process. In what situations do you feel that we should we not be doing the withdrawal the same day? Historical Grades: Historical grades really need to be entered the same day as the enrollment, even if it means closing your door to get it done. We have had several situations where the student withdraws before you get it entered and have provided the new school with an incomplete transcript. At Risk Seniors: What progress have you made contacting the parents of your seniors that still need SOLS? At Risk Juniors: I count 95 juniors on the retester list that need 1 or more SOLs, many of them need 5. What can be done to get them into remediation and to pass these in May? What can you do about scheduling parent meetings now with the most at-risk students? Honor Society: Guidance is responsible for Honor Society and we are way behind on getting this started. What can we do? Honor Roll: No certificates have been printed for 1st semester and no activities planned. An assembly for recognition has to be planned and cleared through Mr. Andrews. Chart</p>

		<p>Your Course Night: How can we add more value to this? We need to pick a date, plan it, get it approved, and inform the middle schools. Scheduling: Where do you stand on scheduling for Juniors? Sophomores? Freshman? Dual enrollment testing: Automobile Technology is now a "First College" option for students that take DE English 1st semester. All of their classes would be for Automobile Technology.</p> <p>On March 13th, ACCESS is hosting Junior Day during lunches and needs guidance's support in passing out the tickets to attend and help supervise the Juniors when they are in the auditorium. There will be 7 – 9 colleges, military reps, and post-secondary schools attending. ACCESS is also looking for students to participate in the Spring College Tour of VCU, UR, and VSU. Ms. Hayes reminded us that ASVAB testing will be March 26th.</p> <p>On April 16th, the chart your course night committee met to discuss plans for the event, its influence on students, and staff involvement. Chart Your Course night will be held on May 7th. The format of the plans were discussed. This included the location (auditorium). Participants will include incoming freshmen using the band, chorus, cheerleaders, members of the class of 2016 "The Sweet Sixteen Class", as well as Freshmen Transition team members along with faculty and staff. The intent of the event is to be exciting, and encouraging for incoming ninth graders to understand their importance in the success of our school's future and on time graduation.</p> <p>On April 23, a career awareness assembly was held on for selected students. The assembly provided exposure to career options and readiness.</p> <p>On May 7, chart your course night was held. This was associated with the transition program for rising ninth grade students. The event was well attended. Instructional departments and co-curricular activities were highlighted.</p> <p>As of June 3, all AC13, Dual Enrollment, First College, and STEM students have been scheduled and informed of traditional and nontraditional available courses.</p> <p>On October 8th, guidance director visited AP classrooms to verify diploma status and to discuss the college board AP exam.</p> <p>Beginning October 10 through October 18, the guidance director and the graduation coach will address Seniors and Freshmen in selected classrooms to discuss post-secondary career options, on time graduation and high school transition respectively. During second semester, the forum will continue to ensure that all students have been addressed.</p>
	Task Completed:	06/03/2013
	3. Norcom High School will promote and encourage participation in college academic assessments.	
	Assigned to:	Lawrence, Graduation Coach
	Added date:	01/03/2014
	Target Completion Date:	06/30/2014
	Comments:	<p>HS3.24 - Objective: The school will provide all students with access to relevant data to make decisions about their course of study as they progress toward their college and career goals. (2370)</p> <p>06/04/2014, On June 4, 2014, 16 students assembled in the school's auditorium. The purpose of the assembly was to discuss dual enrollment and first college. Participation was based on the guidance department chair classroom visitations. Students were given an opportunity to visit Tidewater Community College. Students were given an opportunity to sign up to attend the assembly.</p> <p>05/14/2014, On May 14, 2014, chart the course night was held primary for rising ninth grade students. An overview of on time graduation requirements and course offering to include dual enrollment.</p> <p>04/23/2014- On April 23, 2014, a 3.0 club meeting was held. Students were provided an opportunity to celebrate their achievement among peers and discuss academic options associated with their high school success.</p> <p>03/05/2014- On March 5, 2014, the guidance department met. It was reported that 90 senior students applied for FAFSA. Juniors will be assembled to discuss their plan(s) as a senior and to encourage them to take SAT's. The verification process for FAFSA and what an award letter looks like will be presented. It was</p>

		<p>suggested that the 'common application' be installed on computer. The benefits of having Google Chrome installed on the counselor's computers is that it will allow applications, reference letters, etc. At present, applications cannot be completed on-line without the use of Google Chrome. This is a very important component of helping students complete their college applications in a timely manner. Only one high school has access out of the 3. It was also mentioned that another printer is needed in the guidance conference room. Counselors noted that they would like to be notified ahead of time if there are any changes to the Master Schedule.</p> <p>2/28/2014 On the graduation coach accompanied 47 students, along with 2 chaperones on a college tour. Visits were made to Winston-Salem, Wake Forest, and A&T. The majority students were freshman. There were 2 juniors and 2 seniors who participated. 03/03/2014- Students took the dual enrollment testing. 02/27/2014- The guidance director provided a list of 7 students who will take work keys on February 28, 2014. The students will be transported via school bus. The results of the job skill assessments, designed to measure foundational and personal skills as they apply to the workplace, and the job analysis, which will identify skill benchmarks for specific job positions will be shared with the participants in one-on-one sessions with their counselor at which time, scheduling will be based on the data obtained. There were 21 students that attended the "File FASA" event. The guidance director attended to talk with the students about the importance of filing and understanding the difference between a "loan" and "scholarship."</p> <p>02/20/2014 - The guidance counselor confirmed scheduling dates for 2014-2015 school year.</p> <p>02/17/2014 - Students were recruited to participate in non-traditional course offerings.</p> <p>02/13-14 2014- On February 13-14, 2014, students were recruited for TCCC dual enrollment and application process. Face-to-face appeals were made via classroom visits to selected classrooms.</p> <p>02/2014 - The leadership team recognized the demographic challenges at Norcom. The following was discussed: college awareness and academic readiness for post-secondary education and career readiness should be fostered through personalized academic and career guidance to enable students to identify the most appropriate fit for their skills and goals among developmental and adult education options. Students will be encouraged to participate in an array of assessments such as ASVAB, PSAT, SAT, ACT, Dual Enrollment Placement Testing, Work Readiness Tests, VA Wizard and the Junior National Merit Scholarship.</p> <p>01/13/2014- On January 13, 2014, to Norcom students participated in first college orientation.</p>
	Task Completed:	06/06/2014
	4. Identify students with college expectations who are performing below grade level and who are not on a college-ready track.	
	Assigned to:	Brice, Graduation Coach
	Added date:	01/03/2014
	Target Completion Date:	06/30/2014
	Comments:	<p>HS3.24 - Objective: The school will provide all students with access to relevant data to make decisions about their course of study as they progress toward their college and career goals. (2370)</p> <p>10/6/15, On October 6, 2015, the building principal provided a list of students in need of SOLs, credits, type of diploma and notes regarding on-time graduation for students.</p> <p>03/11/2015, On March 11, 2015, A Career and Technical Education Fair was hosted students and their families Faculty and staff are welcome as well. Over 70 exhibitors shared information about their careers and programs. CTE courses were highlighted. Free food and prizes were available.</p> <p>12/15-19/2014, during the week of December 15th, counselors met with students in small groups and individually to notify them about their upcoming SOLs. In addition, each student received a SOL remediation schedule and was reminded about the importance of attending SOL remediation and passing their SOLs.</p> <p>12/15/2014, On December 15, 2014, the guidance director provided a list of students who are off track due to the need to pass SOLs. There are 64 students in need of 1-2 SOLs, 23 students in need of 3-4 SOL, and 23 in need of 5-6 SOLs.</p> <p>11/24/2014, On November 24, 2014, the career awareness correlate team met. During this meeting, the team discussed the use of VA wizard, and a forum scheduled for February 20, 2015. Five speakers have</p>

been secured. Five additional speakers are needed. Follow up will be provided by the team. The team agreed that better communication is needed to provide students with advance notice when career resources are made available during school visits. A collaborative meeting with guidance will be requested to take place in January.

11/24/2014, On November 24, 2014, the Access Program hosted College Day. Representatives from several colleges met with students in the auditorium to discuss scholarships, admissions requirements, and college majors. Students were also given the opportunity to apply on-site.

11/24/2014, On November 24,, 2014, the Access Program hosted Financial Aid night from 6:00-7:30 pm. The Access Coach provided students and their families with a financial aid presentation which discussed the importance of completing the Free Financial Aid Student Application (FAFSA). In addition, parents made appointments to meet with her in January and February to complete the FAFSA.

11/17-21/2014, during the week of November 17-21, 2014, the school counselors conducted ninth grade classroom guidance via the 9th grade English classrooms. Each student took the VA Wizard career assessment and was given the opportunity to research and discuss their future career goals. In addition, the School Counseling Department hosted College Application week during the week of November 17-21, over 150 students participated. College Application week is a "national initiative designed to increase the number of first-generation and low-income students pursuing a college degree or other higher education credentials." During this week, many local colleges waive their application fee and students are provided one-on-one assistance with completing their college applications.

11/10- 14/2014, Junior Credit Checks were conducted during the week of November 10. Counselors met with each junior to discuss graduation requirements and postsecondary opportunities.

10/29/2104, On October 29, 2014, the guidance department met. The team discussed the graduation index including dropout and off track list. Parent night scheduled for November 18, 2014 for Seniors and Juniors, Community meeting on January 15, 2015 and extended hours from 12:00 p.m. to 7:00 p.m. on January 15, February 19, March 19, April 16, and May 14th. Off track meeting with students will be held on the 1st Wednesday in each month and individual student meeting will continue. Credit checks for Junior and Senior were discussed. Freshman class visits was discussed.

10/16/2014, On October 16, 2014 during governance meeting, the guidance director shared the following profile for the 2015 Cohort:

There are currently 263 students in the cohort. Power School reports 260, while the state reports 325 students, leaving a 62 student differential. Out of these:

- 30 students have IEPs
- 25 students need 6 SOLs
- 10 students need 5 SOLs
- 15 students need 4 SOLs
- 16 students need 3 SOLs
- 28 students need 2 SOLs

Currently, there are 22 students who are in jeopardy of not graduating due to credit issues. There are 20 students who are in jeopardy due to a combination of credit issues and SOL issues. 40 students are at the Excel Campus for night classes. At last count, there were 14 students accounted for, while 6 students were missing. There were 16 students not accounted for; however the guidance director has located them. The guidance director will meet with the director of student services weekly to provide support in identify students and supporting them.

10/15/2014, On October 15, 2014, the guidance director reported that 135 students took the PSAT on Wednesday, October 15, 2014.

10/14/2014, On October 14, 2014, the guidance team met. Junior College Day was discussed. It will be held on Monday, November 24, 2014 from 10:30 a.m.-12:30 p.m. in the auditorium. Duties and responsibilities were assigned to each counselor. Each counselor will assist during designated times. The director of guidance shared notes from the city-wide Directors. Counselors were made aware of the Career Pathway codes which should be entered in PowerSchool. Smart goals were discussed and reviewed. An article referencing the change from "guidance counselor" to "school counselor" was presented. Counselors were encouraged to begin using the new title. The director is scheduled to meet with a neighboring high school director to discuss the success of their graduation program. The "off-track" graduation list was shared and discussed. The school counseling team plans to meet with the students who need the Writing SOL tomorrow at 11:00 a.m. in room 217. Information sheets will be distributed to collect accurate contact information. Parents will be notified via letter of their student's graduation status. Individual parent conferences will be scheduled as well.

To ensure proper planning and coverage, the school counseling team was reminded to inform Mrs. Brice about planned and unplanned absences.

Counselors were made aware of the VDOE code which defines school age as ".....a person who has not reached twenty years of age on or before August 1 of the school year." The school counseling team was

		<p>instructed not to enroll students who have reached the age of twenty one or before August 1 unless they are receiving special education services. The communities and schools representative reviewed the community workshop top three priorities and discussed the shipyard tutoring program.</p> <p>September 15-30, 2014, The month of September was earmarked for senior credit checks. Counselors met with each senior to discuss graduation requirements, grade point average, and SOLs needed, and postsecondary opportunities.</p> <p>10/9/2104, On October 9, 2014, the guidance department met. During this meeting the TCC College Career Coach was introduced. Awards were presented to two counselors. Junior College Day was discussed. The event was scheduled for November 24, 2014.</p> <p>09/30/2014, On September 30, 2014, the career awareness correlate met. The following items were documented. Team did not meet since the next meeting was understood to be 20 Oct based on previous minutes. Some team members showed up and signatures were collected for their attendance. Work continues on planning for the Fall forum via email correspondence. The original dates of 12 Dec will be changed after receiving input from Communities in Schools. The seasonal hiring starts in November so a date earlier than 12 Dec would provide an opportunity for our students to apply for seasonal job opportunities. Committee members are currently investigating options for a new date. All other plans for the forum remain intact.</p> <p>05/05/2014- On May 5, 2014, A memo outlining the fall 2014 scheduling was emailed to staff. Scheduling is done by date and grade level. Staff members were identified to escort students to the auditorium to assist with monitoring.</p> <p>04/29/2014- The data analysis determined in excel format the students eligible for locally awarded credits and credit accommodation. She evaluated the number of SOL test each student needed in order to graduate on time. This information was cross-referenced with the graduation coach.</p> <p>04/08/2014- The SIT team discussed the number of students performing below average by subject by percentage. The data analysts, math chair and sip chair volunteered to key in data using excel to identify the number of students performing at acceptable levels and those needing to pass meet accreditation. SPED students and Seniors were identified as priority. The guidance director gave an updated on the performance of first college students and the support being offered to those failing or in danger of failing courses.</p> <p>02/20/2014 - The SIT Chair and Data Analyst keyed and examined data in DataCation by subgroups.</p> <p>02/2014 - The leadership team acknowledges the need to provide support for students who are not meeting grade-level standards and who are not on track for college but have college aspirations. Using dataCation, students will be identified who are performing below average, or students who have not completed courses on the college preparatory track. The leadership team recognizes the need to obtain and use feeder middle school data of rising ninth grade students to support appropriate course placement and to identify academic deficiencies.</p>
	Task Completed:	10/12/2015
Implement	Percent Task Complete:	
	Objective Met:	10/12/2015
	Experience:	10/12/2015 Identification of students in need of assistance was problematic due to attendance.
	Sustain:	10/12/2015 Frequent and systematic one-on-one student, mentor and parent meetings to ensure that students remain on track.
	Evidence:	10/12/2015 Documentation and logs of student meetings. The routine has become the norm.
High School Rapid Improvement		

Division Indicators			
Indicator or	HS4.05 - The division works with the school to provide early and intensive intervention for students not making progress.(2488)		
Status	Objective Met 2/21/2014 9/4/2015		
Assessment	Level of Development:	Initial: Limited Development 02/07/2014	
		Objective Met - 02/21/2014 09/04/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The district provides a schedule for benchmark assessments, analysis of results to establish instructional needs, and provision of special services to students who need them. Districts provides training of teachers and other staff in ways to generate and use data. A requirement to offer frequent formative and diagnostic mini-assessments allowed teachers to identify the level of student mastery of objectives taught. The use of DataCation provides opportunities to collect, interpret and use data that enables the Norcom to analyze student performance at multiple levels.	
Plan	Assigned to:	Renee Hailes	
	How it will look when fully met:	A comprehensive screening process will provided opportunities for open and continuous dialogue between central office administrators and building level officials and staff. This will enable early interventions for at-risk students, identification of professional development needs and stakeholder support.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Four and one-half benchmark testing and Annually state assessment results will be used to establish and maintain a comprehensive schoolwide screening system. These assessments will be used to identify students who are academically on-track and those who are at-risk for difficulties in key critical content areas.		
	Assigned to:	Sanderlin, Blunt, Shepherd	
	Added date:	02/18/2014	
	Target Completion Date:	02/17/2014	
	Frequency:	four times a year	
	Comments:	HS4.05 - Objective: The division will work with the school to provide early and intensive intervention for students not making progress. (2488) 02/21/2014 - The leadership team has decided to close this task as it is duplicated. 02/17/2014 - Effective February 17, 2014, this task has been heighten through the implementation of weekly assessments and weekly analysis. Enhanced monitoring by the building principal and division's Indistar contact through the Indistar tool fostered fidelity and accuracy in prediction of outcomes.	
	Task	02/21/2014	

Completed:	
	2. Effective February 17, 2014, a comprehensive schoolwide screening system will be used to identify students who are academically on-track and those who are at-risk for difficulties in key critical content areas. This task will also be used to identify professional staff development needs.
Assigned to:	Administration
Added date:	02/19/2014
Target Completion Date:	02/17/2014
Frequency:	weekly
Comments:	<p>HS4.05 - Objective: The division will work with the school to provide early and intensive intervention for students not making progress. (2488)</p> <p>02/21/2014 - The leadership team has decided to close this task as it is duplicated.</p> <p>02/17/2014 - Effective February 17, 2017, as directed, the development and administration of weekly assessments, analysis of results to establish instructional needs, and provision of special services to students. The data analysts has offered to train staff on how to generate and use data using achievement series. It is the consensus of the leadership team that common and frequent formative and diagnostic mini-assessments allowed teachers to identify which students had – or had not – mastered content.</p>
Task Completed:	02/21/2014
	3. (DG) Beginning September 18, 2014 the Oversight team will meet with the school Leadership team on the third Thursday of the month to measure the progress of schoolwide data. 07/29/2014
Assigned to:	The Leadership Team
Added date:	07/29/2014
Target Completion Date:	05/21/2015
Comments:	<p>06/12/2015, On June 12, 2015, the leadership team presented three-year data performance to the school governance team.</p> <p>12/18/2014, On December 18, 2104, the SIT team met with the School governance team. During this meeting, the leadership team reported on data collection based on the most recent (13.5) benchmark, student interventions by tier and strategies employed to work with students by discipline.</p> <p>12/17/2014, On December 17, 2014, the SIT team met in preparation for the school governance team meeting on December 18, 2014. Confirmation was made that all action steps had been addressed. EE2.02 in the SIP have been condensed and closed. More comments have been made for HS4.07. However, only one visit had been conducted. More comments will be added as professional development and assistance is provided by the coach.</p> <p>11/20/2104, On November 20, 2104, the governance team met with the leadership team. During this meeting, the SIT presented the status of each discipline and reported on AMO, graduation Index, and midterm data. Tasks were assigned based on feedback given from the interim superintendent, senior director of instruction and specialist. Action steps assigned by the governance team included: in all subject areas, identify students in need of additional support according to areas of weakness described in the most recent data. Interventions should be describe based on individual needs of students. The time of day and other measures utilized to assist students should be identified. This should include currently enrolled students and re-testers. Core area instructors should provide a sample interactive achievement series assessment. In addition, the team should identify students in alternative setting and the students that will fit into the 10% category. The SIT chair was asked to include more comments for EE2.02. Some of the task are</p>

		<p>redundant and HS4.07 should have more comments.</p> <p>10/16/2014, On October 16, 2014, the first governance meeting was held. During this meeting the building level leadership team shared data points and updates on current student performance. District directors shared input and made recommendation. The team was commended on successful practices and assigned task by the acting superintendent. She commended the team for the use of data tracking forms and the use of self-scoring instruments from VDOE. The benchmark cut up score should be raised to 75% for social studies and study skills social studies students. There is no provision for graduation rate. It must be a minimum of 85%. Watch AMOs and refer to the federal guidelines for participation in Math. An action step given was to create a rubric for math to show the names of students will performance ranges on benchmark tests. Begin with 60% or lower, 60-69%, 70-75%, 76-82% and over 82%. Monitor and record the interventions outside of the classroom. The objective to assess the effectiveness of the remediation and to see how students shift upward in performance. Seek ways that students will perform at the advanced proficiency levels. On October 23rd the state board of education will meet to determine is conditional accreditation is granted for Norcom. The superintendent has made the recommendation. The recommendation is pending board approval. The senior director presiding over the meeting suggested that we continue to do academic review findings. Use resources that have been purchased by the district, stay focused and continue to work hard. A list of concurrent meeting dates were distributed. The meeting times are 10:30 am</p>
	Task Completed:	06/12/2015
		4. (DG)Beginning September 18, 2014 the school leadership team will provide artifacts which illustrate the performance of teachers and students in order to improve student progress.07/29/2014
	Assigned to:	The Leadership Team
	Added date:	07/29/2014
	Target Completion Date:	05/21/2015
	Comments:	<p>06/08/2015, On June 8, 2015, faculty members were informed of the preliminary student performance on SOL testing.</p> <p>2/2/2015, On February 2, 2015, faculty members were informed of the performance of students through comparative SOL data from Fall 2013 and Fall 2014 during staff meeting.</p> <p>12/01/2014, Effective December 1, 2014, documents detailing and describing the system being implemented that monitors the lesson plans for alignment of objectives.(Completed lesson plans, lesson plan checklist with feedback notes, minutes/agendas from department/ grade-level meetings with feedback or supporting notes from administrative team). Completed observation and walkthrough documents will be filed.</p> <p>Remediation tracking forms indicating students tutored and strands remediated, District Specialist Feedback Forms</p> <p>09/21/2014, on September 21, the building principal emailed team leaders for points of leadership discussion. The memo included:</p> <p>Please discuss the following during your next departmental meeting:</p> <p>Professional development - within all meetings</p> <p>PTA Open house - Classroom presentation of information/attendance</p> <p>Upcoming benchmark testing schedule, preparations, remediation cut scores and plans</p> <p>Continued documentation of data analysis</p> <p>Begin to compile needed data of number of students tested and percentage passed to keep up with anticipated scores for end of course, AMO's etc., and needed remediation.</p> <p>Compile names for Datacation (Identification of Targeted Students)</p> <p>Continue Team meetings according to schedule (Expect Visitors)</p> <p>Grading and Power School</p> <p>Upload lesson plans to WIKI</p> <p>90 Minute lesson plans that include components to last the entire 90 minute block (witnessing too much down time at the end of class periods) Suggestion: 30, 30, and 30 minute of activities to break up the block. Time should be indicated within lesson plan.</p> <p>Utilize lesson plan clear binder with DAILY/Weekly Lesson Plan only, all past plans should be within lesson</p>

		<p>plan binder and placed in a visible place for visitors.</p> <p>Increase use of Technology</p> <p>Book-Study Faculty Meeting Preparation - Soup and or Discipline</p> <p>Implement Instructional SWEEPS, provide feedback to your departments (Bring documentation to conference room)</p> <p>Release of Block 4 - DO NOT RELEASE STUDENTS PRIOR TO DISMISSAL</p> <p>Homecoming Departmental Floats, Pep Rally, and share with new teachers the anticipated abbreviated schedule</p> <p>Procedures to report absences and contact information.</p> <p>Emergency lesson plan submission</p> <p>Homework</p> <p>Note: Some of you have very quick meetings, please know this is a time where dialogue and transfer of information should take place and be evident within your minutes. Your meetings should be at least 1 hour if not more.</p>
	Task Completed:	06/12/2015
	5. (DG)	The Division Leadership Support Academic Review Audit Team will monitor on a quarterly basis, gauge the internal controls of school-wide data in order to measure the alignment of the written, taught, and tested curriculum using the VDOE Academic Review Tool.07/29/2014
	Assigned to:	Division Leadership Support Team
	Added date:	07/29/2014
	Target Completion Date:	11/28/2014
	Comments:	<p>3/11/2015, on March 11, 2015, the office of science forwarded a power point from VDOE. With the attached message: Statewide results for the spring 2014 end-of-course science SOL tests have been analyzed to determine specific concepts that may have challenged students. This PowerPoint presentation has been developed to provide insight into the concepts that challenged students statewide. In collaboration with the Division of Student Assessment and School Improvement, the Division of Instruction has provided instructional information for teachers and school divisions for the content areas highlighted in this presentation.</p> <p>It is important to keep the content of this statewide analysis in perspective. The information provided here should be used as a supplemental resource, and the instructional focus should remain on the standards as a whole. The analysis will consist of some general observations on student performance that appear to indicate the need for improvement, some specific Standards of Learning (SOL), and some example items that are representative of the observations and the standards. Please note that the items in this presentation are not meant to mimic SOL test questions. Rather, these items are representative of the types of items that students had difficulty with on the end-of-course assessments. It is also important to note that there were consistent themes noted about student performance that span Earth Science, Biology, and Chemistry. There will be an analysis of student performance for each end-of-course science test, so this presentation will be divided into three sections. Section 1 will discuss Earth Science; Section 2 will discuss Biology; and Section 3 will discuss Chemistry.</p> <p>2/25/2015, On February 25, 2015, the AP, Math director and selected math staff, attended a VDOE Math workshop at Kings Fork High School. Participation was facilitated by the math director.</p> <p>01/20/2015, On January 20, 2015, the leadership team confirmed that items were available for the Academic Review is scheduled for Wednesday, January 21st.</p> <p>01/13/2015, on January 13, 2015, the building principal forwarded action steps by department along with individual responsible for these steps to the leadership team. In lieu of the scheduled Leadership Team meeting today, team members were requested to drop off artifacts addressing action step items in the conference room. Each item requested was to be clearly labeled with the department name and a description of the action item. If it was a two/three part action item, each response and or evidence was to be clearly labeled. The due date given was Friday, January 16th.</p> <p>Each department chair was given directives and team members, coaches, department chairs, coaches, and CO specialist were cited with responsibilities.</p>

The Math department was asked to:

- Provide evidence of at least 2 instructional sweeps with both an administrator and department chair and where applicable special education department chair(s). Data Logs, Remediation, Loss of Instruction per minute);
- Provide weekly lesson plans and feedback highlighting Learning Objectives that contain the BCC and are in student friendly language;
- Provide weekly classroom observations that indicate use and growth of evidenced Checking for Understanding and mastery of the Learning Objective;
- Provide at least 2 per week, lesson plan feedbacks, classroom observations , signed observation feedback, that include VDOE Look-Fors and BCC;
- Provide at least one Professional Staff Development for New and Seasoned teachers per the following topics: VDOE Look Fors, BCC with Student Oriented Focus and use of Video Vignettes from. (Teacher Mentor 1/15/15);
- Provide at least 2 Assessments and Data Analysis of assessments with action plan indicating how the teacher will fix the identified areas of weaknesses. (Week 17, 18, 19);
- Provide in Chart Format – Remediation Plan that includes listing of identified students who currently are in jeopardy of failing a course and or classified as a re-tester. Provide lists to SIP and evidence DATA cation input. Show evidence of Implementation of ongoing remediation, include teacher log of strands covered and student sign in and out for during and after school remediation.
- (A)Create a Competition within classes, subject area, and then departmental competition. Include incentives needed and frequency of awards and or recognition. Submit announcement to main office creating awareness and then weekly winners. (B)Provide in chart format by block evidence of classroom competition, hallway charts for departmental and team competitions. Be Creative!!;
- Provide anticipated number of students needing to pass January SOL's to balance first semester testing.
- Provide action plan indicating how your department will ensure mastery of anticipated goals;
- Identify all teachers per subject area who have classroom management issues, instructional delivery deficits, and or low test scores (benchmark/SOL's) and identify an action plan indicating reallocation for second semester;
- Provide evidence of biweekly team minutes of department and common planning team minutes;

The English Department was asked to:

- Provide at least 2 observations weekly with signed feedback;
- Provide evidence of at least 2 instructional sweeps with both an administrator and department chair and where applicable special education department chair(s). Data Logs, Remediation, Loss of Instruction per minute);
- Provide weekly lesson plans and feedback highlighting Learning Objectives that contain the BCC and objective is in student friendly language;
- Provide weekly classroom observations that indicate use and growth of evidenced Checking for Understanding and mastery of the Learning Objective;
- Provide at least 2 per week, lesson plan feedbacks, classroom observations , signed observation feedback, that include VDOE Look-Fors and BCC;
- Provide at least one Professional Staff Development for New and Seasoned teachers per the following topics: VDOE Look Fors, BCC with Student Oriented Focus;
- Provide at least 2 Assessments and Data Analysis of assessments with action plan indicating how the teacher will fix the identified areas of weaknesses;
- Provide in Chart Format – Remediation Plan that includes listing of identified students who currently are in jeopardy of failing a course and or classified as a re-tester. Show evidence of Implementation of ongoing remediation, include teacher log of strands covered and student sign in and out for during and after school remediation;
- (A) Create a Competition within classes, subject area, and then departmental competition. Include incentives needed and frequency of awards and or recognition. Submit announcement to main office creating awareness and then weekly winners. (B)Provide in chart format by block evidence of classroom competition, hallway charts for departmental and team competitions. Be Creative!!;
- Provide anticipated number of students needing to pass January SOL's to balance first semester; testing;
- Provide action plan indicating how your department will ensure mastery of anticipated goals;
- Identify all teachers per subject area who have classroom management issues, instructional delivery deficits, and or low test scores (benchmark/SOL's) and identify an action plan indicating reallocation for second semester;
- Provide evidence of biweekly team minutes of department and common planning team minutes.

The Social Studies Department was asked to:

- Provide at least 2 observations weekly with signed feedback;
- Provide evidence of at least 2 instructional sweeps with both an administrator and department chair and

where applicable special education department chair(s). Data Logs, Remediation, Loss of Instruction per minute);

Provide weekly lesson plans and feedback highlighting Learning Objectives that contain the BCC and are in student friendly language;

Provide weekly classroom observations that indicate use and growth of evidenced Checking for Understanding and mastery of the Learning Objective;

Provide at least 2 per week, lesson plan feedbacks, classroom observations , signed observation feedback, that include VDOE Look-Fors and BCC;

Provide at least one Professional Staff Development for New and Seasoned teachers per the following topics: VDOE Look Fors, BCC with Student Oriented Focus;

Provide at least 2 Assessments and Data Analysis of assessments with action plan indicating how the teacher will fix the identified areas of weaknesses;

Provide in Chart Format – Remediation Plan that includes listing of identified students who currently are in jeopardy of failing a course and or classified as a re-tester. Show evidence of Implementation of ongoing remediation, include teacher log of strands covered and student sign in and out for during and after school remediation;

(A)Create a Competition within classes, subject area, and then departmental competition. Include incentives needed and frequency of awards and or recognition. Submit announcement to main office creating awareness and then weekly winners. (B)Provide in chart format by block evidence of classroom competition, hallway charts for departmental and team competitions. Be Creative!!;

Identify all teachers per subject area who have classroom management issues, instructional delivery deficits, and or low test scores (benchmark/SOL's) and identify an action plan indicating reallocation for second semester;

Provide evidence of biweekly team minutes of department and common planning team minutes;

Provide evidence of at least 2 instructional sweeps with both an administrator and department chair and where applicable special education department chair(s). Data Logs, Remediation, Loss of Instruction per minute);

Provide weekly lesson plans and feedback highlighting Learning Objectives that contain the BCC and are in student friendly language;

Provide weekly classroom observations that indicate use and growth of evidenced Checking for Understanding and mastery of the Learning Objective;

Provide at least 2 per week, lesson plan feedbacks, classroom observations , signed observation feedback, that include VDOE Look-Fors and BCC;

Provide at least one Professional Staff Development for New and Seasoned teachers per the following topics: VDOE Look Fors, BCC with Student Oriented Focus;

Provide at least 2 Assessments and Data Analysis of assessments with action plan indicating how the teacher will fix the identified areas of weaknesses;

Provide in Chart Format – Remediation Plan that includes listing of identified students who currently are in jeopardy of failing a course and or classified as a re-tester. Show evidence of Implementation of ongoing remediation, include teacher log of strands covered and student sign in and out for during and after school remediation;

Provide evidence of biweekly team minutes of department and common planning team minutes;

(A)Create a Competition within classes, subject area, and then departmental competition. Include incentives needed and frequency of awards and or recognition. Submit announcement to main office creating awareness and then weekly winners. (B)Provide in chart format by block evidence of classroom competition, hallway charts for departmental and team competitions. Be Creative!!;

The Special Education team was directed to:

Provide at least 2 observations weekly with signed feedback;

Provide in chart format every special education student (b) provide type of service being provided per subject area per student. Show evidence of Implementation of ongoing remediation, include teacher log of strands covered and student sign in and out for during and after school remediation;

Provide 3 copies with feedback lesson plan format and feedback that includes revision of December new implementation of inclusion plan identifying what students will receive what type of direct instruction as a result of regular education teacher lesson plan;

Provide 3 copies of targeted plan for special education students with 3 different special education classroom observations;

Provide data from 13.5 midterms for all special education students. Calculate percentage of anticipated special needs students who may pass their math and English SOL tests. Provide a comparison of end of year AMO's and share how you will increase R10. Provide the actual AMO number from last year and this year's average and needed projected numbers;

Create a Competition within classes, subject area, and then departmental competition. Include incentives

		<p>needed and frequency of awards and or recognition. Submit announcement to main office creating awareness and then weekly winners;</p> <p>Provide in chart format by block evidence of classroom competition, hallway charts for departmental and team competitions. Be Creative!!;</p> <p>Identify all teachers per subject area who have classroom management issues, instructional delivery deficits, and or low test scores (benchmark/SOL's) and identify an action plan indicating reallocation for second semester;</p> <p>Provide evidence of biweekly team minutes of department and common planning team minutes.</p> <p>The SIP Chair was directed to:</p> <p>Insert at least 3 times per week on all subject areas update and status per department.(print evidence)</p> <p>Prepare for Upcoming Indistar Submission;</p> <p>Input Data-cation list per subject per special group to include those students in jeopardy of not graduating;</p> <p>Input Retesters and Recovery</p> <p>The guidance department (via the director) was directed to:</p> <p>Provide dates and agenda for upcoming school wide honor roll assembly;</p> <p>Provide dates for Senior Student and Parent meeting;</p> <p>Provide listing for Datacation;</p> <p>Provide current testing schedule for both end of course and SOL testing;</p> <p>Properly code Retesters and Recovery;</p> <p>Highlight newsworthy students. (January Graduates, etc.);</p> <p>08/18/2014. On August 18, 2014, the Department of Curriculum of Instruction hosted the district-wide School Improvement Team Conference. "Finish Strong" was the theme of the conference. Use of Instructional Practices, Academic Review Audit-(Assessments; Analyzing Classroom Data; Using the indistar process to facilitate planning for school improvement, and Integrating Encore and Elective courses) were the highlights of the conference.</p>
	Task Completed:	06/12/2015
	6. (DG)On a quarterly basis, the school leadership team will provide artifacts which illustrate the implementation of Essential Action items regarding the alignment of the written, taught, and tested curriculum.07/29/2014	
	Assigned to:	The Leadership Team
	Added date:	07/29/2014
	Target Completion Date:	01/30/2015
	Comments:	<p>01/20/2015, On January 20, 2015, the leadership team confirmed that items were available for the Academic Review is scheduled for Wednesday, January 21st.</p> <p>01/13/2015, on January 13, 2015, the building principal forwarded action steps by department along with individual responsible for these steps to the leadership team. In lieu of the scheduled Leadership Team meeting today, team members were requested to drop off artifacts addressing action step items in the conference room. Each item requested was to be clearly labeled with the department name and a description of the action item. If it was a two/three part action item, each response and or evidence was to be clearly labeled. The due date given was Friday, January 16th.</p> <p>1/5/2015, On January 5, 2014, the leadership team presented information shared during governance team meeting held in November 2015. Each team leader presented data specific to their department.</p> <p>11/20/2014, On November 20, 2014, the leadership team and school governance team met. During the meeting team leadership reported on the status of student progress and strategies used by teams to collect data and utilize data to meet the needs of their students by tier groups. Actions steps assigned by the team included the following: all subject area team leaders should identify students in needs of additional support according to areas of weakness describe in the most recent data. The interventions will be described based on the individual needs of students currently enrolled and retesters. Sample assessments should be provided; identify assessments from interactive achievement and data analysis. Alternative placement students should be included and special education students. Indistar updates should be made in EE2.02 and HS4.07.</p> <p>11/18/2014, On November 18, 2014, the leadership team met in preparation for the governance meeting. The team leaders reported on the status of how each team is addressing essential actions and the</p>

		<p>requirements made by the governance team.</p> <p>10/14/2014, On October 14, 2014, the leadership team met in preparation for the first governance team meeting. The team discussed the status of essential actions being addressed by discipline.</p> <p>08/19-20/2014, On August 19-20, 2014, a two-day leadership retreat was held. "The Soup"- A recipe to nourish your team culture was hosted. Leadership team members and outside stakeholders were active participants. The book - Soup by Jon Gordon was used as the framework of discussion. Each team leader present team initiatives designed to foster student achievement.</p> <p>08/19/2014, On August 19th, day 1 of the leadership team's retreat was held. Topics included: Who is stirring the pot?(Sharing your vision and building trust), leading with optimism (Data- where are we now? where are we headed, Transfer your belief, guard against pessimism, The mirror Test); Unifying a vision/spread the vision (Indistar Report, instructional procedures- sweeps, lesson plan, remediation, time off task, instructional initiative); and Adding a big dose of transparency and authenticity (Departmental initiatives)</p> <p>08/20/2014, On August 20th, day 2 of the leadership team's retreat was held. Topics included: A continuation of Adding a big dose of transparency and authenticity (Departmental initiatives); Relationships (Operational procedures, school safety and initiatives); Create Engaged Relationships (graduation rates/freshman transition/attendance, school-wide activities, athletics, and strategies, greyhound academy); Fill up with Appreciation (teacher mentor, special education initiatives, community and partnerships, alumni relationships).</p>
	Task Completed:	06/12/2015
	7. (DG)By June 17, 2015, prepare the final tasks and upload the Indistar plan for review.07/29/2014	
	Assigned to:	School Improvement Chair
	Added date:	07/29/2014
	Target Completion Date:	06/17/2015
	Comments:	<p>07/17/15, On June 17, 2015, the final task were uploaded and confirmed to upload in Indistar.</p> <p>06/11/2015, On June 11, 2015, a memo was sent as a reminder to submit the Final Progress Report before departing for the summer break. ADA for students will be upload by her on the progress report. 12/1/2014, On December 1, 2104, the SIT chair reviewed the plan to ensure that updates in the plan reflected recommendations from VDOE's conditional accreditation agreement.</p> <p>11/26/2014, On November 26, the SIT chair reviewed the progress of the SIP. A weekly log is kept on updates. The report was submitted for review.</p> <p>11/21/2014, On November 21, 2014, the SIT chair reviewed the progress of the SIP. A weekly log is kept on updates.</p> <p>11/14/2014, On November 14, 2014, the SIT chair reviewed the progress of the SIP. A weekly log is kept on updates.</p> <p>11/7/2014, On November 7, 2014, the SIT chair reviewed the progress of the SIP. A weekly log is kept on updates.</p> <p>10/31/2014, On October 31, 2014, the SIT chair reviewed the progress of the SIP. A weekly log is kept on updates.</p> <p>10/24/2014, On October 24, 2014, the SIT chair reviewed the progress of the SIP. A weekly log is kept on updates.</p> <p>10/17/2014, On October 17, 2014, the SIT chair reviewed the progress of the SIP. A weekly log is kept on updates.</p> <p>10/10/2014, On October 10, 2014, the SIT chair reviewed the progress of the SIP. A weekly log is kept on updates.</p> <p>10/03/2014, On October 3, 2014, the SIT chair reviewed the progress of the SIP. A weekly log is kept on updates.</p> <p>09/26/2014, On September 26, 2014, the SIT chair reviewed the progress of the SIP. A weekly log is kept on updates.</p> <p>09/19/2014, On September 19, 2014, the SIT chair reviewed the progress of the SIP. A weekly log is kept on updates.</p>

		09/12/2014, On September 12, 2014, the SIT chair reviewed the progress of the SIP. A weekly log is kept on updates.
	Task Completed:	06/30/2015
Implement	Percent Task Complete:	
	Objective Met:	2/21/2014 9/4/2015
	Experience:	2/21/2014 Cross disciplinary approaches have enhanced a culture of collaboration and urgency in providing differentiated instructional support for students in tiered groups using a systematic schoolwide approach. 9/4/2015 The experience became routine.
	Sustain:	2/21/2014 Continue optimum use of resources supported by the division that aids in ready identification of students at risk in core content areas. 9/4/2015 Continuity in receiving data and documentation to sustain efforts.
	Evidence:	2/21/2014 Evidenced by increased on time graduation rate, attendance, academic pass rate, the use of data to make decisions and reduction in disciplinary infractions. 9/4/2015 All tasks assigned were completed and the deadline was met to ensure full and effective implementation.
Indicator	HS4.07 - The division provides the technology, training, and support to facilitate the school's data management needs.(2490)	
Status	Objective Met 2/18/2014 10/12/2015	
Assessment	Level of Development:	Initial: Limited Development 02/07/2014
		Objective Met - 02/18/2014 10/12/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Qualitative and Quantitative data are used to measure student achievement. In addition, indicators that may effect on time graduation monitored. Training is afforded to school staff to maximize usage of these tools.
Plan	Assigned to:	Sam Ramlatchan
	How it will look when	Qualitative and quantitative data will focus not only student achievement, but additional indicators such as attendance, on time graduation and stakeholder satisfaction will encompass a user-friendly and time-sensitive data management system. It will be routine for staff to use, analyze, and discuss data to meet the

	fully met:	diverse needs of students.
	Target Date:	06/30/2014
	Tasks:	
	1. During monthly staff meetings and as identified need and desire arises, staff will participate in professional development opportunities to broaden their level of usage and understanding data tools supported in the district.	
	Assigned to:	Administration, Shelly Nason, Brown
	Added date:	02/07/2014
	Target Completion Date:	02/17/2014
	Frequency:	monthly
	Comments:	02/17/ 2014, On February 17, 2014, the graduation coach was advised that to forward data on students at risk of on time graduation to the data analysts for input into DataCation and to assess interventions afforded to them. 02/12/2014, On February 12, 2014, selected SIT members attended a DataCation training facilitated by a division-level representative. On February 10, 2014, a math specialist conducted a session with the mathematics department using PD360.
	Task Completed:	02/17/2014
	2. (DG)By September 30, 2014, the math coach will provide weekly/monthly classroom observations and feedback.07/29/2014	
	Assigned to:	Math Coach
	Added date:	07/29/2014
	Target Completion Date:	05/15/2015
	Comments:	05/6/2015, On May 6, 2015, the math coach reviewed weekly lesson plans. Looks-fors included measureable student directed objectives, activities that promote active student engagement, and the mathematical process goals. The anticipated result of enhancing the lesson plan is an increase in the students' pass rates on benchmark assessments by at least 10%. 04/29/2015, On April 29, 2015, the math coach reviewed weekly lesson plans. Looks-fors included measureable student directed objectives, activities that promote active student engagement, and the mathematical process goals. The anticipated result of enhancing the lesson plan is an increase in the students' pass rates on benchmark assessments by at least 10%. 04/1/2015, On April 1, 2015, the math coach reviewed weekly lesson plans. Looks-fors included measureable student directed objectives, activities that promote active student engagement, and the mathematical process goals. The anticipated result of enhancing the lesson plan is an increase in the students' pass rates on benchmark assessments by at least 10%. 03/26/2015, On March 26, 2015, the math coach reviewed weekly lesson plans. Looks-fors included measureable student directed objectives, activities that promote active student engagement, and the mathematical process goals. The anticipated result of enhancing the lesson plan is an increase in the students' pass rates on benchmark assessments by at least 10%. 03/18/2015, On March 18, 2015, the math coach reviewed weekly lesson plans. Looks-fors included measureable student directed objectives, activities that promote active student engagement, and the mathematical process goals. The anticipated result of enhancing the lesson plan is an increase in the

		<p>students' pass rates on benchmark assessments by at least 10%.</p> <p>3/11/2015, On March 11, 2015, an instructional tracking form was forwarded to and reviewed by the SI chair for verified documentation. The tracking form is used to identify students by week and date, by specific standards, activity, score, and proficiency level. This tracking form is used by specialist to document and monitor instruction and interventions. This monitoring form is used weekly by specialists.</p> <p>02/02/2015, On February 5, 2014, the AP assigned to the math department provided sample lesson plans and observation feedback from the math coach. He also provided a material that had been covered during her visits on helpful websites for instruction, instructional strategies i.e. chunking, and classroom management. The Making Connections and Expectation power point presented by the math coach was forwarded as an artifact.</p> <p>12/17/2014, On December 17, 2014, The math coach conducted PD with Algebra IA teachers on writing lesson plans to include behavior, condition, criteria and student friendly learning objectives as directed by VDOE.</p> <p>12/4/2014, On December 4, 2014, a meeting was held with the math coach participated in a meeting with the principal, assistant principal, senior director of instruction, math department chair and district math director. The purpose of the meeting was to draft a plan, as directed by VDOE's department of school improvement. The plan addressed student-friendly planning with an understanding of what is needed to demonstrate mastery of the skills, professional development, and instructional delivery, use of resources and utilization of the math coach.</p> <p>12/1/2014, Effective December 1, 2014, bi-weekly visits by State Mathematics Coach to conduct classroom observations, provide feedback, and provide professional development to Algebra I Team</p>
	Task Completed:	05/06/2015
	3. (DG)Beginning July 29, 2014 provide best practice strategies to ensure practice of the written, taught, and tested curriculum.0729/2014	
	Assigned to:	Math Coach
	Added date:	07/29/2014
	Target Completion Date:	05/15/2015
	Comments:	<p>5/6/15, On May 6, 2015, The PDC conducted classroom observation. The purpose was to observe instructors instructional practices to see if they are aligned with the pacing guide. She commented that there are a couple of exceptions, but overall alignment is occurring. It was recommended that instructors post objectives so that they are readily visible and communicated to the students.</p> <p>4/29/15, On April 29, 2015, The PDC conducted classroom observation. The purpose was to observe instructors instructional practices to see if they are aligned with the pacing guide. She commented that there are a couple of exceptions, but overall alignment is occurring. It was recommended that instructors post objectives so that they are readily visible and communicated to the students.</p> <p>4/1/15, On April 1, 2015, The PDC conducted classroom observation. The purpose was to observe instructors instructional practices to see if they are aligned with the pacing guide. She commented that there are a couple of exceptions, but overall alignment is occurring. It was recommended that instructors post objectives so that they are readily visible and communicated to the students.</p> <p>3/26/15, On March 26, 2015, The PDC conducted classroom observation. The purpose was to observe instructors instructional practices to see if they are aligned with the pacing guide. She commented that there are a couple of exceptions, but overall alignment is occurring. It was recommended that instructors post objectives so that they are readily visible and communicated to the students.</p> <p>02/05/2015, On February 5, 2015, the AP forwarded artifacts to the SIP chair from the Math coach regarding strategies i.e. chunking, classroom management, helpful websites and power point presentation to foster professional development.</p> <p>12/17/2014, On December 17, 2014, the math coach will conduct a professional development training for Algebra 1 teachers. Classroom observations will confirm that the prescribed lesson plan and instructional delivery align.</p> <p>12/1/2014, On December 1, 2014, team leaders were reminded to provide documents detailing and describing the system being implemented that monitors the lesson plans for alignment of objectives.</p> <p>Artifacts to support this task will include: completed lesson plans, lesson plan checklist with feedback notes,</p>

		minutes/agendas from department/ grade-level meetings with feedback or supporting notes from administrative team)
	Task Completed:	05/15/2015
	4. (DG)By September 30, 2014, provide weekly/monthly training for teachers defining/strengthen instructional targeted mathematics.07/29/2014	
	Assigned to:	Math Coach
	Added date:	07/29/2014
	Target Completion Date:	05/15/2015
	Comments:	12/17/2014, the math coach will provide a PD to Algebra 1A staff. The coach will examine instructional planning and delivery to ensure that BCC are met. 12/4/2014, on December 4, 2014, the math coach, director of math, assistant principal, school improvement chair, department chair, principal and senior director of instruction met. During the meeting the coach presented a plan that she developed to provide service and support for the department. The outline aligned with the recommendations made by VDOE.
	Task Completed:	05/15/2015
	5. (DG)By September 30, 2014, the content area directors and program specialists will conduct classroom observations and feedback using observation 360.07/29/2014	
	Assigned to:	Content Specific Directors
	Added date:	07/29/2014
	Target Completion Date:	06/30/2015
	Comments:	
	Task Completed:	05/22/2015
	6. (DG)By September 30, 2014 the content area directors and program specialists provide "At Your Service" staff development based on identified areas of weakness by providing best practice strategies to improve instruction.07/29/2014	
	Assigned to:	Content Specific Directors
	Added date:	07/29/2014
	Target Completion Date:	06/30/2015
	Comments:	12/11/2104, On December 11, 2104, mentors and mentees participated in their scheduled monthly meetings. An interactive activity was conducted by the SIP chair. 09/30/2104, on September 30, 2104, science teachers participated in a city-wide inservice by subject. Instructional strategies were discussed and required active engagement from participants. 09/15/2014, On September 15, 2014, four teachers including team leaders assembled during school correlate meeting time. The agenda included: select a chair and co-chair, Select a recorder, discuss how this

		<p>committee is interwoven in our school improvement plan and to discuss actions we can take to facilitate the school improvement plan. During the meeting, the participants discussed how school improvement is to use data to identify target students as required by the school improvement plan. Historically, the team felt the need to identify students lacking credits and/or SOL's with the school's main excel file of data. They suggested that the school look at the reports from Pearson that show by group and by teacher weak areas on past SOL tests. Future identifications can be made by analyzing benchmark and summative assessment data. Looking at indicator HS3.24, we questioned whether or not students could see their credits and SOL's on PowerSchool. If not, perhaps we can make this information available in this way. We agreed that many students would benefit from having a back-on-track plan-of-action form or similar credit check/SOL check form filled out for them on a regular basis so that they can see what they have and what they need. The committee suggested the following action Items: Data Analyst (DA) will pull Pearson Student Performance by Group and teacher reports by 9/26; DA will analyze benchmark data by 10/7; DA will update summer school SOL scores in main excel file by 9/19; DA will sort by SOL's needed and share with Guidance Director by 9/26; Science Department Chair will share "bubble" strategy that was implemented last year to target borderline students with other Department Chairs by 9/19; DA will ask guidance to check if any students who passed summer school are erroneously placed in the same repeat class; DA will revisit the back-on-track plan-of-actions strategy with the Guidance Director. The team is schedule to reconvene on 9/29/14 to follow up on recommendations and suggestions from this meeting.</p> <p>09/10/2014, On September 10, 2014, a calendar of professional development by presenter and topic was emailed to staff members. Early-Release Day. The calendar consist of the following.</p> <p>September 24- Interactive Achievement Assessments- Classroom Management Strategies- Data Analyst Department Chairs; October 6- Who's Stirring the Pot (chapter 6)/Discipline Strategies - CTE/Music/Art teachers/ Discipline Team; Early Release Day October Interactive Achievement- Data Analysis Instructional Strategies by Department- Data Analyst, Department Chairs; November 3-Leading with Optimism (chapter 11)-Discipline Strategies-English Department /Foreign Language-Discipline Team; December 1</p> <p>Unifying a vision/Spread the vision(chapters 17 and 18)-Discipline Strategies-Math Department/Discipline Team; January 5- Fill the void with Positive Communication(chapters 22 and 23)/Discipline Strategies-Special Education Department/Discipline Team; February 2 Add a big dose of transparency and Authenticity(chapter 24) Discipline Strategies Science Department/Discipline Team; March 2</p> <p>Fill up with Appreciation(ch.41)Discipline Strategies Health/Physical Education Department/Discipline Team; April 13-Heat with Passion(ch.46)-Discipline Strategies-Social Studies Department/Discipline Team; May 4- Discipline Strategies-Discipline Team; June 1-Discipline Strategies-Discipline Team;</p> <p>Each Department Chair is responsible to open and close meetings with one strategy of their choice. Chairs may also delegate teachers to present. Schedule meeting dates are: September 8 & 22; October 27; November 17;December 8;January 12 & 26;February 17;March 16 & 30; April 20 and June 8</p> <p>08/27/2014,On August 27, 2014, content area directors and program specialists provided inservice training on the use of Pearson. The session was facilitated by Pearson consultants.</p> <p>08/22/2014, On August 22, 2014, the assistant principal provided a printout of mentors and mentees with specific meeting dates. Mentors will provide assistance and "at your service" support to enhance the services provided by building level administrators, division-level directors and specialist.</p>
	Task Completed:	08/31/2015
Implement	Percent Task Complete:	
	Objective Met:	2/18/2014 10/12/2015
	Experience:	<p>2/18/2014</p> <p>SIT members have been trained in the use of dataCation with additional training to be provided. Achievement series and use of other resources supplied and endorsed by the district and school.</p> <p>10/12/2015</p> <p>This objective was problematic. However, as it become the norm, staff members were more receptive and participatory.</p>
	Sustain:	2/18/2014

		<p>Close monitoring of the use of the available instruments and ready use of SOL data as it becomes available. Frequent and systematic dialogue among staff, monitoring of collected data, and successful implementation of interventions and strategies to meet the needs of targeted students.</p> <p>10/12/2015 Relevant continuous professional development to ensure continuity and uniformity is necessary to sustain the efforts.</p>
	Evidence :	<p>2/18/2014 Sign in Sheets for professional development and logins to programs.</p> <p>10/12/2015 Evidence is provided through the implementation of usage of strategies, practices and tools provided through PD.</p>

Eight Elements of High School Improvement

Rigorous Curriculum and Instruction

Indicator	EE1.01 - Rigorous content and instruction are aligned to local, state, and national standards.(2501)		
Status	Objective Met 10/12/2015		
Assessment	Level of Development:	Initial: Limited Development 10/06/2015	
		Objective Met - 10/12/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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 number of students enrolled in Advanced Placement and Dual Enrollment courses should increase. Student readiness and maturity for the rigor associated with these courses and first college should be examined to ensure the success of students. Staff within departments have examined student readiness and pre-requisites for advanced level courses.	
Plan	Assigned to:	Tamika Bryce	
	How it will look when fully met:	Advanced level students will have opportunities for college-level work. Professional development for staff will enhance skills necessary to help students through instructional delivery and articulation of course requirements and skills. The partnership with TCCC will foster more opportunities for students to earn associate degrees.	
	Target Date:	10/12/2015	
	Tasks:		
	1. The guidance director will provide a list of students enrolled or target for dual enrollment and first college. Progress reports will display student performance and assistance will be provided to ensure the success of students.		
	Assigned to:	Tamika Bryce	
	Added date:	10/12/2015	
	Target Completi	10/12/2015	

	on Date:	
	Comments:	Progress reports are printed and distributed to inform students and parents of progress. Guidance counselors meet with students to monitor performance of students.
	Task Completed:	10/12/2015
Implement	Percent Task Complete:	
	Objective Met:	10/12/2015
	Experience:	10/12/2015 Encouraging students to enroll and see the relevance and benefits of dual enrollment was a challenge.
	Sustain:	10/12/2015 Making students and parents aware of the course offerings prior to and early on in their high school career with foster more representation of students from Norcom in rigorous and higher level classes.
	Evidence:	10/12/2015 The number of students enrolled has increased.
Indicator	EE1.05 - Instruction is informed by student data across all content areas and is differentiated to meet the needs of all students.(2803)	
Status	Objective Met 6/20/2014 10/6/2015	
Assessment	Level of Development:	Initial: Limited Development 02/07/2014
		Objective Met - 06/20/2014 10/06/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The inclusion model aids to heighten differentiated instructional strategies. Achievement Series is used to collect uniform data.
Plan	Assigned to:	Sam Ramlatchan
	How it will look when fully met:	Building administrators and the data analysts will collaborate in reviewing item analysis. Feedback on lesson plans and assessments relative to academic intervention should be aligned.
	Target	06/30/2014

	Date:	
	Tasks:	
	<p>0. Instruction will be informed by student data across all content areas and differentiated to meet the needs of all students. Previously school governance facilitated school wide activity and implementation of strategies and practices; however, concerted efforts will continue to be employed and monitored by specialists, coordinators, building level administrators and leadership team members to ensure that data across all content areas drive instruction and differentiated practices to meet the needs of all students.</p>	
	Assigned to:	Team Leaders, Administrators, Hailes
	Added date:	06/30/2014
	Target Completion Date:	09/30/2014
Comments:	<p>09/14/2015, On September 14, 2015, the administrative team will begin their first round of instructional walk-throughs. The first round of walk-throughs is not be evaluative. They are conducted for the purpose of data collection. The administrative team's classroom visits entail a specific "look for". Examples include student engagement, effective teacher pedagogy, differentiated instruction, effective co-teaching in the inclusion classroom, etc. Walk-through data compilations is used to identify areas of focus for in-house professional development and team goals. In addition to the administrative team, department chairs are invited to participate in the first round of walk-throughs. A goal is to foster an environment where administrators and other visitors in classrooms is the norm. Multiple visits does not constitute a reason for alarm. If there are concerns about something that is observed, or not observed, during a walk-through, staff is contacted directly.</p> <p>05/26-6/5/2015, On May 26, students began the administration of the Spring EOC tests. Students eligible for expedited retakes engaged in intensive remediation based on the student performance by question report.</p> <p>04/15-17, 2015, On April 15-17, mid-terms examination were administered to students.</p> <p>03/30/2015, On March 30, 2015, departments met at which time team leaders were asked to identify students based on their current level of performance Red (failing) yellow (possible pass) green (likely pass). The purpose was to project possible pass rates. PD was conducted during departmental meetings on the need for rigorous and relevant classroom instruction.</p> <p>03/25/15, On March 25, 2015, the English 12 department team met. During this meeting, Instructional Strategies were addressed to include: Model reading and working out context clues; writing to support analysis and opinion; discussion, review of literary terms and vocabulary written and oral responses to recall and analysis questions- Plot, Character, Dialogue, Plot diagram, Conflict, Voice, Tone and Diction. Data sources were: Quizzes, tests, writing, discussion, small group work.</p> <p>03/16/2015, The data analyst forwarded 4.5 IA benchmark data to the building principal for dissemination to team leaders.</p> <p>03/24/2015, On March 24, 2015, the AP meet with the English 11 teachers to discuss trend data on English 11 student performance. The staff examined weak areas of performance and were advised to use the available resources endorsed by the district as well as a variety of instructional strategies to prepare students for the EOC.</p> <p>03/11-13/15, On March 11-13, 2015, 4.5 benchmark examinations were administered.</p> <p>The data analysts compiled 4.5 benchmark Interactive achievement data. 02/09/2015, On February 9, 2014, a coaching comments was extended to the SIT. According to the coach, "In addition to what the school leadership team does to monitor the progress of the SIP, Indistar has a number of features that you might consider as a means to facilitate the monitoring and planning for school improvement activities and meetings. VDOE shared these online features at a recent webinar. The team is invited to go to the Navigation Toolbar, then click on Reports, and scroll down to Monitor where ten or more reports can be viewed. The Guest Login which is found on the My Dashboard is another feature that the team can use to check the status of SIP. Remember: "What gets monitored gets done." Richard Duford</p> <p>02/05/2015, On February 5, 2015, the Assistant Principal provided the SIP chair documentation of the use of the math coach. The documentation included a list of website for VDOE mathematics process goals.</p> <p>http://www.doe.virginia.gov/instruction/mathematics/professional_development/institutes/2012/general/virginias_mathematics_process_goals_from_sol_2009.pdf</p> <p>http://www.doe.virginia.gov/instruction/mathematics/professional_development/institutes/2012/general/virginias_mathematics_process_goals_from_sol_2009.pdf</p>	

and Mathematical Process Goals for Students

http://www.doe.virginia.gov/instruction/mathematics/professional_development/institutes/2011/3-5/virginias_process_goals_for_students_student_look-fors_recording_form.pdf

NCTM – Process Standards

<http://www.nctm.org/standards/content.aspx?id=322>

Scholastic

<http://www.scholastic.com/teachers/top-teaching/2013/03/guide-8-mathematical-practice-standards>

Common Core – Standards for Mathematical Practice

<http://www.corestandards.org/Math/Practice/>

Inside Mathematics - (note ... each cell in the table is active)

<http://www.insidemathematics.org/common-core-resources/mathematical-practice-standards/standard-1-make-sense-of-problems-persevere-in-solving-them>

Instructional tips on Chunking Materials was provided

How can I use Chunking as an Effective Memory Strategy in the Classroom? (PLB Professional Learning Board)

<https://k12teacherstaffdevelopment.com/tlb/how-can-i-use-chunking-as-an-effective-memory-strategy-in-the-classroom/>

Chunking (Skills Toolbox)

<http://www.skillstoolbox.com/career-and-education-skills/learning-skills/effective-learning-strategies/chunking/>

Chunking Information for Instructional Design (the eLearning Coach)

http://theelearningcoach.com/elearning_design/chunking-information/

01/12/2015, Beginning on January 12, 2015, schoolwide SOL tests were administered. Expedited re-take students were identified by needs according to strand. Differentiated strategies and practices is outlined to meet the needs of students.

01/05/2015, On January 15, 2015, the data analysts and department chairs presented benchmark data to the staff. This included interventions and strategies to address the needs of each tier group and to address GI rates.

12/15/2104, On December 15, 2104, names were provided by department heads for posting in datacation and identifying tier groups of students. The counseling department chair provided the names of students in need of specific SOLs and the percentages for GI. Special Education department chairs provided the names of students by discipline and teacher with their prescribed strategy for instructional support.

11/20/2014, On November 20, 2014, the school governance team met with the school leadership team.

During this meeting, team leaders shared how data are used to address tier groups of students. The following tasks were assigned: Please begin to identify all regular and special education students who are in need of verified credits, SOL's, and passing a class. The guidance director will provide the list as it pertains to subject area only. Identify students and place in identified tiers with identified and documented tiers. Include all students who need to pass the SOL but have already passed the class. Make sure those students are accounted for and indicate whether or not they are in a class now (remediation/repeat) or otherwise and then indicate the intervention and frequency of treatment for each student to include, before school, afterschool, weekends, distance learning, etc. Each subject area should produce this information prior to our next governance meeting with documented implementation. Indicate the use of specialist and their frequency of classroom visits and or pull-outs.

11/3/2014, On November 3, 2014, the school leadership team, as directed by the interim superintendent, presented the school improvement plan as presented on October 30th with staff during faculty meeting. The presentation provided an overview of data, trends, tools, strategies, and projected student performance data by department.

10/30/2014, On October 30, 2014, the school leadership team presented the school improvement plan to division directors, a school board member, and interim superintendent. This presentation identified strategies that are used daily and weekly to identify tier groups of students and the methods for addressing the required indicators TA01, TA02, and TA03. After the presentation, feedback was given by the audience. The school board member commended the leadership team for their efforts. The science director commended the team for the use endorsed tools i.e. Pearson and e-books, The math directors suggested that datacation be used to help track students. TI items can be used for practice. VDOE vocabulary cards are new and should be used. The English specialist suggested that the English team be consistent with using daily language practice. Pearson gives feedback. The director of student services is meeting with the

graduation coach and counselor on a weekly basis to identify students in danger of not graduating on time. There are 25 students. Seven of the students are special education. The special education director asked that we examine the math participation rate. Track who they were last year and where they are this year. Specialize instruction to address special education. IDA computer funding should be used appropriately to meet AMO. The math chair reported strategies used to identify students with potential for performing at advanced proficiency levels. Social studies should continue to look at formative assessments using resources that are endorsed by the district i.e. Flanagan and WIKI. It was suggested to examine World History I as the benchmark scores seems to be out of line compared to others benchmarks in the district. There will be a new SOL test for World History in 2015. The interim superintendent commended the team for the presentation and made recommendations for continuous improvement. Lesson plans are inclusive of essential components. The plan should be updated and remove names. She suggested that the presentation be presented to the staff at the next staff meeting.

10/16/2014, On October 16, 2014, governance meeting was held. Team leaders presented data derived from 4.5 benchmark assessment. Each team leader provided an updated on projections of student pass rate, use of resources, and use of data to drive instructional decisions. Directors provided feedback including commendations and recommendations. Teachers were encouraged to use VDOE resources and the endorsed resources purchased by the district. Monitor AMOs, graduation rate and use of creative scheduling were referenced by district level leaders.

10/14/2014, On October 14, 2104, a summary of benchmark performance data was distributed to staff. Data were collected from interactive achievement based on student performance. Individual and departmental plans will address misconceptions and the need for remediation and the need to reteach.

09/24/2014, On September 24, 2014, the district wide HPE staff development was canceled so the HPE team leader decided to hold the workshops at ICN in its place. The department was split into two groups. Room 329- Five for Life Implementation planning workshop: - three participants.

Advance level, Fitness components- use as part of warm-up in the gym 1-3 times per week. Activity instructions are included in the curriculum guide.

Cardiorespiratory- 5 min walk/jog

Muscular strength and endurance- 1. Bicep curls with stretch bands as part of the warm-up activity; 2. Strength/endurance tag

Flexibility- All-star static/dynamic stretching

Body composition- 9th grade in health room; 10th grade in gym: Healthy body card game

Student Assessment- Pretest given in classroom the first week of the semester- posttest at the end. - 1. Warm-up activity while in Health/Drivers Ed

Four to six week time span to implement the plan.

Room 206- Virtual HPE9 workshop- assessment and computer problems: two participants. All computers were tested and 11 were found to continue to be problematic. An email was sent to IT and the AP. Where to find the students' quiz grades and other information in the virtual course was discussed. It was decided that the team would weigh the topic activities and discussions as classwork and the module assessment as a test grade. The team is scheduled to meet on Tuesday September 30 to develop a common written Module 2 test to administer to the students on Tuesday September 30th during block 3.

09/22/2104, On September 22, 2014, the leadership team met. Twelve members were in attendance. The principal opened the meeting by welcoming all of the team members in attendance. The two administrative interns were acknowledged and applaud for their work and efforts as administrative inters at I.C. Norcom. An ice breaker was presented. Instructions were read. Two sets of questions were given. Each set containing 5 questions, each. Team members were to write the answers to the questions on a blank sheet of paper provided. The team was instructed that should a person not know the answer to any of the questions that they should simply leave the question blank. The first set of questions were as follows: Name the three wealthiest people in the world. Name three academy award winners. Name the three most powerful people in the world. Name the last three winners of the Superbowl. Name the three richest musicians. The second the set of questions were: Name three educators who influenced you. Name three people you care about. Name three people who helped you in some way in your life. Name three people who bring joy or make you feel cared for. Name three heroes that inspired you. After the questions were answered the team was asked which of the lists was easier to answer. The members responded that the second list was the easiest. The facilitator explained that fame, wealth, and achievement pale in comparison to the people we care about and influence us, and that hopefully in the future we will find ourselves on that second list for one of our students.

The principal presented and reviewed the standards and information regarding I.C. Norcom's accreditation status. She emphasized that while work must still be done with regards to mathematics, we must remain focused in all areas, in Science, Social Studies, English, and the graduation index to make our goal of being accredited this year. She reiterate that "we are on the right track with our school improvement plan, and stated that we must get the students to buy into the importance of school accreditation so that Norcom can

move forward.” She then provided each of the team members with copies of the essential action steps from the school improvement plan from April 2014 to September 2014, as a refresher of all of the things that we have been working to put into place and practice at I.C. Norcom. The question was raised if the process for academic review would be the same as last year, in terms of data collection. The principal responded that “the bins that were used for academic review from last year are on the way back and that the data analysis will still be a major piece of the academic review.”

The focus of the meeting was turned to the classrooms, and presented each of the members with a blank copy of the time-on-task forms. She instructed the department heads, as a reminder, that they are to peep into the classrooms to observe whether or not the students are on task. She reiterated that the forms are a tool that is being used to provide a summary of how much instructional time is being lost. Further emphasis was placed on instruction beginning immediately after the announcements have ended and must span the 90 block with activities, as to not lose valuable time in the classroom.

With regards to the submission of time-on-task forms, team minutes and lesson plans, forms and documentation should be submitted each week. The time-on-task forms should be submitted in the principal’s conference room on Fridays. In addition, department chairs and assistant principals were encouraged to meet with each other to ensure that they are both operating on the same page with regards to lesson plans and feedback.

Concerns of individual departments were addressed.

Social Studies: the numbers in the World History I inclusion classes are still too large and are in need of a special education teacher. The principal noted that a special education teacher was approved for hire and would be arriving soon, and asked for the classroom numbers to be double checked in World I.

English: stated that the English department is also in need of a special education teacher, and that there are seven students in his own third block that need assistance in getting engaged with the material especially with the SOL coming up soon. He noted that he has noticed too much lecturing going on within classrooms, and that bookwork should not be accepted as being synonymous with being on task. The principal asked the team leader to make sure that the date for the SOL test is on the school-wide calendar, and asked what he had in place for remediation in the weeks before the test and if there was a model being followed.

Saturday school will be held the two weekend before the test and that he was utilizing the prompts provided by the VDOE to help project how students will perform on the writing test.

A question was raised if there was a mock SOL to help model for the students what the test was going to be like. The English team leader responded that “modeling was taking place, but not a mock SOL.” The principal asked how often the students were being taken to the computer lab. His response was “at the moment, the students are being taken to the lab once a week, but will increase it to daily for the two week prior to the SOL.” The graduation coach asked how many students passed the class but failed SOL? The team leader responded that three of his students passed the class, but not the SOL. The graduation coach then asked if those students were affecting the culture of the classroom, and the team responded that they were not.

Science Department: The team leader stated that there is an issue with the current earth science assistant due to lack of content knowledge. She wondered if there could be a switch if possible. In addition, third block classes are too large, and that due to lab safety concerns that there should not be more than 24 students to a class. She continued to note that the Earth Science classes have already completed testing on Interactive Achievement, and showed an example of the breakdown of data.

Health/P.E: There are concerns about the fourth blocks. Class sizes in the mid – 30’s are the biggest issue for the department, and that now students are being added to first block. She stated that there has been some difficulty with interactive classes, 11 of the computers are not functional in room 206. There was a help desk ticket submitted. The principal instructed the team leader to send in another help ticket and to have a copy of it sent to her. The leader noted that the virtual class has increased expectations. It is dependent on reading comprehension. Consequently, most of the students are having difficulty completing assignments with the exception of the STEM students. She is hoping that the performance in these classes will improve as time goes on and will be back in the labs on Monday. The science department chair noted similar issues with oceanography. The assistant principal offered that perhaps we should look at whether or not we should consider older students instead of younger students for the interactive classes.

Another issue of concern is with students going to lunch and not coming back, and suggested 3rd Block teachers get 1st or 4th lunch.

Mathematics: The team leader reported that Algebra 2 has very large class sizes, with at least one class over 30. In Geometry, the teachers are very concerned with students who were in Algebra 1A as they had a substitute for much of the year. In addition, a supply order which included compasses, graph paper, and other materials were ordered but were not received. An email was sent about the issue.

Concerning the Algebra 1 – 90 day students and repeat Juniors, the team leader reported that the first semester is going to be tough due to the numbers, and that with the focus on the 90-day students, they are unable to do geometry pullouts. The principal noted that the math directors should be coming to aid with

pullouts in the Math Department.

Guidance: Schedule changes should be done. Counselors are meeting with seniors for conferences. The director shared that 40 students are going to Wilson to repeat English 9 or 10. They should be taking bus #27. The principal suggested that there need to be someone to make sure that the students are going to Excel.

The principal instructed members that we must inform students that they do have to perform on SOLs and classes in order to graduate, and that if we overhear the students stating otherwise that we must correct them. She continued to note that data reports are needed. Teams must prepare them and send to the Assistant Principal. Keep track of those students who are in jeopardy of failing, why they are failing, and what we can do to fix it. Stay tuned for the date of the first Governance meeting and to be prepared. The Leadership Team will present the school improvement plan at the IRC.

Benchmarks: The principal advised that we must start looking at the students who are expected to pass and who will not pass. Figure out what the plan is to deal with the failing students. She continued by requesting that we discuss during our department meetings what type of professional development the staff would like and are finding necessary.

The Assistant Principal noted that we need to make sure that we are testing SPED students for AMO.

Graduation Index: The graduation coach shared the following profile for the 2015 Cohort:

There are currently 263 students in the cohort. Power School reports 260, while the state reports 325 students, leaving a 62 student differential. Out of that cohort there are:

- 30 students with IEPs
- 25 students needing 6 SOLs
- 10 students needing 5 SOLs
- 15 students needing 4 SOLs
- 16 students needing 3 SOLs
- 28 students needing 2 SOLs

Currently, there are 22 students who are in jeopardy of not graduating due to credit issues. There are 20 students who are in jeopardy due to a combination of credits and SOLs. 40 students are at the Excel Campus. At last count, there were 14 students accounted for, while 6 student were missing. Finally, there are 16 students who have dropped out.

The principal asked if there was any way to recapture the 16. The graduation coach noted that he only knew 3 of the students personally, and has made contact with them to try to encourage them and suggested that they double up night school classes. The meeting was adjourned by the principal.

09/08/2014, on September 8, 2014, the science department met. All agreed to try one "Interactive" activity below week 6. Student Engagement: If you have to lecture, use Cornell Notes! Post a PowerPoint on edmodo or another site the students can access and have them independently fill out Cornell notes. Put audio files of your voice and animations with sound in your PowerPoint. Borrow headphones from the library. Have students open the PowerPoint from edmodo or other site and fill out Cornell notes. After testing, have students do Cornell notes with a short PowerPoint or online tutorial. Give students a Rubric to create their own PowerPoint on a topic. <http://www.qrstuff.com/> Post QR codes around the room with questions the students must answer or practice problems after a lesson. Have students complete on their own paper. Play BINGO. Show 25 very short "answers" on the board and have students randomly place them in the 25 BINGO squares. Ask questions until someone gets BINGO (check their card to make sure they chose correct answers. Give extra credit points for winner(s). You can keep playing after the first winner to get a couple more complete cards. Play Password. Separate class into 2 teams. All students must sit in the "hot seat". A student from one team sits with their back to the board in the "hot seat". Teacher shows a vocabulary term on the board and the student's team tries to get them to guess the word. Correct guesses are a point for the team. Alternate teams. Winning team gets extra credit points.

<http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp> This one of many free online crossword puzzle makers. Great for vocabulary. Online stations. Place laptops around the room. Each laptop is a "station" with a video, tutorial, animation, etc. Each station has notes or questions for the student to answer based on the station. Log-in with your teacher log-in so that YouTube and other sites that the students are blocked from can be used. Online or paper timeline. Students can create a PowerPoint or poster using teacher-provided instructions. Videotape yourself doing a lesson. Borrow headphones from the library. Have students individually complete notes, answer questions, etc. After a lesson, give each pair/table a set of numbered question "cards". Include MC, FIB, and matching. Have the students take turns asking the pair/group questions. They must write their answers on the cards and agree as a pair/group. When the groups have finished, review the questions. You can make it competitive and give extra points for all correct, most correct, etc. Webquests can replace notes. Give students a document (hard-copy or electronic) with links and questions to answer at each link. Foldable stations. At each station have a picture to glue into the foldable and instructions on what to write on the flap. Students do not have to do it in order, they just have to make sure they are on the correct flap. Question "Race". This is a timed activity. Put a set

		<p>amount of time on an online timer. Divide class up in pairs (or trios). They have 30 seconds to decide a team name. Have sets of questions (you must have enough copies of each question for each team) laid out on a table with you. One person from each team comes to you and gets a question (random). They take it back to their team, they answer and the person who picked up the question brings it back to you. If they have the correct answer, they leave the question slip with you with their team name on it and they get another question to take back to their team. If they are incorrect, they have to go back to their team and figure out the correct answer to the question they already have. They don't get another question until they get the one they have correct. Another person brings the next question to you when they are finished with it (teams are rotating who comes up to check their answer and get a new question). When time is up, count which team got the most questions correct. They are the winners! Award extra credit points as an option.</p> <p>Pair Q&A. Put an even number of questions on a half sheet of paper (you can multiple question sets). Give a set to each pair of students. One student answers or works out problem #1 while the other one watches to see if it is correct. When the second student agrees the first student's answer is correct, they give the paper to the second student. The second student now answers #2 while the first student watches to see if it is correct. When the first student agrees the first student's answer is correct, they give the paper to the second student and continue until finished. They then bring their paper to the instructor to see if they got all the answers correct.</p> <p>Book resources (PowerPoints, quizzes, etc.) Pictionary. Question/Answer Match-Up. Give some students questions and other students answers. Make them find their match and come to you to verify.</p> <p>Heads Up. Give students cards with facts, vocabulary, etc. They can't look at the cards! Have a few different sets of cards. Give each pair/group of students a set of cards. One person picks up a card without looking at it and faces it towards their team. Their team has to give them clues to try to get them to guess what's on the card. Use a timer and only give them a set amount of time per card. Rotate who guesses. Someone keeps score of correct answers. Rotate cards, repeat.</p> <p>09/04/2014, On September 4, 2014, lesson plans were submitted to assigned department administrators. Looks fors included data analysis on assessments and misconceptions. Follow up training on data analysis is scheduled for September 24, 2014. The agenda will include Pearson online testing and classroom assessments.</p> <p>08/27/2014, On August 27, 2014, staff members participated in division wide staff development activities. Pearson Online Platform training sessions were among the offerings by subject and by grade level.</p> <p>08/26/2014, On August 26, 2014, staff participated in a breakout session introducing Interactive Achievement series during preservice week. The data analysts facilitated the session and highlighted how the data feature can be used to optimize differentiated instructional efforts and to apply division endorsed strategies and practices.</p>
	Task Completed:	09/22/2015
		1. Effective February 17, 2014, the building principal and division level representative will collaborate to ensure that the tested curriculum is driven by data and implemented through effective strategies and practices.
	Assigned to:	Teachers, Department Leaders, Administration
	Added date:	02/07/2014
	Target Completion Date:	06/30/2014
	Comments:	<p>EE1.05 - Instruction is informed by student data across all content areas and is differentiated to meet the needs of all students. (2803)</p> <p>05/08/2014, On May 8, 2014, the final School Governance meeting for the 2014-15 school term was held. During this meeting school-level and district level reports were made. Projections on student performance were reported as well as the number of students needed to pass for accreditation based on data analysis. Final reports from district level administrators conveyed appropriate use of district endorsed resources and instructional practices. Reports showed that there was heighten collaboration and team work among the school and division-level specialists and administrators to ensure that the tested curriculum was driven by data. Evidence suggested that student success was fostered through effective used of uniformed strategies and practices.</p> <p>05/3/2014, On May 3, 2014, Saturday remediation was conducted. Community stakeholders provided added support in last minute attempts to prepare students for EOC testing.</p>

		<p>04/22/2014- On April 22, 2014, the city wide school improvement meeting was held. The principal, assistant principal and SI chair attended. The deputy superintendent reiterated the challenge of remediation and final preparation for SOL testing. Data driven decisions can support the level of preparation provided to students.</p> <p>04/10/2014- On April 10, 2014, the school governance team convened. Four action steps assigned on March 18 were presented. Emphasis was placed on the graduation index and students accounted for, the status of the math elective for SOL readiness, achievement series utilization in social studies and ORDT.</p> <p>03/18/2014- On March 18, 2014 the governance team met with the school leadership team. During this meeting core subject area leaders reported on how the tested curriculum is driven by data. A sample assessment analysis was presented. It was suggested by the district deputy superintendent to a signature line for teachers. An action step was directed by the deputy superintendent to provide departmental meeting agendas and teacher signatures on a data analysis sheet to ensure that they are all held accountable in using data to ensure that the tested curriculum is delivered through the use of effective strategies and practices.</p> <p>03/11/2014- On March 11, 2014, during SIT team meeting team leaders reported on the data collect within their department and strategies and practices implemented. Special education reported that "tracking" is working but encourages everyone to participate by identifying students by tier. Remediation is also working with the students that are consistently in attendance. The team's consensus is attendance is a problem. Plans are being reviewed by department chairs. They forward the plans to assigned administrators who review and provide feedback. In turn, documents and data are filed in bins located in the principal's conference room for ready access and additional review as needed for building level staff as well as district level representatives.</p> <p>02/17/2014 - Effective February 17, 2014, the leadership team and staff recognizes that in order to increase the number of students passing SOL tests with a minimum of pass proficient, concerted efforts must be made to rely on valid data using the prescribe tools that is provided by the district. Fostering a climate of team support and as directed, the appropriate building instructional leader reviewed the item analysis, along with the lesson plan and assessment and provide weekly feedback relative to its use for academic intervention.</p>
	Task Completed:	06/13/2014
	2. Instruction will be driven by student data across all content areas and differentiated to meet the needs of all students.	
	Assigned to:	Administrators, Nason, Team Leaders, Teachers
	Added date:	02/18/2014
	Target Completion Date:	06/30/2014
	Frequency:	weekly
	Comments:	<p>EE1.05 - Instruction is informed by student data across all content areas and is differentiated to meet the needs of all students. (2803)</p> <p>05/29/2014- On May 29, 2014, the assistant principal assigned to mathematics published the expedited remediation plan for Algebra I, Geometry, and Algebra II. The plan identified the expedited students as well as the instructors worked with them over the course of 5 days. Dates were given for test dates.</p> <p>05/19/2104- On May 19, 2014, SOL testing began. Results are being reported and remediation is being continued based on data that the analysts provides.</p> <p>05/2/2014-On May 2, 2014, notification was forwarded via IRC that data from benchmark testing has been uploaded in datacation. Notification has been provided to team leaders.</p> <p>04/21/2014 Effective April 21, a concerted effort is being enforced to provide students with final remediation based on SOL weak strands determined by mid-term assessments in class and out of class including Saturdays. Extensive remediation is being provided by staff and instructional specialists.</p> <p>04/10/2014, On April 3, 2014, department chairs presented data from midterm assessments to predict student outcomes. Benchmark and midterm data were compiled to predict accreditation status by core area. A cross comparison was made to convey the number of students needed to pass the test in order to meet and exceed the necessary pass rate on SOL tests.</p> <p>04/3/2014, On April 3, 2014, staff prepared for the second half of the semester. Data from midterm</p>

assessments were used to predict student success. Concerted efforts were documented in department and team meetings.

3/28/2014, On March 28, 2014, teachers submitted plans to show how weak strands would be addressed during instructional time to provide support to help with student mastery. A sample response has been uploaded.

03/26/2014, On March 26, 2014, the data analysts forwarded updated social studies to the building principal. Department chairs did not receive the data, but assigned administrators met with individual teachers to share the data and to direct teachers to development remediation plans based on the data distributed.

03/24/2014, On March 24 2014, benchmark data were forward from the data analysts to the building principal. During departmental meetings, the common assessment analysis forms were distributed and explained. Assigned administrators visited meetings and observed that this instrument was introduced and were available to entertain questions or concerns from staff.

03/17-20, On March 17-20, the data analysis worked closely with the math department chair to aggregate data derived from benchmark data.

03/11/2014, On March 11, 2014, the leadership team met. During this meeting, team leaders reported on lesson preparation with the revised feature of attaching assessments and the data analysis within their department. Team leaders shared strategies and practices implemented resulting from the data. They cited specifics on what is working and what is not. Department leaders exchanged what's working and what is not working. It was suggested that team leaders meet outside of SIT meeting to exchange ideas and strategies that generate data to provide support for all tier groups. HPE is providing support for students experiencing difficulties with writing and decimals. The math team leader offered to share four-function calculators. Tiered instruction is problematic. Class enrollment is a concern as too many students hinders individualize attention. Bubble students are being provided immediate assistance in Science. Achievement Series is the source of data collected from classroom assessments and benchmarks. The history department chair reported that they are embracing rigor and seniors are being given concerted help in preparation for benchmark testing. The special education team is providing more one-on one attention to students in response to intervention. The issue for departments was student attendance. The graduation coach reported on the protocol for addressing this. Special education reported that "tracking" is working but encourages everyone to participate by identifying students by tier. Remediation is also working with the students that are consistently in attendance. The team's consensus is attendance is a problem. Plans are being reviewed by department chairs. They forward the plans to assigned administrators who review and provide feedback. In turn, documents and data are filed in binds located in the principal's conference room for ready access and additional review as needed.

2/27/2014- On February 27, 2014, the Special Education department shared minutes from the February 24, 2014 meeting. The teachers were asked to get a complete breakdown of their students' SOL scores and turn in the names of those who fall between 375 and 399. The teachers were encouraged to continue to list activities and tiering. Reminded the teachers of due dates for the Data Tracking sheets, Attendance Issues and Remediation Calendars. She further expressed to the self-contained teachers that it is imperative that they begin showing the growth of students within their classes. It was noted that several of the students are low functioning, but as a means of measurement and data, information is needed. It was agreed that PLATO would be a form of measuring (but not limited to) the growth of the students. This information is to be used when completing the VAAP. Achievement Series was used as a testing tool. It was gave an actual breakdown of the student's weaknesses.

2/25/2014- On February 25, 2014, the English Department shared minutes from their meeting held on February 24th. All benchmarks are to be given in Achievement Series to make data available for disaggregating. There was much discussion on how the tests would be created. There is no time to type exams. Other departments have tests uploaded for them. At this time, it cannot be determined when new exams are available on Achievement Series. The team was reminded attach data analysis sheets with your assessments. Everyone should be including a check for misconceptions in their lesson plans. Any teacher is checking for understanding and why this needs to be noted is questioned. Teachers were also reminded to include mastery percentages. The team leader reported that the Governance Committee was looking for "ne" teaching strategies. The team felt this is questionable when it comes to reading and writing as there is virtually nothing new in the practice of reading and writing. It was suggested; however, that the department could implement daily Silent Sustained Reading (SSR). Much of what is being asked of us should have been required on the front end of the child's education. We are scrambling to fix years of weakness and problems. English SOL data that was issued was incorrect. The total passing percentage should have been 76.28%. The team was given a copy of the Classroom/Lesson "Look Fors." It was asked as to whether the other high schools are governed with the same procedure. Governance committee visits next month.

		<p>02/20/2014 - Lesson plans were submitted with data analysis to team leaders and forwarded to assigned administrators for review and feedback for tiered intervention.</p> <p>02/17/2014 - Effective February 17, 2014, as directed, the appropriate building instructional leader reviewed the item analysis, along with the lesson plan and assessment and provide weekly feedback relative to its use for academic intervention.</p>
	Task Completed:	06/06/2014
	3. Provide professional development for staff to ensure that academic interventions are researched based and utilized and implemented effectively.	
	Assigned to:	Administrators, Nason, Team Leaders, Teachers
	Added date:	02/18/2014
	Target Completion Date:	06/30/2014
	Comments:	<p>EE1.05 - Instruction is informed by student data across all content areas and is differentiated to meet the needs of all students. (2803)</p> <p>05/05/2014- On May 5, 2014, department chairs reported on strategies and interventions that are being utilized in classrooms and during pull out. Visual depictions of the research based strategies and practices were reported to staff. Department chairs expressed their willingness to share strategies with others and encouraged interdisciplinary support for students.</p> <p>04/29/2014- On April 29, 2014, the HPE department reported that online PE had been be offered to students next term. One of the staff members was trained this summer. The department aligned their efforts with other schools in the district.</p> <p>04/07/2014- On April 7, 2014 during faculty meeting, The English Department presented on writing across the curriculum. Strategies and tips to be shared based on a conference attended at Old Dominion University.</p> <p>04/2/2014- On April 2, 2014, the SIP chair and assistant principal assigned to school improvement met to discuss and identify PD360 clips relevant to academic interventions for tier groups by content and staff needs. It was decided to provide each team leader during SIT meeting on April 8, 2014 a list of clips and require that department chairs document that they have been viewed by their team. It is deemed that these professional development clips support staff in implementing research based student support that is effective.</p> <p>02/28/2014- On February 28, 2014, The SIP chair met with department heads. The collection of data is being used to differentiate instruction designed to foster the success of each student. Achievement Series is being used to retrieve data by student, by strand and by teacher. While the achievement series was not offered to math teachers, the data analysts provided professional development to assist the math department with establishing a test bank in order to identify student mastery by strand and the need for remediation in objectives not met.</p> <p>02/17/2014 - Effective February 17, 2014, as directed, building administrators reviewed item analysis, along with lesson plans and assessments and provided weekly feedback relative to its use for academic intervention.</p>
	Task Completed:	06/13/2014
Implement	Percent Task Complete:	
	Objective Met:	6/20/2014 10/6/2015
	Experience:	<p>6/20/2014</p> <p>Initially, there was some apprehension in implementing this objective. School wide buy-in was problematic.</p>

		10/6/2015 The experience in pursuing this objective was rewarding to see employee levels of accountability function together to influence overall improvement efforts of school and district level stakeholders.
	Sustain:	6/20/2014 Professional development associated with implementation of student intervention strategies and practices that promote rigorous engagement and critical thinking. 10/6/2015 Close monitoring of data and direct involvement and coaching from district level specialists and administrators working collaboratively with school leadership.
	Evidence:	6/20/2014 The school's culture has evolved to be data driven. Valid sources of data are used to make informed decisions to ensure student success. 10/6/2015 The data is evident that the work of school governance was successful.

Eight Elements of High School Improvement

Assessment and Accountability

Indicator	EE2.02 - Instructional staff members regularly analyze assessment data for instructional planning.(2505)		
Status	Objective Met 10/12/2015		
Assessment	Level of Development:	Initial: Limited Development 02/07/2014	
		Objective Met - 10/12/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Achievement Series is used for assessments and for data collection. SOL formatted questions are used to assess students. These methods of data collection provides opportunities to provide timely feedback to students and opportunities for differentiated intervention by student, by standards, and by teacher. Weekly team meetings provide opportunities to teachers to analyze assessment data and plan appropriately.	
Plan	Assigned to:	Sam Ramlatchan	
	How it will look when fully met:	A data driven culture will be established. Trends and patterns among cohorts of students will aid in vertical and horizontal instructional planning.	
	Target Date:	06/30/2014	
	Tasks:		
	0. School wide lesson plans will be modified, as directed by the building administrator. Essential components will be highlighted to provide ease of monitoring instructional planning. Plans will be posted on Wiki. Assessments and analysis will be attached to the lesson plans for approval. Plans should reflect the use of instruments and resources endorsed by the district.		
	Assigned	Team Leaders, Administrators	

	to:	
	Added date:	06/30/2014
	Target Completion Date:	09/30/2014
Comments:	<p>10/19/2014, On November 19, 2014, during the city wide school improvement meeting. Sample lesson plan formats were distributed to include components necessary for lesson planning. The components are included in the current lesson plan including data analysis.</p> <p>10/23/2014, On October 23, 2014, lesson plans were submitted to assigned administrators, uploaded in Wiki, and forwarded to department chairs. Feedback instruments are used to convey that components are included as prescribed. A continued comprehensive approach to instructional planning will ensure mastery of concepts taught and the needed for interventions.</p> <p>10/16/2014, On October 16, 2014, lesson plans were submitted to assigned administrators, uploaded in Wiki, and forwarded to department chairs. Feedback instruments are used to convey that components are included as prescribed. A continued comprehensive approach to instructional planning will ensure mastery of concepts taught and the needed for interventions.</p> <p>10/14/2014, On October 14, 2014, the English Department met. Old Business from last meeting September 22, 2014. The team was reminded to request the Guidance department to provide SOL information from middle school to assist with 9th grade assessment and remediation.</p> <p>A midterm committee Initiative was discussed. The team leader invited 9th and 10th teachers to attend a meeting on Wednesday, October 15th, 2014, at 3:00 PM at Wilson High School to help create the midterms for 9th and 10th grade.</p> <p>The team was reminded to submit their lesson plans on time to meet administrative deadlines. He reiterated that lesson plans are due every Thursday. Assessments and data analysis should be attached to lesson plans accordingly.</p> <p>On Monday, October 20, students will take the multiple-choice SOL section. Any students absent on Monday will take the multiple-choice section on Tuesday. On Wednesday, October 22, students will take the short essay section. The team will continue to remediate seniors who need to retake the test. There is no rolling average, so we must meet the required standard.</p> <p>Common assessments are required. Failure to meet the common assessment requirement causes skewed data due to a lack of commonality. Data analysis sheets must be attached to the following week's plans. Throughout the week following an assessment, address the top 5 strands/misconceptions. Grade level meetings should happen weekly and the minutes should be forwarded to the team leader. As the team progresses through the semester, all essays given as a part of formative and/or summative assessments should adhere to the state rubric, which requires aggregate scores of 1-4 on a 100 point scale. This grading scale allows students to familiarize with how their essays are scored and provides guidelines for remediation. Instruction should focus on teaching the same skills in lieu of the same content. Meaning, teaching the same short story, novel, poem, etc. is not required; however, the same skills such as making inferences and drawing conclusion are required. When using Interactive Achievement, remember all questions have to be approved by the data analyst.</p> <p>Vertical teams have been implemented for grades 9, 10, and 11. Weekly meetings minutes are due each Thursday. Data analysis sheets should be submitted to the content leaders. Content leaders will submit grade level analysis to the team leader. Staff members were encouraged to adhere to lesson plan integrity. There should not be intentional departure from what is communicated in the lesson plans. Modifications made to accommodate remediation or school mandated functions such as assemblies and pep rallies are acceptable. Be sure to scaffold student-centered activities as a part of daily instruction. There should be limited lag time and smooth transitions that check for understanding. Interactive Reading Journals as a new instructional strategy that will promote higher order Bloom's Taxonomy through combining reading, writing, responding, and sustained silent reading was introduced.</p> <p>10/16/2014, On October 16, 2014, lesson plans were submitted to assigned administrators, uploaded in Wiki, and forwarded to department chairs. Feedback instruments are used to convey that components are included as prescribed. A continued comprehensive approach to instructional planning will ensure mastery of concepts taught and the needed for interventions.</p> <p>10/14/2014, On October 14, 2014, the HPE department met. During this meeting classroom strategies and lesson plans were discussed. The team reviewed prior tests through student question answer. In addition, cooperative learning- group questions answered using poster sheets then shared with the class, "Partner Pop Quiz"- team up to answer questions for a quiz grade, may assist each other, both receive the same</p>	

grade- recorder, speaker, share answers, share with class, and uses of Rapid Robin and Stand Pair Share for BINGO will be incorporated during class as a review. Promptness was emphasized the importance of uploading plans to Wiki on time. If she cannot evaluated and submit to Mr. Taylor by Friday afternoon, then they will be noted as late. The assistant principal instructed the team leader to place evaluation marks under the AP column if submitting after Friday and to cc to the office manager. The team leader will use 1-3 X's as satisfactory, 4+ X's as needs improvement. A few adjustments are needed in the plans- time, % mastery, check spelling and dates and attach assessments, and Use rubrics wherever possible. Commendations were extended for the fine job of the team member running the meeting during the Staff development. We need to incorporate the activities submitted in that meeting into our lesson plans. Should be in week 8 plan. Teaching units for Grade 9- next week is badminton and volleyball, Grade 10 PE bowling, softball/wiffleball and volleyball/ table tennis. The team should be assessing the students during PE. Use rubrics and knowledge tests. Place results on the assessment sheet from Mrs. Moore. She will expect it at the end of the semester and may also be used for evaluations.

Wenet: Is up and running for all teachers. The team leader indicated the pre-test scores should be entered by the end of October.

Comments or concerns: athletic equipment doors unable to lock. Watch for students entering during class.

2. The department chair will attend the Drive Safe meeting on Wednesday. The team will collaborate to help team members during their absences. One member inquired about helping with Instructional Leadership responsibilities since he is in the MA of Administration program at NSU. The team leader will follow up with the principal.

10/09/2014, On October 9, 2014, lesson plans were submitted to assigned administrators, uploaded in Wiki, and forwarded to department chairs. Feedback instruments are used to convey that components are included as prescribed. A continued comprehensive approach to instructional planning will ensure mastery of concepts taught and the needed for interventions.

10/8/2014, On October 8, 2014, a checklist of submitted lesson plans was provided. This list was compiled based on plans submitted to both department chairs and subject area administrators. It was not a result of plans uploaded to the wiki. In the event staff disagreed with the checklist, responses were to be forwarded to the office manager and attach the actual plan. Otherwise they were advised to see their department chair first to make sure plans were submitted in a timely manner.

10/2/2014, On October 2, 2014, lesson plans were submitted to assigned administrators, uploaded in Wiki, and forwarded to department chairs. Feedback instruments are used to convey that components are included as prescribed. A continued comprehensive approach to instructional planning will ensure mastery of concepts taught and the needed for interventions.

09/25/2014, On September 25, 2014, lesson plans were submitted to assigned administrators, uploaded in Wiki, and forwarded to department chairs. Feedback instruments are used to convey that components are included as prescribed. A continued comprehensive approach to instructional planning will ensure mastery of concepts taught and the needed for interventions.

09/23/2014 on September 23, 2014, the science department meeting. The agenda included: 20 minutes Professional development Student Engagement 15 minutes Lesson Plans Required components per VA DOE Upload lesson plans and activities to WIKI 90 Minute lesson plans that include components to last the entire 90 minute block (witnessing too much down time at the end of class periods) Suggestion: 30, 30, and 30 minutes of activities to break up the block. Time should be indicated within lesson plan. Utilize lesson plan clear binder with DAILY/Weekly Lesson Plan only, all past plans should be within lesson plan binder and placed in a visible place for visitors. 10 minutes Data Analysis DC will analyze Interactive Achievement summative assessment data and apply "bubble strategy" to identify students and strands to target for remediation upcoming benchmark testing schedule, preparations, remediation cut scores and plans Continued documentation of data analysis Begin to compile needed data of number of students tested and percentage passed to keep up with anticipated scores for end of course, AMO's etc., and needed remediation. Compile names for Datacation (Identification of Targeted Students) 15 minutes Miscellaneous PTA Open house - Classroom presentation of information/attendance Emergency lesson plan submission Continue Team meetings according to schedule (Expect Visitors) Instructional SWEEPS Increase use of Technology Homework Grading and Power School Release of Block 4 - DO NOT RELEASE STUDENTS PRIOR TO DISMISSAL Procedures to report absences and contact information. Homecoming Departmental Floats, Pep Rally, and share with new teachers the anticipated abbreviated schedule Book-Study Faculty Meeting Preparation - Soup and or Discipline Presentation

Minutes and Action Items:

- Professional Development: Try at least one new engagement strategy-implement in Lesson Plans for week 6
- Required components within lesson plans: see email link from DC for required items from VDOE; use DC's template (required items are in template); look for feedback from DC & make changes as necessary

- Upload lesson plans to WIKI or email to DC
- Remediate "bubble kids" based on summative assessment data: each bubble student should receive at least 1 remediation session.
- DC will request remediation assistance from specialists
- DC will find out remediation cut scores for benchmarks (ask specialists) & disseminate to department
- DC will help with data analysis and documentation
- Send emergency lesson plans to DC & copy to main office
- Good job documenting team meetings-keep it up
- We would like to increase use of technology, however we are encountering numerous problems:
trouble connecting laptops to router
software is out of date
plugins (java, quick time, shockwave, etc.) out of date/not working
hardware is aging, missing parts, near inoperable, using an unsupported operating system
- DC will email us topic & date for Soup & Discipline Presentations
- Student attendance: teachers will email DC weekly with prior week's absences. DC will make phone calls, write/mail attendance letters, & start attendance referrals as necessary.

We are losing too much instructional time for morning and afternoon announcements. Morning announcements often start late. Additional administrative announcements are made several minutes after regular announcements have concluded. This interrupts the instructional flow. Also, the administrative announcements are repetitive and teachers see little consistency in the enforcement of discipline.

09/22/2014, on September 22, 2014, the CTE department met. The team leader announced the Elective Teachers is scheduled to present Chapter 6, "Who Is Stirring the Soup" from the Soup book on Professional Development Day on October 6, 2014. Elective Teachers will discuss presentation on Staff Development Day, Wednesday, September 24th. Elective Teachers were reminded of PTA Open House on Tuesday, September 23rd, if you cannot make it please email her and the administration. Teachers should put out course syllabus and create a PowerPoint presentation about your course to share with the parents. Personal Finance teachers were reminded to continue team meetings to insure all teachers are on the same path with teaching the course and to post grades in Power School to show parents student progress. Elective Teachers for doing a good shop posting their lesson plans to WIKI. Teachers were reminded to plan the entire 90 minutes. 30, 30, and 30 minutes of activities to break up the block time. The time plan should be documented in the lesson plan. She reminded teachers to initial (by your name) lesson plan checklist and attach to lesson plans. Elective teachers were reminded to utilize lesson plan clear binders with daily/weekly lesson plans. All past plans should be placed in the lesson plan binder and placed in a visible place for visitors. Please let the office manager know if you need a clear lesson plan binder for your classroom; to increase use of technology weekly and make sure technology use is documented in lesson plans. The team leader also announced that she will begin instructional sweeps soon and students should be on task. The team was also reminded the teachers not to release their students prior to dismissal. Each department if they are going to participate in the homecoming parade. All of the departments are planning on participating in the homecoming parade; continue following procedures to report absences. Emergency Lesson Plan folders are due on Wednesday, September 24th; document homework on the board daily.

09/22/2014, on September 22, 2014, the social studies department met. All of the group members briefly discussed and suggested their ideas for new activities to "hook" students into the day's lesson. An idea was shared of using current event articles relevant to the content. It was also suggested to use a guided reading activity in order to introduce students to a new topic of discussion. The team leader reminded each team (WHI, WHII, VA/US, and Government) of the need to continue to meet each week at our designated times and turn in team minutes for each meeting. She also explained that very specific items need to be included in our lesson plans: for example, a data analysis form needs to be included at the bottom of each lesson plan after a unit test/assessment. She also reiterated that the times for each activity should be provided on the lesson plans (i.e. Activity two will take 15 minutes). Plans should be visible within our classrooms in bins or folders clearly labeled lesson plans on the wall. It was communicated by that homework was to be given in each class weekly (M-TH) and that the assignments should display rigor, not simply comprehension questions. It was also mentioned that WHI Inclusion/Study Skills students will begin taking benchmarks and midterms this semester. All teachers were asked to begin putting together a list of bubble students that have already been identified of possibly failing. She added that all classes needed to have plans for individual remediation of different students with the specific items/topics that need to be addressed. The entire group discussed the idea of revamping the pass/fail for each individual unit test/assessment, but ultimately everyone agreed that lowering the level would not be beneficial to our students. On April 13, 2015 the department is scheduled to present a professional development to the faculty from the Soup book, Heat with Passion Chapter 46. If someone needs to use the computer lab, that individual teacher must sign up through the team leader (especially for testing). The computer lab for the social studies department is Room 230. The team collectively shared comments and concerns related to overcrowding in classrooms and the

lack of a second special education teacher in the large Study Skills and World History I classes.

9/22/2014, On September 22, 2014, the HPE department met. The lesson plan was discussed. The team leader reviewed the email sent to her by the AP explaining how he evaluates the plans. NO rubric is used- 2 x's= needs improvement; 3 or more unsatisfactory.

a. Welnet cumulative assessment data/Section 7 evaluation: The team leader reviewed the spreadsheet evaluations that was sent to the department. Please use for proof of progress and submit by September 30th.

Drive Safe Hampton Roads: The team leader will serve as the lead. There is a co—leader and a student coordinator. The team leader will be at the introductory meeting on October 15th.

09/18/2014, On September 18, 2014, lesson plans were submitted to assigned administrators, uploaded in Wiki, and forwarded to department chairs. Feedback instruments are used to convey that components are included as prescribed. A continued comprehensive approach to instructional planning will ensure mastery of concepts taught and the needed for interventions.

09/17/2014, On September 17, 2014, The US/VA History team met. The agenda included assessment and data. A summary of the minutes are as followed. The team will upload to IA as soon as they are able. The goal is to have 100% online testing before midterm so that students are accustomed to the online models and can practice using the same tools they will have on the SOL test.

Edited test for Unit 3-Constitutional Era. Data analysis for Unit 2 (American Revolution) attached.

Benchmark will cover VUS.2-6. The team will be almost done with 6 by the time the test comes around, so students should be able to score at least 85% on benchmark test.

Plan of Action:

Complete data analysis sheet and submit with lesson plans.

Lesson Planning/Pacing

SOL: VUS.5 /Strand: Constitutional Era

Day 1 = Unit 2 Remediation/Articles of Confederation (roundabout)

Day 2 = Constitutional Convention (foldable w/analysis and writing)

Day 3 = Federalists/Antifederalists (creating a rap for assigned group, F or AF)

Day 4 = Virginia Documents & Bill of Rights (document analysis)

Instructional Strategies

- 1) PowerPoint and graphic organizers for guided note-taking
- 2) AMD (Attack, Modify, Defend) statements
- 3) Journal Prompts
- 4) Pearson Coach Book adapted activities)
- 5) Maps: Battles
- 6) "The Patriot" = shows British style of fighting vs. colonial style of fighting (leads to colonial victory)
- 7) Questioning strategies for formative assessment throughout lesson presentations

Steps to Improve Student Learning

Focus on SOL.1 Skills Standard skills (document analysis, graphics, charts, data interpretation, reading comprehension, prediction skills)

Discussion/Concerns:

- The team is still awaiting individual IEP accommodation sheets. Until then, all SPED students will be given read-aloud accommodations and clarification of wording.
- Bump up the rigor in assessments and in instruction so that students are adequately prepared for SOL test.
- Lesson plans and team minutes are due on Thursdays. Team meetings will be held on Wednesdays.

Starting with the first test, the team will do their data analysis in team meetings and have the new data analysis form completed and attached to plans as well.

Data Analysis Results from test by block, by teacher included:

Item Analysis

Team members participated in an item analysis, identify the questions and strands that students were unable to answer with the intended degree of mastery. Additionally, they identified factors that may contribute to their students' lack of success in those areas. A description on how they plan to address the areas of weakness was cited.

Question Analysis

Team members were asked to use the data from their item analysis chart to indicate factors which have impacted student achievement in the areas identified. The chart included the question number, strand, common misconceptions and strategies to address misconceptions.

Identified strengths were sequencing and Declaration of Independence quotations and Identified deficits were Social/Political/Economic effects of DOI

09/15/2014, On September 15, 2014, Lesson Plan binders were distributed by the school office manager.

09/11/2014, On September 11, 2014, lesson plans were submitted to assigned administrators, uploaded in

Wiki, and forwarded to department chairs. Feedback instruments are used to convey that components are included as prescribed. A continued comprehensive approach to instructional planning will ensure mastery of concepts taught and the needed for interventions.

09/8/2014, On September 8, 2014, the data analysts forwarded a modified lesson plan format to include assessments and assessment data by objectives taught. Plans include how misconceptions are addressed.

09/08/2014, On September 8, 2014, the English Department met. There was not old business carried over from last meeting (August 28, 2014). The team discussed implementing a culture of writing throughout each grade level. Teachers will include at least one writing intensive and higher order thinking writing assignment each week in their lesson plans. Writing intensive does not equate to length but rather higher level Bloom's including application, evaluation, and creation. Teachers will design writing prompts that encourage brainstorming and organization. Teachers will also teach writing prompt deconstruction. Reading and writing should be treated as mirrored cognitive processes. Grades 9 and 10 will implement 10-15 minutes of silent sustained reading to build reading stamina and fluency. Both initiatives need to be fully implemented by early November. Grade 12 is permitted to use the sustained reading initiative as the daily warm-up. Grades 9-11 should adhere to grammar/mechanics-based warm-ups. Improvement in lesson plans was discussed. The discussion included: eliminating vagueness and ambiguity by adding specific activities with transitions from the beginning to the end of the block; augmenting lesson plans to show rigor, implement more student-centered activities, and align with SOLs and checklist (written, taught, assessed). The team leader reminded teachers to attach data analysis sheets to the lesson plan the week following the given assessment, attach summative assessments, and attach the checklist to the back of the lesson plans displayed in the classroom. Also, teachers should be sure to post lesson plans to the wiki. Technical problems with the wiki should be forwarded to the assigned IT person. Emergency plans for 1-3 days with a seating chart and/or roster need to be updated/created and submitted to the team leader and/or the office. Two team members are identifying seniors who need to retake the 11th grade SOL and provide and document their remediation content and strategies. The team leader requested a start date and remediation plan/schedule by the end of the week. Remaining grade level teachers are encouraged to assist in the remediation process and will help during the scheduled remediation times.

Computer Labs: The team discussed the need for 11th grade teachers to have 1st priority for the assigned English labs due to SOL preparation. Labs will not be available on September 25th, 2014. The team leader sent an invitation for teachers to accept the Google Spreadsheet with open lab dates and times; the invitation must be accepted prior to altering the spreadsheet. Blackout dates for labs are not set by the department and serve training purposes, benchmarks, etc., so plan accordingly.

Core Content Area Meetings were also discussed the meeting minute's requirement that will be documented and forwarded to team leader. The content meetings should focus on instructional/pedagogical strategies that will drive theoretical continuity and field-specific rhetoric from grade 9 through grade 12. Additionally, content areas should discuss how to best teach said material but focus on skill development within and outside of the content field, so students do not lose the real world 21st century connection/application—teach the skill and students can perform the task. The assistant principal in attendance reiterated writing as a priority and applauded the English team overall for submitting effective lesson plans. She discussed being prepared for administrator and/or district level evaluators coming to perform observations. She encouraged teachers to convey the importance of reading, writing, and speaking effectively. The team discussed our students' propensity to speak in the informal register, which does not align with an academic and/or vocational setting. The assistant principal offered to come and observe classes to help address consistent behavioral issues. She concluded with well wishes for the entire school year, the need to continue to collaborate as a team, and the proper chain of command when situations/needs arise. The English and Foreign Language department will present on "Leading with Optimism" (Chapter 11 Soup) in the faculty meeting on November 3, 2014. Team signed up for school correlate meetings. Upcoming Events were discussed. They included open house scheduled for Tuesday, September 23rd at 6:00 PM. Team members were reminded to support our PTA (\$5). Teachers were encouraged to support and push yearbook sales for all grade levels and to support the online implementation of the Norcom Newspaper to cut printing costs. The team leader announced that he will make supply deliveries this week.

09/5/2014, On September 5, 2014, The AFDA team met. The topics of discussion included the use of Technology, and Schoology. The team discussed having each student register in the correct course and also how students will use the technology at home and in class. Calculators – discussed walking students through the steps for putting Order of Operation problems in the calculator and introducing the STO key; Discussed the use of QR Codes in the classroom and their effectiveness; Lesson Plans (pacing and what has worked in previous years and what needs to be adjusted; activities and decided that cooperative learning groups are effective in the classroom, use of Kagan strategies to enhance student learning and to reduce monotony throughout the lesson, and uniformity in requiring every student to give an educated statement related to the lesson prior to leaving the class- this will serve as a verbal or written exit ticket.

Concerns from the team include: Several students are misplaced into AFDA and they should either be in Geometry or a higher level math, one student who passed Trigonometry and is enrolled in her class and he is bored, some students who have not taken Geometry at all. Geometry is a prerequisite for AFDA, and teachers have students that are currently enrolled in Geometry and AFDA in the same semester. The concern is that the students will get confused by taking multiple math classes simultaneously.

09/08/2014, On September 8, 2014, the History Department met. The agenda included. Week in review, II. Paperwork: Lesson Plans, Team Minutes, Observations, III. Computer lab, IV. Initiatives and House Keeping, V. Important Dates, VI. Questions, Comments, Concerns. All of the group members briefly discussed their feelings toward the first week of school and what worked in our lessons and didn't. The team leader reminded the team that very specific items need to be included in our lesson plans: for example, assessments need to be attached with lesson plans. Words such as "CFU," misconceptions, and prior knowledge are other items that should be a part of lesson plans. The times for each activity should be provided (i.e. Activity one takes twenty minutes). Plans should be visible within our classrooms in bins or folders clearly labeled lesson plans. She also mentioned that team minutes should be taken and sent to her weekly. Observations done by her will begin this coming Wednesday. The team was reminded that the wiki will be cleared of last year plans by Wednesday as well. If someone needs to use the computer lab, that individual must sign up through the team leader (especially for testing). The team agreed that they should create common assessments within our sub disciplines of social studies. The housekeeping issues we discussed following the computer lab included district support and schedule changes being final as of tomorrow. World one teacher mentioned that guidance and the administration are working on reducing the number of students in study skills classes to make teaching more manageable (going from 37 to 25 students). Team outings were discussed. The team is planning their first "historical walk of Portsmouth" outing facilitated by one of the team members. The history group that we will be presenting a portion from the soup book on April 13, 2014: Heat with Passion. Teacher leave needs to be done in advance. Teachers can call the assigned administrator, to put an emergency in Aesop. Note to self also: do not forget which correlate group you signed up for. Important dates from now until the end of September were mentioned.

09/04/2014, On September 4, 2014, the math department provided an overview of their meeting. The team is currently Teaching Midpoint, Distance, and Slope. A snapshot of pacing was discussed. This included continuation of midpoint, distance and slope. Subsequent weeks, in addition to using slope to verify whether two lines are parallel perpendicular or neither, include Week 3 teaching parallel Lines and transversals. Week 4 Logic, Week 5 Benchmark Testing Week Assessment. The first quiz on Midpoint and Distance is scheduled for Monday Sept 8th, 2014. In preparation for the first test on Midpoint, Distance, Slope, and determining whether two lines are parallel perpendicular or neither, each teacher will create 6 questions for the assigned topic so that the first test will be 30 questions. The assessment has 6 Slope questions, 6 Determining if two lines are parallel problems, 6 Distance Problems, 6 Midpoint problems, 6 determining if two lines are perpendicular problems. The team discussed types of questions that the 6 created questions should include multiple answer questions, short response questions, Hot Spot (Problems where students must plot the point) Drag and Drop type questions where students are completing manipulating a graphic organizer. Two team members talked about the different words that could be used for distance so that the students would be exposed to distance problems being asked in multiple ways. Also misconceptions were discussed. Many students do not know to do the distance when asked to find the diameter of a circle-(Many students are confused with how a problem asking for the diameter of a circle is a distance problem) Misconception that distance is always asked for instead of that sometimes it is implied that the distance formula must be used. Instructional Strategies discussed include: the use of graph paper with the concepts that are being taught

- Make sure that students understand that the distance formula and the Pythagorean Theorem can both be used to find the length of a segment. Several activities have been created by the specialist or found online that could be implemented into our unit on Slope, Midpoint, and Distance. Data Analysis is scheduled for completion after the quiz and the test next week. Question was raised about when interactive achievement would be up and running. The instructional specialist offered to remediate students that performed poorly on the assessment next Friday. The team extended kudos to the instructional specialist for coming in to help with instruction as well as planning

09/04/2014, On September 4, 2014, the Algebra II team met with the department chair. During this meeting there were several items discussed. These included:

Pacing, current working on factoring and the need for students to have a good foundation with factoring as it will be used in many other objectives. No assessments have been administered.

Instructional Strategies included: Several different methods of factoring presentation, students in previous years have preferred to use various methods for factoring (graphic organizers will be created where necessary). The instructor and the team leader discussed the different methods of factoring that the students will be able to choose from. Students hand factor before showing them how to factor using the TI - 84. Data Analysis will be done after assessment

09/4/2014, On September 4, 2014, lesson plans were submitted to assigned administrators, uploaded in

		<p>Wiki, and forwarded to department chairs. Feedback instruments are used to convey that components are included as prescribed. A continued comprehensive approach to instructional planning will ensure mastery of concepts taught and the needed for interventions.</p> <p>09/04/2014, On September 4, 2014, the Special Education department met with the director. The premise of the meeting included: IEP due dates, lesson plans, strategies, documentation chart provided and explained, questions and concerns from the department members were addressed. It was also emphasized the importance of IEP's being on time. When they are late we lose money. Standard Based IEP's - In order to get credit accommodation. Give Parent 2 weeks' notice before actual IEP meeting. 1 or 3, 2 or 3, check one or the other. Always Secondary Transitions. Lesson Plans are due by Friday morning. Inclusion teachers' plans will be housed uniformly and submitted to one contact person. The team leader will continue with the self-contained plans. The team also addressed Sept. IEP's and Transfer timelines and provided teachers with needed information.</p> <p>09/03/2014, On September 3, 2014, The World History I team shared individual lessons that worked well the first week of school. For example, one teacher had students make wanted posters or colorful posters (visual aids) to depict the Old and New Stone Ages. Classroom management tips were exchanged. The team agreed that the first test administered include information from both WHI.2 and 3. The team spent most of their meeting discussing prior assessment questions from last year to see which they wanted to keep and which we could throw out or recreate. The importance of data collection was emphasized to demonstrate student performance. This data is intended to help the team learn why students performed well or poorly, and give feedback on how the team needs to adjust their teaching.</p> <p>09/03/2014, On September 3, 2014, the SPED department met. The district director was in attendance. The agenda included IEP due dates, lesson plans, strategies, documentation chart provided and explained, Questions and Concerns were express about IEP's being on time. When they are late we lose money. Standard Based IEP's - In order to get credit accommodation. Give Parent 2 weeks' notice before actual IEP meeting. 1 or 3, 2 or 3, check one or the other. Always Secondary Transitions. Due dates for lesson plans were announced. Self-contained and inclusion plans are provided by designated staff. Addressed Sept. IEP's and Transfer timelines and provided teachers with needed information.</p>
	Task Completed:	11/20/2014
	0. All staff will utilize test bank items to develop test aligned with the taught curriculum.	
	Assigned to:	Team Leaders, Administrators
	Added date:	06/30/2014
	Target Completion Date:	09/30/2014
	Comments:	<p>09/24/2014, on September 24, 2014, staff members participated in sessions addressing the use of Interactive Achievement Series. The session addressed how to select items, share items, and identify the originator of the test.</p> <p>08/28/2014, on August 28, 2014, district wide concept area meeting were held. The use of Pearson and its association with power school were introduced. The presenters demonstrated how to develop test, collect and analyze data. Alignment of the curriculum was incorporated in the presentations.</p> <p>08/26/14, on August 26, 2014, during preservice week, staff members participated in a breakout session involving the use of interactive achievement. The data analysis conducted the session. The sessions were conducted by subject and involved the use of the data component.</p> <p>08/18/14, on August 18, 2014, members of the leadership team attended the district-wide school improvement conference. During breakout sessions, the team examined questions that were content specific to identify relevance and proper SOL formatted.</p> <p>Based on notification from the building principal and central office achievement series will no longer be used by the district. Staff members were encouraged to save test items in a test bank to be used for validity in assessments and data collection.</p>
	Task Completed:	11/21/2014

	0. The data analyst will assist staff with strategies for aggregating data to enable teams to identify strategies for intervention. Team leaders will facilitate team planning based on report data. DataCation will be used to identify trends and student performance.
Assigned to:	Data Analyst, SIT Chair, Team Leaders, Administrator
Added date:	06/30/2014
Target Completion Date:	09/30/2014
Comments:	<p>Data analysis is essential in differentiated instruction. Tier groups will be benefited from planning conducted through the use of data. Data will be readily available using DataCation.</p> <p>09/21/2015, On September 21, 2015, the administrative team and SIT chair met to examine the status of the school improvement plan and to develop strategies to meet school improvement needs as suggested by the district level liaison.</p> <p>03/11/2015, On March 11, 2015, the data analyst emailed team leaders requesting projections for second semester so that we can reach our ultimate goal. The AP came up with some pass numbers for each teacher that will get us to our goal. A "forecast" file was provided to see how many "passes" are needed. As an example, an "ALL science students" file was crafted to identify students. A key of Highlights was provided as follows: Red = probable fail; Yellow = possible pass and Green = probable pass The green + yellow adds up to your target pass number.</p> <p>02/05/2015, On February 5, 2015, the English 11 team met. During the meeting, the following were discussed: Dates for the Writing SOL have been set for 2 March (multiple choice/ TEI), and 4 March (short paper). The team is still compiling data from the MC Diagnostic; however, data are showing trends that the 12th grade retesters are performing lower than the 11 graders who will be for the 1st time. Inclusion class has a few students who are beneath the 50% mark. But most are getting between 21 and 22 out of 30 of the items correct. One teacher's writing diagnostic is revealing that most students are composing essays that would be assessed at a 2 via the VDOE rubric. Students are having issues with choosing an audience, and wish to argue BOTH sides of the argument as opposed to choosing a position to argue. Additional data show a lack of awareness of subject-verb agreement, sentence combining, and revision strategies. A staff member discovered Writing with Power resources for both composition and language skills practice that were haphazardly placed in the bookroom. We will use these resources to create assignments, assessments, and remediation packets. Two staff members' students will compose the diagnostic essay on Friday, February 6. The team will reconvene on Tuesday, Block 2 to discuss the written components. Action Items include: Each teacher will utilize the computer labs HEAVILY since we are short on time to prepare; The 2005 released Writing test will be used as a post-diagnostic/preliminary benchmark. The test will be administered via Interactive Achievement for the purposes of easy data analysis; The EOC Writing tests on IQ Poquoson will be utilized for in-class practice and remediation as it will keep a percentage so that the students can be assessed; The team will use ChompChomp.com's interactive activities to reinforce grammatical and mechanical concepts; Being that we are short on time, much of the writing process must be assigned as homework. Students will deconstruct 10 prompts per week (2 per day) leading into the testing period so that they will gain familiarity with each prompt. Plans for Week 2, Semester 2 will tackle: Commas, Comma splices, fused sentences, run-ons, fragments, Subject-verb agreement (simple, compound, compound with correlating conjunctions, agreement with compound subjects when one subject is singular and one is plural, Apostrophes, Sentence combining (revision for clarity, and practice with multiple punctuations, Essay prompt deconstruction, and Thesis sentence formulation.</p> <p>02/04/2015, On February 4, 2015, the English 12 team met. During this meeting, the following were discussed: Type of Assessment/Data; Weekly Assessment; Benchmark Test; Diagnostic "exam" and SOL. Assessment/Data Discussion: Students will take their Beowulf test next week. The team has begun Anglo-Saxon literature and have taken some sample work from students, which indicates some weaknesses in writing and reading comprehension; some students must retake the English SOL.</p> <p>Plan of action: Specifically at this time, there is remediation being offered for the SOLs and make-up work to help ensure senior student graduation, as well as: referrals to and feedback from resource teachers; after school one-on-one help; frequent remediation/review in class; practice exams and quizzes; contact with guidance and graduation coach.</p> <p>Lesson Planning/Pacing addressed SOL: 12.4, 12.7, and 12.6 and Strand: Objective: Comprehend literature and express perceptions in writing 12.5, 12.6, 12.7. Writing, reading literature Comprehension, appreciation,</p>

discovery, enjoyment of literature; ability to process information, synthesize, and communicate one's unique response. Instructional Strategies addressed were: Model reading and working out context clues; writing to support analysis and opinion; discussion, review of literary terms and vocabulary written and oral responses to recall and analysis questions; research and creative work in response to literature. Quizzes, tests, writing. Steps to Improve Student Learning included: Frequent review, building on previous material, frequent quizzes and discussion. One on one or small group sessions as needed.

The department chair reminded the team members to hold their team meetings weekly, going into the Spring Semester and to email her the minutes of the meeting. She reminded them of the items that should be discussed within the meetings; hold Meetings According to Schedule; Data Analysis of common assessments. The department chair emphasized that since one of the district specialists spent the time to upload assessments onto Interactive Achievement, that the teams should be taking those common assessments. One of the team members asked what to do should the subject team find an uploaded test to be insufficient. The Department chair responded that if the team finds that a test does not meet their requirements then they are free to upload their own test onto interactive achievement, but all teachers in the team must use that test. There were discussions of how to address weak strands; semester calendar and Activity/Enhancement Sheet. The chair asked that each subject team collaborate on two pieces of documentation (attached below) in their team meetings. The first is a semester calendar to indicated when the teachers will be teaching and testing their students, and to give the chair dates to sign teachers up for the lab. The second, an activity/enhancement sheet listing all of the activities and review activities that they do, can, and/or will use in their classes this semester. The purpose for this documentation is to streamline the amount of paperwork that the department must gather per team for future governance meetings.

1/05/2015, On January 5, 2015, the data analysts, department chairs and guidance director presented data for tier groups of students. Department Chairs shared the interventions being employed to assist tier groups of students. The revised lesson plan format will discussed with samples. The revisions were based on the recommendations from VDOE. Departments will discuss this revision during departmental meeting on January 12, 2015.

12/16/2014, On December 16, 2014, the data analysts shared with the leadership team that data from the 13.5 benchmark tests will be provided upon completion of all testing. The data will be used to aid in interventions and remediation efforts for students. Schedules by discipline have been published and students are engaging in remediation treatments.

12/15/2014, On December 15, 2014, the special education chair submitted a special education strategy report designed to ensure that student needs are met by subject and by teacher. Special Education Strategy Report included:

English 11 Inclusion:

controlled vocabulary, check for student attention, visual and word association, comprehension check, clarify requests, teacher-student interaction, student-student interaction, review main topic and key vocabulary; scaffolding, vocabulary emphasis, error correction through modeling, use a variety of question types, visual and word association; scaffolding, vocabulary emphasis, pre-writing activities precede writing activities, comprehension checks, review main topics and key vocabulary

World History/Study Skills 1A

Graphic Organizers, note sheets, study guide fact sheets; organized notebook; Note sheets, study guides, fact sheets; one on one model; highlight key words

World History/Study Skills 2A

Graphic Organizers, note sheets, study guide fact sheets, highlight key words, chunking; one on one model

World History/Study Skills 3A

Graphic organizers, note sheets, study guide fact sheets; note cards, highlighted information, chunking information; model, personal cue; index card notes

US / VA History: Block 1

- Flash cards with important dates and events, Battle Foldable, Venn Diagrams to compare and contrast, Graphic Organizers.

US / VA History: Block 3

Timeline, Foldable, Flash cards, graphic organizers, question and answer(QAR),Policy matching, Graphic Organizers, QAR; Venn Diagrams, Brainstorming, Word Wall

US / VA History: Block 4

Word Wall, Venn Diagram, Foldable; QAR, Flash Cards, Brainstorming, Policy Matching; Timeline, Graphic Organizer; Graphic Organizers, QAR, Foldable of events

World History I Inc. Block 1

Review Targeted Test Questions, Monitor Attendance, Coach Book (Review) supplemental remediation, One-on-One direct teaching, Close Proximity, Differentiated Instruction, Graphic Organizer

World History I (Inclusion))

Review Targeted Test Questions, Coach Book (Review) supplemental remediation, Differentiated Instruction

Monitor Attendance, One-on-One direct teaching, Close Proximity, Differentiated Instruction

Geometry: Block 1

Student developed glossary: Students keep track of key content and concept words and define them in a log or series of worksheets that they keep with their text to refer to.

Reinforcing math skills through games: Using games to follow-up a lesson in order to reinforce learned skills and use the skills in another context. (Kagan Strategies); Reciprocal peer tutoring (RPT) to improve math achievement: having students pair, choose a team goal to work toward, tutor each other on math problems, and then individually work a sheet of drill problems. Students get points for correct problems and work toward a goal.

Students generate word problems: Have students create word problems for a specific math skill. Through the construction of a problem the students learn what to look for when solving word problems they are assigned.

Geometry: Block 2

Student developed glossary: Students keep track of key content and concept words and define them in a log or series of worksheets that they keep with their text to refer to.

Reinforcing math skills through games: Using games to follow-up a lesson in order to reinforce learned skills and use the skills in another context. (Kagan Strategies); Reciprocal peer tutoring (RPT) to improve math achievement: having students pair, choose a team goal to work toward, tutor each other on math problems, and then individually work a sheet of drill problems. Students get points for correct problems and work toward a goal; Students generate word problems: Have students create word problems for a specific math skill. Through the construction of a problem the students learn what to look for when solving word problems they are assigned.

Geometry: Block 4

Student developed glossary: Students keep track of key content and concept words and define them in a log or series of worksheets that they keep with their text to refer to.

Reinforcing math skills through games: Using games to follow-up a lesson in order to reinforce learned skills and use the skills in another context. (Kagan Strategies)

Reciprocal peer tutoring (RPT) to improve math achievement: having students pair, choose a team goal to work toward, tutor each other on math problems, and then individually work a sheet of drill problems.

Students get points for correct problems and work toward a goal.

Students generate word problems: Have students create word problems for a specific math skill. Through the construction of a problem the students learn what to look for when solving word problems they are assigned.

Algebra Skill Building – Block 1

Peer Assisted Learning Strategy (PALS), Reciprocal Teaching, Visual Print, S.T.A.R. Strategy for Problem Solving, Group Learning, Solve IT; Peer Assisted Learning Strategy (PALS), Visual Print, S.T.A.R. Strategy for Problem Solving, Group Learning, Teach one concept or activity component at a time, Teach one step at a time to help support memorization and sequencing, Teach students in small groups, or one-on-one, if possible, Always provide multiple opportunities to practice skills in a number of different settings, Use physical and verbal prompting to guide correct responses, and provide specific verbal praise to reinforce these responses; Group Learning, Graphic organizers, Peer Assisted Learning Strategy (PALS), Schema-Broadening Instruction, S.T.A.R. Strategy for Problem Solving, Explicit Instruction, Use of heuristics, Student verbalization of their mathematical Reasoning, Range and

Group Learning, Graphic organizers, Peer Assisted Learning Strategy (PALS), Schema-Broadening Instruction, S.T.A.R. Strategy for Problem Solving, Explicit Instruction, Use of heuristics, Student verbalization of their mathematical Reasoning, Range and Sequence Examples, Using visual representations

Algebra Foundations: Block 1

cooperative groups work, modeling, cueing; emphasize key words, cooperative group work

1 on 1 POD clarity, show how to use multiplication chart for factors & multiples, peer tutoring, cooperative group work; Check for understanding on POD and journal; remind to stay on task and on topic daily, cooperative group work

encourage to do 1 or 2 problems and to come to class

cue expected behaviors, encourage to do small amounts of work

Algebra Foundations: Block 2

Modify difficult problems, chunk, visual cues; check for understanding on POD and Journal

Algebra Foundations: Block 3

guided repetition, calculator function review, check for understanding of daily task directions, mnemonic strategies, candy rewards for academic progress; cooperative group work, cue expected behavior

check for understanding on POD and Journal; Encourage to do 1 or 2 problems and to come to class

11/12/2014, On November 12, 2014, the data analysts provided a sample data analysis form highlighting the steps to check for understanding. The form identifies SOL objectives, the number of students tested, the

		<p>number and percentage passed and failed along with the class average. The item analysis identifies the questions and strands that students were unable to answer with the intended degree of mastery. A request to identify factors that may contribute to student misconceptions and citation of the plan to address weakness is required.</p> <p>10/27/2014, On October 27, 2104, the data analysts presented a data analysis sheet that will be used to identify misconceptions and to determine remediation needs for students. The report will included Assessment (Steps to check for understanding) for formative and summative assessments.</p> <p>Data Analysis will be by block, number of students tested. Those who pass and failed and percentages of each. An Item Analysis will be used to identify the questions and strands that students were unable to answer with the intended degree of mastery. Additionally, identify factors that may contribute to students' lack of success in those areas. An outline of how the areas of identified weakness will be addressed.</p> <p>10/14/2014, On October 14, 2014, the data analysts reported that student Exam Grade Sheets have been given out to all core teachers by Department Chair for 1st Unit Assessment and/or 4.5 Benchmarks. All bubble students have been identified and their Test Response Reports have been printed and given out to all core area teachers. Bubble students were identified as follows: (1) Students scores are sorted high to low, (2) Top 70% of students are identified, (3) Score of the bottom student within the 70% is identified; if less than 50, all students above less than 50 are bubble students. We were reminded to take a good look at item analysis questions and try to identify why students missed that question and gives us a chance to clear any misconceptions</p> <p>09/20/2014, On September 20, 2014, the building principal emailed department chairs. The correspondence asked chairs to discuss the following during the next departmental meeting:</p> <p>Professional development - within all meetings PTA Open house - Classroom presentation of information/attendance; upcoming benchmark testing schedule, preparations, remediation cut scores and plans Continued documentation of data analysis; begin to compile needed data of number of students tested and percentage passed to keep up with anticipated scores for end of course, AMO's etc., and needed remediation; compile names for Datacation (Identification of Targeted Students; continue team meetings according to schedule (Expect Visitors);grading and power school; upload lesson plans to WIKI; 90 Minute lesson plans that include components to last the entire 90 minute block (witnessing too much down time at the end of class periods) Suggestion: 30, 30, and 30 minute of activities to break up the block. Time should be indicated within lesson plan; utilize lesson plan clear binder with DAILY/Weekly Lesson Plan only, all past plans should be within lesson plan binder and placed in a visible place for visitors; increase use of technology; book-Study Faculty Meeting Preparation - Soup and or Discipline Presentation; implement Instructional SWEEPS, provide feedback to your departments (Bring documentation to conference room. In addition, the memo addressed: release of Block 4 - DO NOT RELEASE STUDENTS PRIOR TO DISMISSAL; Homecoming Departmental Floats, Pep Rally, and share with new teachers the anticipated abbreviated schedule; procedures to report absences and contact information; Emergency lesson plan submission; homework. It was noted: Some of you have very quick meetings, please know this is a time where dialogue and transfer of information should take place and be evident within your minutes. Your meetings should be at least 1 hour if not more.</p> <p>9/04/2014, On September 4, 2014, the data analysis modified the lesson plan format to include Summative Assessment Data. The user-friendly template was provided and included pass percent by block and total pass percentage.</p>
	Task Completed:	10/12/2015
	0. All classrooms will be monitored through classroom informal and formal observations. Staff will be given an orientation on the use of PD360 in the instructional observation process.	
	Assigned to:	Team Leaders, Administrators
	Added date:	06/30/2014
	Target Completion Date:	09/30/2014
	Comments:	11/26/2104, On November 26, 2014, the SIT chair confirmed with the assistant principal that classroom are monitored using the PD360 instrument. The prescribed procedure is followed and used to give support and feedback to staff.

		<p>10/6/2014, on October 6, 2104, during staff meeting, the assistant principal provided an updated on instructional look fors. Based on a conference attended and in preparation for the academic review, specific look fors will be domains 1 and 3 as endorsed by VDOE. Staff members were advised to review the instrument.</p> <p>08/27/2014, On August 27, 2014, faculty handbooks were distributed to include an outline of classroom observations and expectations.</p> <p>A review of expectations and the use of the evaluation instrument will be reviewed with staff during preserve and departmental meetings.</p>
	Task Completed:	11/26/2014
		0. By August 30, 2014, the data analysts and building administrator will present and discuss performance data at Norcom's faculty meeting.
	Assigned to:	Data Analyst, Team Leaders
	Added date:	06/30/2014
	Target Completion Date:	08/30/2014
	Comments:	<p>10/16/2014, On October 16, 2014, team leaders presented data relevant to their department during governance meeting.</p> <p>08/25/2014, On August 25, 2014, data from 2013-14 were shared with the by team leaders and the graduation coach with the staff. Trend data were shared by an assistant principal.</p> <p>08/20/2014, On August 20, 2014, leadership team members presented on 2013-14 student and school performance by discipline and graduation index. An assistance principal conveyed 3-year trend data. Opportunities for enhanced performance was discussed by the team.</p> <p>Data analysis from 2013-14 student SOL Testing will be discussed with staff.</p>
	Task Completed:	10/16/2014
		0. Team leaders will ensure that staff members: <ul style="list-style-type: none"> a) have a test bank b) Use data to modify and add questions in tests bank
	Assigned to:	Team Leaders, Administrators
	Added date:	06/30/2014
	Target Completion Date:	08/30/2014
	Comments:	<p>11/20/2104, On November 20, 2014, the school leadership team met with the governance team. During this meeting specialist and team leaders confirmed the use of Interactive Achievement and its effectiveness in data collection to enable staff to identify misconceptions of the curriculum as well as appropriate pacing. Moreover, the specialist and outside resources enhance the success of students through sound remediation and interventions based on test results. Pearson assessment instruments are used and help to identify areas of student weakness as well as strengths.</p> <p>11/18/2014, On November 18, 2014, the district wide school improvement team convened. Data were presented that provided trends and patterns district wide. Norcom was timely in testing and analyzing data. The results are used to drive intervention strategies and opportunities to foster the success of students on track for advanced proficiency.</p> <p>11/6-7/2014, On November 6-7, midterm examinations were administered to students. The test bank was utilized to develop uniform assessments. Data were collected and prepared for presentation to the leadership team and subsequently the governance team.</p>

		<p>08/27/2014, On August 27, 2014, district wide discipline meetings were held. During these meeting, presenters demonstrated the compatibility of Pearson and power school with regards to curriculum alignment and test construction.</p> <p>08/26/2014, On August 26, 2014, the data analysts conducted a breakout session on Interactive achievement. The sessions were discipline specific.</p>
	Task Completed:	11/20/2014
		<p>1. EE2.02 - Instructional staff members will regularly analyze assessment data for instructional planning. (2505)</p> <p>The data analysts will provide support to staff members in retrieving data from Achievement Series and adding items to test banks in order to provide prompt intervention and support for students and professional development needs for staff.</p>
	Assigned to:	Administrators, Nason, Team Leaders, graduation co
	Added date:	02/10/2014
	Target Completion Date:	04/30/2014
	Comments:	<p>EE2.02 - Instructional staff members will regularly analyze assessment data for instructional planning. (2505)</p> <p>04/10/2014, On April 10, 2014, the governance team met. During this meeting, the consensus was to provide evidence that team meeting are data focused. The division level data analyst suggested that close attention be given to interventions provided to support for "bubble" students based on the report given by team leaders.</p> <p>03/11/2014- On March 11, 2014, the data analysts reported that achievement series is being used to identify students with passing scores of 60%. "Bubble Kids" were identified and offered individualized remediation by teacher and by strand. Classes with 60% or lower scores on specific strands had warm up activities that include questions related to strands that students had difficulty with. The Data analysts worked with the math department to develop a test bank of questions that can be used in achievement series to add ease in assessing strands, collecting data and providing intervention and supported based on informed and solid data.</p> <p>03/06/2014- On March 6, 2014, the instructional staff submitted lesson plans with assessments attached and data analysis. Science submitted an analysis and students with groups by subject and strand in datacation. Other department data forwarded and keyed into DataCation.</p> <p>02/20/2014 - On February 20, 2014, the instructional staff submitted assessment analysis with lesson plans for review by team leaders and administrators. The data was used to provide instructional support for tiered groups of students.</p> <p>02/17/2014 - As of February 17, 2014, based on the established Essential Actions prescribed through April 2104, smart goals served as a framework to concert efforts made by staff and specialists to ensure that data are the nucleus for instructional planning and delivery.</p>
	Task Completed:	04/30/2014
		2. Create an item bank and create questions in banks.
	Assigned to:	Administrators, Nason, Team Leaders, Teachers
	Added date:	02/18/2014
	Target Completion Date:	04/30/2014
	Comments:	EE2.02 - Instructional staff members will regularly analyze assessment data for instructional planning.

ts:	(2505) 03/24, 2014, the data analysts provided a site for quick reference to test questions to assist with instruction and student assessments. As directed, an assessment data analysis will be attached to assessments and submitted to the building instructional leader assigned to the discipline along with the weekly lesson plans. Achievement Series and data analysis was presented and discussed at Norcom's faculty meeting. Prior to the February 3, 2014, staff will:
Task Completed:	04/30/2014
3. Utilize Achievement Series to develop test that align with the taught curriculum.	
Assigned to:	Administrators, Nason, Team Leaders, Teachers
Added date:	02/18/2014
Target Completion Date:	05/30/2014
Frequency:	weekly
Comments:	<p>EE2.02 - Instructional staff members will regularly analyze assessment data for instructional planning. (2505)</p> <p>06/02/2014, On June 6, 2014, the data analyst requested staff to save their test banks from achievement series as this resource will no longer be available in the next school terms. Assistance was offered to staff members who incurred program saving their banks.</p> <p>5/08/ 2014, On May 8, 2014, during School Governance meeting, team leaders reported on systematic use of data to drive instructional planning. Emphasis was placed on team wide enforcement. Confirmation of this approach was conveyed by district level administrators based on observations.</p> <p>4/28/20014, On April 28, 2014, during department meetings, teams discussed assessment analysis and how data would be used to reinforcement implementation of remediation plans.</p> <p>4/25/2014, On April 25, 2014, the SIP chair and data analysts met. Based on observations and data collected, weekly assessments using achievement series and data collection has become routine. It was decided that continuous monitoring will be conducted and should reflect in instructional observations and lesson plans.</p> <p>04/10/2014, on April 10, 2014, the data analyst, social studies and math chairs confirmed that achievement series and questions in SOL format along with identified strands that lack mastery are used to assess student mastery. These questions are used as warm up activities, homework, remediation, and for reteaching.</p> <p>04/07/2014, on April 7, 2014, the data analyst met with the special education chair and social studies inclusion teacher. The purpose of the meeting was to demonstrated efficient and effective use of achievement series for assessing and analyzing student achievement.</p> <p>03/31/2014, On March 31, 2014, a testing calendar was distributed to staff for midterm testing. Computer labs were reserved for core area testing using achievement series. The window is April 2-4, 2014.</p> <p>03/28/2014, On March 28, 2014, assigned administrators received feedback from teachers identifying what strategies they employed to address weak strands identified from benchmark testing results.</p> <p>02/20/2014 - Lesson plans were submitted with data analysis. Feedback identified the need for any additional professional development in use of Achievement Series.</p> <p>As directed, an analysis was attached to assessments and submitted to the building instructional leader assigned to the discipline along with the weekly lesson plan.</p>
Task Completed:	06/16/2014
4. Utilize the data analysis feature associated with Achievement Series to aggregate data to enable teams to identify strategies for intervention as well as identify successful techniques to be reported and used for planning and	

	preparation during common team planning.	
	Assigned to:	Administrators, Nason, Team Leaders, Teachers
	Added date:	02/18/2014
	Target Completion Date:	05/30/2014
	Comments:	<p>EE2.02 - Instructional staff members will regularly analyze assessment data for instructional planning. (2505)</p> <p>06/02/2014, On June 6, 2014, the data analyst requested staff to save their test banks from achievement series as this resource would longer be available in the next school terms. Assistance was offered to staff members who incurred program saving their banks.</p> <p>5/08/ 2014, On May 8, 2014, during School Governance meeting, team leaders reported on systematic use of data to drive instructional planning. Emphasis was placed on team wide enforcement. Confirmation of this approach was conveyed by district level administrators based on observations.</p> <p>4/28/20014, On April 28, 2014, during department meetings, teams discussed assessment analysis and how data would be used to reinforcement implementation of remediation plans.</p> <p>4/25/2014, On April 25, 2014, the SIP chair and data analysts met. Based on observations and data collected, weekly assessments using achievement series and data collection has become routine. It was decided that continuous monitoring will be conducted and should reflect in instructional observations and lesson plans.</p> <p>04/07/2014- on April 7, 2014, the data analyst met with the special education department chair and inclusion teacher to review the use of achievement series in social studies. During this meeting the analyst demonstrated how to identify student performance by strand.</p> <p>03/11/2014, On March 11, 2014, the data analysts presented a excel spreadsheet on student data. The data source was achievement series. The data analysts presented aggregated data that was used to generate discussion to help identify successful strategies for student intervention. The data presented was intended to be used within departments during team planning.</p> <p>02/20/2014 - On February 20, 2014, based on lesson plans submitted, feedback was provided by team leaders and administrators to identify levels of student mastery and provide suggestions for continued interventions.</p> <p>As directed, an analysis should be attached to assessments and submitted to the building instructional leader assigned to the discipline along with the weekly lesson plans.</p>
	Task Completed:	06/16/2014
5. Teachers will include an assessment analysis, for classroom created tests, that makes inference as to why content was mastered or missed and rationale for students assigned to academic interventions.		
	Assigned to:	Blunt and Nason
	Added date:	02/21/2014
	Target Completion Date:	06/30/2014
	Comments:	<p>EE2.02 - Instructional staff members regularly analyze assessment data for instructional planning. (2505)</p> <p>02/21/2014 - This task has been moved from EE3.03 to EE2.02 as it was duplicated.</p>
	Task Completed:	02/21/2014
Implement	Percent Task	

	Complete:	
	Objective Met:	10/12/2015
	Experience:	10/12/2015 The experience strengthen the professional learning community. Moreover, it provided a framework for planning and preparation to meet the diverse needs of students.
	Sustain:	10/12/2015 Collection of data systematically and documented discussions among teams members to ensure that misconceptions are addressed and differentiation of instruction is observed.
	Evidence:	10/12/2015 Evidence of data driven decisions are reflected in team notes and instructional planning.

Eight Elements of High School Improvement

Teacher Quality and Professional Development

Indicator	EE3.03 - Professional development is job-embedded, ongoing throughout each school year, and aligned with school and division improvement initiatives.(2509)		
Status	Objective Met 2/21/2014		
Assessment	Level of Development:	Initial: Limited Development 11/08/2012	
		Objective Met - 02/21/2014	
	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:	On August 27, a professional development calendar was distributed to staff. The calendar provides a systematic and strategic outline of professional development for the school term. Professional development activity is relevant to the school's individual and collective needs. The alignment of the school's calendar compliments the district's professional development calendar. PD360 is utilized to support and sustain growth. Equitable opportunities are afforded to staff to participate in professional development opportunities.	
Plan	Assigned to:	Blunt MeChelle	
	How it will look when fully met:	A systematic and rigorous professional development program will become the norm to enhance the knowledge and skills of staff. Professional development will be ongoing, engaging, structured, and applicable to fostering student success. Professional development will be comprehensive and provide continuous learning opportunities that yield sustained classroom-focused practices that will positively impact classroom instruction and teacher performance.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Review and assess professional development activities using survey evaluation instruments.		
	Assigned to:	Mechelle Blunt, Shelly Nason	
	Added date:	11/08/2012	
	Target	06/30/2013	

	Completion Date:	
Comments:	<p>On November 18, 2013 a survey was issued to staff members to assess the professional development opportunities at Norcom. The results have been analyzed and shared with staff members when directed by the building principal.</p> <p>On September 30, 2013, the professional development correlate discussed the current format of PD. The consensus is to survey the staff to see how the format can be reorganized to meet the specific needs of staff by discipline. Also, more hands-on and the creation of take away fostered greater buy in to PD and enhance the effectiveness and implementation within departments and classroom.</p> <p>On October 31, an electronic evaluation instrument was used to evaluate the effectiveness of the school wide professional development activity.</p> <p>On May 31, an electronic evaluation instrument used administered to evaluate the effective of the school wide professional development activities held through the school term. The results used as a framework for planning and implementing activities to enhance professional growth and sustained effective use of strategies and practices to foster student success.</p> <p>On June 3, In lieu of an electronic survey, the administrative team provided opportunities for written feedback to be collected from staff. Information was compiled and presented to staff.</p>	
Task Completed:	06/03/2013	
2. Provide training for staff in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricular.		
Assigned to:	Shelly Nason	
Added date:	11/08/2012	
Target Completion Date:	01/30/2013	
Comments:	<p>On February 11 2014, the leadership team updated on school wide effective and efficient use of data derived from Achievement Series.</p> <p>On October 21, the professional development correlate team met to prepare for the staff development day. It was suggested to the members to come up with activities that would refresh knowledge concerning Kagan strategies, TESA, or the Indistar. It was proposed to have an activity that would show teachers how to incorporate TESA strategies into the lesson plans. In order to extend the application activity, Ms. Strickland suggested the use of a walkabout sheet. Teachers would visit each other classrooms and observe how each other utilized the TESA strategies and notate it on the walkabout sheet. The teachers would discuss the walkabout sheet with each other to provide feedback. The walkabout forms could them serve as evidence for the Goals Binders.</p> <p>The concern of the staff development day then turned to the organization of the development session. Questions arose about whether the development session should be one group, begin with one group and then move to breakout sessions, or breakout sessions alone. It was the general consensus from the members that breakout sessions should be utilized in some form. Options for the breakout sessions included a blocked rotation of four 30-minute sessions by topic, a group session followed by breakout sessions by topic, or breakout session by department.</p> <p>Should the breakout sessions be utilized, the members then made suggestions on what the topic of the breakout sessions should be. Suggestions included refreshers on Kagan, TESA, or Indistar and training on Achievement Series, Edmodo, and Remediation. Based off notations made from the previous meeting and the opinion of the members, it was determined that the focus of the development day should focus on remediation binders and strategies.</p> <p>During the remediation themed development, departments would meet and go through the process of remediation including being shown how to properly assemble and utilize the remediation binders, how to pull data, defining and placing students into tiers, developing new remediation strategies, how to tier strategies. Organizing the development in this way would allow teachers to take something concrete back with them. In particular, teachers would be able to design, tier, and tailor remediation activities completely for their specific needs during the session, rather than being presented with surface-level examples.</p>	

		<p>In order to ensure that the development reaches all instructors, it was noted that the elective and special education teachers must be included in core department sessions. The elective teachers must be included in the process and develop strategies that they may use in their classrooms such as Fan-N-Pick, etc. Teachers would have more than enough material and activities to cover in the two hours allotted for the development session. Ms. Smith asked each of the members to email their suggestions on how the flow of the day should look.</p> <p>On October 31, a group breakout session on the use of Achievement Series was presented. A follow up session was conducted to ensure mastery of the program's effective and efficient use to broaden the use of valid student data and to access student readiness for SOL testing.</p> <p>On February 13, the science chair participated in a PD on questioning techniques that require rigor. Plato training was offered to English teachers. These sessions were coordinated by division specialist</p> <p>On May 20, an appeal was made by the building principal for leadership team members to present on topics during preservice week. The use of technology would be incorporated in the inservice training opportunities.</p>
	Task Completed:	02/14/2014
		3. Structure professional development activities that are scientific and research-based to increase the knowledge and teaching skills of staff.
	Assigned to:	Sanderlin, B. Smith, Blunt
	Added date:	11/08/2012
	Target Completion Date:	06/30/2013
	Comments:	<p>On August 23, 2013 staff members were introduced to "Training Camp" The eleven traits were highlighted during each staff professional development throughout the school term. Kagan, SURN and TESA strategies were presented by selected leadership team members.</p> <p>On September 30, 2013 the professional development correlate met to discuss and outline professional development needs of the staff.</p> <p>On October 30, 2013, based on the recommendation of the school's professional development correlate team's recommendation, departments assembled to construct remediation binders that reflect specific objectives, skills and research based strategies to address student needs. The remediation plans reflect tiered level student support.</p> <p>On September 10th and 24th, department meetings were held at which time content specific professional development was facilitated by designated team members during regularly scheduled departmental meetings.</p> <p>On September 26, district level curriculum specialists conducted content specific professional development within departments.</p> <p>On October 1 and November 5 faculty meeting was held during which time, professional development focused on Special Education and Mathematics respectively. Instructional strategies that foster heighten student engagement and rigor were the foster of the presentations made by staff members.</p> <p>On October 15th and 29th, departmental meeting were held at which time content specific professional development was facilitated by designated team members.</p> <p>On December 17 Rhonda Bowman, Kelly Short-Fuller, Candice Square-Miles, Arlene Wood, and MeChelle Blunt met to review the feedback from the professional development portion of the survey administered to staff. It was decided that we would recommend that concerted efforts continue with the theme raising the bar with rigor in instruction using best practices. Based on the level of enthusiasm shown by staff and the heighten use of strategies and practices gained from professional development presentations done by staff, it is recommended that we continue with the presentations done by staff members who attend external professional development as directed by the building principal. After viewing the video on Professional</p>

		<p>development located at http://www.pd360.com/index.cfm, it was decided that each committee member would be responsible for identifying PD360 video clips. Staff members viewed the clips and answered follow up questions to generate dialogue within and among team members. The suggested monthly schedule for second semester is as follows. The Professional Development team submitted their topics and publicize the information to team leaders upon approval from the building principal.</p> <ul style="list-style-type: none"> • January 25 • February 22 • March 29 • April 26 • May 24 <p>On February 4, a handout on Differentiation of instruction was created and prepared for distribution to instructional staff. It will serve as a ready reference to help in lesson preparation and instructional delivery. On March 18th, the professional development correlate committee met to discuss professional development for staff. The consensus of the committee was to create a document that is user-friendly for staff and available to provide continuous support for the implementation of instructional strategies and practices that will foster student achievement. The compilation of this document is being developed and will be incorporated in the year end assessment of professional development offerings.</p> <p>On April 9, the CTE department presented on Instructional strategies that fostered team work and differentiated practices.</p> <p>On May 6, the library/media staff and guidance departments presented on instructional practices that encourage research and reading.</p> <p>On June 3, the climate committee reported on efforts to sustain a safe and orderly environment conducive to student success and achievement.</p>
	Task Completed:	06/03/2013
	4. Participate in district-wide content specific professional development activities.	
	Assigned to:	Shameka Pollard
	Added date:	11/08/2012
	Target Completion Date:	06/30/2013
	Comments:	<p>On August 23, 2013, staff members were provided a list of professional development activities by district, discipline, and school. The established format from previous terms was followed. Documentations should be filed in professional goal binders. Yearlong calendars reflect the time and dates designated for professional development have been distributed. Staff members participate in professional development prescribed by district level directors.</p> <p>On October 30 and November 4 staff members participated in staff development designed to address objectives TA01-03 and remediation binders. The inservices activities were inclusive of interdisciplinary teams.</p> <p>August 21-24, novice teachers and those new to the district participated in a new teacher institute.</p> <p>August 27-31, staff participated in district-wide professional development activities.</p> <p>June 14, 2014 staff members have documented participation in school wide professional development activities. Sign in sheets and certificates were awarded to each staff members.</p>
	Task Completed:	09/30/2013
	5. Provide opportunities for teachers to share their strengths with other teachers. All staff are required to participate in professional activities that are prescribed by the district and school. Establishing a framework of opportunities based on relevance, suitability, and alignment with school and student needs will enhance the utilization of teacher skills and their resources. Increasing opportunities for faculty to share their talents and skills will foster a culture of shared	

	responsibility, heighten levels of accountability, and encourage continuous professional growth.
Assigned to:	Sanderlin, B. Smith, Blunt
Added date:	11/08/2012
Target Completion Date:	06/30/2013
Comments:	<p>On January 6, 2014, staff members were introduced to updated expectations and look fors in instructional lesson plans. Emphasis was placed on rigor, relevance, timeliness, and routine. Verb use, student engagement, differentiation of instruction, and remediation should be reflected in keeping with VDOE and district requirements.</p> <p>During August 2013, preservice week, dates were provided that professional development would be offered throughout the school term. This includes departmental meetings and staff meetings. Weekly updates at a glance remind staff members of opportunities to develop and share strengths.</p> <p>During the first quarter, several staff members have participated in outside professional development activities.</p> <p>On October 31, strategies and practices learned from participation in the William and Mary SURN professional development workshops were presented. Participating staff members were given opportunities to share strategies during department and faculty meetings.</p> <p>Additional opportunities are being afforded to staff to participate and share professional development offered through external sources.</p> <p>On November 5, Special Education staff members presented rules from the English bus. English and History Team members presented on professional and instructional strategies.</p> <p>On December 3, Staff members who are SURN participants presented during staff meeting instructional strategies learned from their participation in workshops at William and Mary. Staff members who participated in a separate workshop on Kagan Strategies provided an overview and activity on those strategies.</p> <p>On January 7, the Science Department presented on research-based instructional strategies. Foreign Language and Physical Education highlighted rules from the energy bus.</p> <p>On February 4th, during staff meeting, elective teachers presented instructional techniques and strategies utilized in their subject areas. The science department focused on tips 9 and 10 from the energy bus.</p> <p>On February 11, the Math Director and Specialist address the math department about preparing students for the May SOL Tests. It is critical that we get at least 70% total for mathematics.</p> <ol style="list-style-type: none"> 1. Focus on individuals 2. Try working with stations of 4 to 6 students 3. Build up student confidence 4. We will be testing more students in May than we did in January <ul style="list-style-type: none"> o Math Program Specialist would be at Norcom on Tuesdays and Thursdays to work with the math teachers in the classroom or remediation. o Suggestions for Instruction <ol style="list-style-type: none"> 1. Use the JMU items for warm-ups even if it takes 2 or more days. 2. Show multiple answer questions every day. 3. Use the Student Performance Assessment in preparing lessons. 4. Share strategies 5. Increase rigor <p>Warm-ups developed using the Student Performance Assessment on the Math Wiki. Teachers should use these in their classrooms. An activity was shared that was done at the department chairs meeting that had teachers taking past SOL test questions and rewriting them using more rigor according to Bloom's Taxonomy.</p> <ol style="list-style-type: none"> 1. Questions should follow the higher order thinking skills 2. Multiple choice questions can be changed to multiple choice, multi-step, or free response. <ul style="list-style-type: none"> o The state has put out an Understanding the SOL Standards. It was placed on the disc given to the math teachers at the beginning of the year. Teachers should review these objectives and make sure that students have met these objectives before testing time. o Reading is often an issue for students when trying to solve word problems. A handout as given that listed websites for math reading.

		<p>o Interactive technology available is Geometer's Sketchpad, Geogebra, and Porta-Portal.</p> <p>o Weekly assessments should be cumulative. Warm-ups should include past material. Tests should include past material. The math Wiki has student look-fors to help students be successful.</p> <p>The counselor discussed with teachers the changes for students who were not successful first semester. She talked with the Algebra I teachers and the Geometry teachers.</p> <p>On April 15th, staff members in each department volunteered to serve on two correlate committee directly associated with the school improvement plan's indicator. This would enhance schoolwide accountability and ownership in the governance of the plan.</p> <p>On April 22nd, all staff members convened in correlate groups as directed by the governance team to discuss active engagement in the school improvement plan by indicator. Faculty groups were assigned to select a chair, document what was discussed to address each objectives and activities to accomplish the goals of each indicator. Common meeting dates for each group was decided and published on a calendar for staff.</p>
	Task Completed:	06/03/2013
	6. Teachers will include an assessment analysis, for classroom created tests, that makes inference as to why content was mastered or missed and rationale for students assigned to academic interventions.	
	Assigned to:	Dr. Sanderlin, Dr. Shepherd, Instructional Leaders
	Added date:	01/10/2014
	Target Completion Date:	02/17/2014
	Frequency:	weekly
	Comments:	<p>EE3.03 - Objective: Professional development is job-embedded, ongoing throughout each school year, and aligned with school and division improvement initiatives. (2509)</p> <p>02/21/2014 - The leadership team has decided to close this task as it is duplicated.</p> <p>02/20/2014 - As a follow up to what was discussed during the last SIT meeting, comprehensive feedback was given on lesson plans submitted. The weekly assessment analysis should be attached and submitted with plans to instructional leaders. Instructional leaders reviewed the analysis along with the lesson plan and assessment and provided feedback that addressed the alignment of written, taught, and assessed curriculum.</p> <p>The analysis should be attached to the assessment and submitted to instructional leaders with weekly lesson plans. Instructional leaders reviewed the analysis along with the lesson plan and assessment and provide weekly feedback relative to its use for academic intervention. Implementation was monitored by the building principal and division level administrator assigned to Norcom.</p> <p>On February 3, 2014, the data analysts reviewed the procedure for using Achievement Series data. Individual assistance was provided to staff who need assistance retrieving and utilizing data to assist students and to identify the most appropriate strategies for remediation and reteaching.</p>
	Task Completed:	02/21/2014
Implement	Percent Task Complete:	
	Objective Met:	2/21/2014
	Experience:	

		2/21/2014 Staff members' professional development has been enhanced through their willingness to participate in activities that will promote student success.
	Sustain:	2/21/2014 As technology advances and the need to provide wholesome tier instruction and intervention, Norcom will remain receptive to the need for professional development.
	Evidence :	2/21/2014 The evidence to support this objective being met and fully implemented include: Sign-in sheets, Datacation reports, Achievement Series reports, Classroom data, Division PD participation, Lesson Plan feedback, Instructional Observations and Student Performance.

Eight Elements of High School Improvement

Student and Family Supports

Indicator	EE4.03 - A positive school climate which includes school safety and respect is fostered. (2512)		
Status	Objective Met 2/21/2014		
Assessment	Level of Development:	Initial: Limited Development 11/08/2012	
		Objective Met - 02/21/2014	
	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 administration and staff have high expectations for learning and achievement, they provide a safe and caring environment, the administration and faculty share values and possess a relational trust, powerful pedagogy and curriculum is evident, high student motivation and engagement, professional faculty culture, and strong partnerships with parents and stakeholders.	
Plan	Assigned to:	Timothy Arrington	
	How it will look when fully met:	The school's environment will be safe and nurturing. The staff will demonstrate shared values and trusting relationship. The climate will be positive and productive inclusive of sound pedagogy and rigorous curricular practices. Students will be highly motivated and engaged in school-wide activities. A professional culture will permeate throughout the building. Strong partnerships with parents and stakeholders will be evident.	
	Target Date:	01/30/2013	
	Tasks:		
	1. Distribute a school climate survey to identify areas of need based on perceptions of stakeholders.		
	Assigned to:	Blunt Mechelle	
	Added date:	11/08/2012	
	Target	12/15/2012	

	Completion Date:	
Comments:	<p>On February 3, 2014, the school improvement chair provided an overview of the mandated school climate survey required to be administered to high school students and staff. A team has been identified to assist. The committee met on FEBRUARY 8 to discussion the timeline for completion and to outline the procedure for randomly selected student participation and staff participation.</p> <p>On October 8, 2012 a community stakeholder meeting was held. The forum addressed stakeholder relationships and partnerships. Feedback sheets were distributed to participants. Data collected form the responses provided the framework for the second stakeholder meeting held on November 20, 2012. The meetings were organized and facilitated by an assistant principal.</p> <p>On December3, 2012 an electronic school climate survey was administered to in-house stakeholders. The survey officially closed on December 10th. There were 75 responses. The data analysis is to be shared with the school improvement team members during the leadership meeting on December 11.</p>	
Task Completed:	02/20/2013	
2. To identify and divide the school into eight strategic zones in order to manage student movement and behaviors during hallway transition, cafeteria assignment, and morning and afternoon dismissal to enhance safety and orderliness.		
Assigned to:	William Taylor	
Added date:	11/08/2012	
Target Completion Date:	09/04/2012	
Comments:	<p>On August 28, teachers were provided with a strategic building wide zone plan with procedures inclusive of morning and afternoon duty stations, third bell lunch block and hallway transitions.</p> <p>On September 4, teachers implemented the school-wide zone plan during their morning, afternoon, after school duty stations, and hallway transitions without incident.</p> <p>On March 4, a revised hall duty sweep form was disseminated by the administration.</p>	
Task Completed:	09/04/2012	
3. Administrators and leadership team members conduct instructional, hallway, and duty station sweeps daily to monitor accountability of students and staff, and to ensure safety.		
Assigned to:	Taylor, B. Smith, Millaci, All Dept. Chairs	
Added date:	11/08/2012	
Target Completion Date:	06/30/2013	
Frequency:	daily	
Comments:	<p>10/8/2014, On October 8, 2014, the principal emailed staff. In the correspondence, she stated, "As I perused the hallways today, I was appalled at the level of student disruptive behaviors. There were first too many students on the hallway. There could be many reasons as to why this occurred; however, the principal's directive was not to issue any hall passes unless it is absolutely necessary."</p> <p>Major hot spots were identified. They tended to be the second floor back hallway where the lower classroom numbers are located. It seemed that some students are simply taking it upon themselves to walk out of class and/or sneak out (possibly). Another hot spot is upstairs on the third floor outside of 333 leading from the health and p.e. classrooms, math class, and English 10 class. Students are lingering between the math hallways that extends outward to where the technology classrooms are located. An appeal was made to</p>	

		<p>teachers and staff for help. It was suggested that, periodically, peep outside your door and let security and or the main office know that students are loitering in the hallway. Some of these issues can be eliminated if the presence of those assigned to hall duty would be more visible.</p> <p>As per the principal, at the end of 4th block period, there should be absolutely no students on the hallway. She indicated that she witnessed many students who were either released early or somehow left early from their 4th block. An abundance of students were down in front of the library and then on the back corridor leaving from the art wing and family and consumer science. She reiterated and referred staff to Tort liability in which you can be held liable in a court of law for ensuring the safety of students who are assigned under your care. If a student is missing, you are to report his or her absence. Report anyone who turns up missing by way of leaving class without permission and or not returning from lunch, fire drill, or assembly programs.</p> <p>There are 3 security officers and 3 AP's and in order for them to handle the discipline by way of the paper trail being sent to them, they must rely on you to help assist with the amount of students being allowed on the hallways. An Instructional, Discipline, Hall Duty and Hallway sweeps is scheduled for 10/9/2014. Staff members were asked to make sure that every student who leaves their presence has with him or her a written hall pass that is on the correct school hall pass form.</p> <p>The principal intentionally stood by several restrooms to see how many students actually arrived to the restrooms without a hall pass. She conveyed "To my amazement there were quite a few. How do I know they were being truthful?" They returned with a written pass by the teacher in which they should have secured prior to leaving class the first time. The principal indicated "Ladies and gentlemen it is time that we all buckle down and get our students on the right track."</p> <p>On September 12, 2013, during the leadership team meeting, it was discussed that the visibility of the administrative team, security, and staff eliminated unnecessary student movement during the instructional day. As of the result of the sweeps it is evident that teachers are more accountable in completing their assigned duties. The school climate and teacher morale have now increased because of the decrease in disruptive student behavior.</p> <p>On April 15, 2013, the school climate and safety correlate committee met to organize and establish a plan to enhance safety and orderliness in the building.</p> <p>On April 17, the school climate committee met to view a webinar on school climate. The committee drafted a tailored survey for Norcom and submitted it to the building principal for future use. The results of the survey completed by staff earlier in the school term was used assess the need for improvement.</p> <p>On May 20, the school climate and safety correlate met. During this meeting, a mini survey was drafted to collect data on safety concerns. The survey was completed by staff and was forwarded by the building principal.</p> <p>On June 3, the committee acknowledged the efforts of the security team for keeping our building safe. Overall, the staff feels that there are significant improvement in the vigilance of security and there is a decline in the number of incidences and offenses by students.</p>
	Task Completed:	06/13/2013
	4. To foster relationships and strengthen communication among stakeholder through forum opportunities.	
	Assigned to:	Taylor, Bell, Harris
	Added date:	12/06/2012
	Target Completion Date:	06/30/2013
	Comments:	On February 12, 2014 the rescheduled stakeholder dinner was postponed due to inclement weather. On January 22, 2014 from 6-8 p.m., the administration, staff and faculty hosted a dinner to celebrate volunteer stakeholders in the school's cafeteria. The school's community liaison committee chair coordinated

		<p>the activity and accommodated RSVPs.</p> <p>October 7-11, was the centennial homecoming week, a number of activities afforded stakeholders the opportunity to celebrate and recognize the significance of greyhound pride. The historical milestone strengthen communication among stakeholders and enhanced opportunities to foster positive relationships. November 25, departments were assigned, as requested from the school governance team, to address critical issues associated with challenges at I. C. Norcom High School and proposed solutions to these issues. On, December 2- during faculty meeting, staff was afforded the opportunity for teams to assemble and address the same assignment. On December 9, departments compiled information on issues and solutions. This information was exchanged with the leadership team on December 10th.</p> <p>On October 8, 2012, a forum was held at I.C.Norcom. Baseline data were collected from participants to provide feedback on stakeholder perceptions.</p> <p>On November 20, a second forum was held agenda's framework was derived from the initial meeting held on October 8th.</p> <p>On April 16th, the chart-your course night committee meeting was held. The committee discussed ways to provide opportunities to strengthen relationships among stakeholders to enhance on time graduation and career and post-secondary opportunities for students.</p> <p>On June 10th, the ninth grade transition ceremony was held. The forum was designed to encourage on time graduation.</p> <p>During the summer leadership retreat, the centennial year was emphasized as an opportunity to foster stakeholder support for Norcom. Opportunities to heighten support through collaborative efforts through the alumni association and community organizations were outlined. During pre-service week, an outline of activities and events were shared with faculty members to increase active participation and vigilance in centennial activities for foster school pride.</p>
	Task Completed:	02/21/2014
Implement	Percent Task Complete:	
	Objective Met:	2/21/2014
	Experience:	<p>2/21/2014</p> <p>This has become an established policy to embrace stakeholders and their involvement.</p>
	Sustain:	<p>2/21/2014</p> <p>Norcom will maintain close communication with stakeholders including the alumni association, business partners, and the community.</p>
	Evidence:	<p>2/21/2014</p> <p>Survey results sign-in logs, meeting minutes, and volunteer hours.</p>

Eight Elements of High School Improvement

Stakeholder Engagement

Indicator	EE5.01 - Multiple stakeholders are engaged in high school improvement strategies and initiatives.(2513)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/16/2014	
	Index:	9	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	08/19-20/2014, On August 19-20, 2014, A leadership retreat was held. Stakeholders (Alumni) were invited to attend and participate. The book "Soup" served as the platform- "A recipe for building positive relationships." 08/21-22/2014- on August 21-22, 2014, Preservice week activities were hosted. During this time, the PTA president participated. Chick-fil-a owner, outside agencies i.e. Communities and schools presented and expressed their support of Norcom. 10/09/2104, on October 7, 2014, a priorities workshop was hosted by the stakeholders' committee. Business partners, alumni, central office level, students, faculty and administrators attended. The premise was to identify priority needs of Norcom.	
Plan	Assigned to:	Shameka Pollard	
	How it will look when fully met:	Stakeholders including parents, students, staff, community partners and outside agencies will collaborate to foster opportunities that heighten student achievement. Engagement of stakeholders will enhance opportunities to strengthen the fidelity of strategies and initiatives established to encourage on time graduation, post high school careers and success in high school. By June 2016, an 80% stakeholder survey return rate will be used to frame planning for school-wide behavior interventions, stakeholder forums and parental engagement.	
	Target Date:	06/30/2015	
	Tasks:		
	1. Schedule and host forums that will provide opportunities to address and facilitate observations based on data collected from multiple sources such as surveys, student performance, and discipline data to foster a positive and collaborative school culture using engaged multiple stakeholders.		
	Assigned to:	Administrators, SIT	
	Added date:	10/16/2014	
	Target Completion Date:	06/30/2015	
	Frequency:	twice a year	
	Comments:	It was suggested that the leadership team chose an indicator for the community relations/parental involvement SMART Goal Task. 4/19/16, On April 19, 2016, the principal and SI chair met with the chair of the external monitoring review team with AdvancED. It was suggested during the visit that we consider using Eprove survey, a free service, as our instrument to collect data on Stakeholder perception scheduled to occur during late spring of the 2015-16 term. A review was done and the survey will be discussed with the leadership team for feedback. 4/12/16, On April 12, 2016, the principal provided directions for completing a climate survey. Staff was asked to take a moment to complete this ANONYMOUS survey of the current climate of our school. The information gained from this survey will be used to help move our school forward. Honest feedback to each question is appreciated. Follow the directions on each page to move through the survey. 2/25/2016, On February 25, 2016, Winter open house was held. During this time, a parent survey was administered using a QR code to access parent perception of teaching and learning. The School's SRO facilitated a presentation on Gang awareness and school safety. Thirty-four parents were in attendance. 1/5/2015, On January 5, 2014, the leadership team shared the power point from 12/18/2014 governance's meeting. Upon showing the slides on clubs and activities, dialogue was generated. The dialogue conveyed that there is a considerable amount of student and stakeholder engagement. Highlights were shared by sponsors. 10/6/2016, On October 6, 2016 the academic review follow-up meeting was held with the leadership team and central office level administrators. Each department reported on their current status. The English team	

leader reported that labs are used every day and there is a dedicated lab for English; English 11 team meets every day to discuss trends that they see in data. The benchmark will help to identify areas of weaknesses. The team is looking at SOL strands and focusing on those strands. They are moving away from remediation to enrichment of skills and differentiating the delivery of instruction. The biggest challenge is getting students to write (invention and arrangement) and deficiencies in grammar and mechanics. Students in 9th and 10th grade are problematic. 11th grade deficiencies are noted with elaboration and detail. The 9th and 10th graders have problems with organization and clarity. The team is focusing on vertical articulation with 9 and 10 with all areas. Each grade level does persuasive writing. Teachers are not necessarily trained in the other types of writing. Professional development will be offered and facilitated by the district director and specialist.

Social Studies has three new teachers, two in WHI; traditionally WHI has struggled the most in student performance. There are no benchmarks for Social Studies. Teachers are encouraged to do a benchmark to see where student performance levels are. The team has not cover the historical weakest strands (SOL 6). The team meets weekly to review lesson plans, etc.; Lesson Plan – last year they were looking at the BCC for each activity but this year it's more the big picture; SS teaches something new every day so the plan template; encouraged to continue to breakdown activities as they have in the past (each activity has a BCC). The AP assigned to math is facilitating a transition period in 90 day geometry. The anticipated plan is a strong start to SOL courses.

It was reported that the science department (Biology and Earth Science) – meets regularly and have common planning; Chemistry is using OnTrac. Each discipline is doing some benchmarking at each level. At the conclusion of the building level presentation, additional reports were made by specialists and directors

The Math Coordinator reported that 4.5 week assessments are ready to roll out for Benchmark 1 – for SOL and non-SOL tested courses. ARDT rolls out will occur next week and there should have enough units to test all Algebra I students. ARDT assessment can be used for Algebra I re-testers and will outline strengths and weaknesses. Gizmos training was offered last week. Back to School PD- Sketchpad has a focus on more engaging learning for students. A division essential action is to follow-up on PD to see that what is being taught in PD sessions is being integrated in class.

The Coordinator for English reported that performance tasks that are hyperlinked into the pacing guides that can be used for Writing Across the Curriculum if necessary. She reported that the school is moving forward and are on target this year. Progress is being made. Multiple Choice will be administered on the 20th and the Prompt will be offered on the 21st

The central office team suggested that Norcom keep track of term graduates as we don't want to miss anyone (paper pencil in October and Online in October)

Concerns raised to ponder include: considered giving the English Writing in 10th grade and the Reading in 11th grade. How is the longer time period to allow students to recover for the writing be managed?

Concerned was also raised the 4x4 schedule and how it impacts students who are not in an English class for 365 days. Since they are missing instruction, what can we do for a student? Contact some schools and see how they are managing the 4x4 schedule?

The Science Coordinator encouraged the use of the assigned specialist to serves the HS. He can model and co-teach

It was noted that SPED teachers are working alongside the core teachers. Transition is evident. The AP assigned to SPED has a special education background. The concern was raised about the highly qualified status of staff. The building principal was directed to follow-up with HR personnel to get this information. If not, the division will provide structure for addressing this. Co-teaching special education teacher is responsible for the special education students in the class (they have their own roster in PowerSchool and are responsible for grades, and test performance. It was suggested that the SPED department create ownership and accountability for the special education teacher. Level of accountability were addressed for the IA. It was recommended that IAs need more training in working with the students; for example, differentiated instruction. Lesson Plans are part of the accountability needs. The SpEd teachers provide direct instruction to students, not just listing interventions or accommodations on the lesson plan. High School completion was another area of discussion. The Diploma need to get more students out into classes so they can earn a standard or advanced diploma. The suggestion was raised if departments know the diploma information so they can see what the students are working toward. VAAAP has been given attention by the division level administration. One person is assigned to Norcom. Removing non-credit courses great first step. However, it will be a few years until we see the benefits of this

Compliance piece – make sure that we are monitoring this so that time can be spent in instruction. The December 1 count is coming quickly. The team was reminded that Norcom missed the AMO for SWD in English

instruction. Assessment data can be seen on one dashboard. Special Education teachers are set up manually

		<p>in Interactive Achievement and are attached to the teacher they are working with. Names will be provided by central office data personnel.</p> <p>12/7/2015, On December 7, 2015, a forum was held and facilitated by the SRO to address violence and gang awareness. Community officials and law enforcement representatives were among the platform guests.</p> <p>12/18/2014, On December 18, 2014, the leadership team provided highlights of club and stakeholder involvement. This included projects and activities that conveyed students, sponsor and community service engagement. Pictures were shared via power point. The governance team suggested that this be included in the plan to support the indicator.</p> <p>10/16/2014, On October 16, 2014, during school governance meeting, data were shared from evaluation instrument that was used during the priorities workshop. Using a five point scale, the rating was favorable. There were 80 participants. One areas of concern was the time of the workshop. Suggestions made were: to use multiple means of communication i.e. texting in addition to the traditional calling system, exposing students during their freshman orientation and their parents to information on colleges, and to encourage greater participation from Stakeholders.</p>
	2. Capitalize on the resources and support of outside agencies and organizations that foster student achievement, heighten student engagement, and facilitate collaboration and positive relations among stakeholders.	
	Assigned to:	Harris, Hardy, Blunt, ninth grade transition team,
	Added date:	01/23/2015
	Target Completion Date:	01/30/2015
	Comments:	<p>Based on the recommendation of a member of the governance team, this task has been added to highlight the collaborative efforts of external and internal entities that demonstrate successful collaboration designed to foster citizenship, develop an appreciation for volunteer and community service and assist with academic achievement.</p> <p>03/28/ 2015, On March 28, 2015, the Office of Science hosted a city-wide STEM day. Staff, students and community vendors participated in the day-long event.</p> <p>3/3/2015, On March 3, 2015, CIS hosted an Empowerment session. The topic was "Are You Willing to Stand Alone For What You Believe In." An overview of setting Goals and despite the support you get from others standing firm on the self-belief that you will achieve your goal. Having hope/faith in yourself, being teachable, willing to teach, and having discipline and dedication to do what it takes to succeed. 12 students attended.</p> <p>2/24/2015, On February 24, 2015, TWCF conducted the first session of their Portfolio Career Class. An overview of the program and expectations of student participation was reviewed. 20 Students enjoyed the first session.</p> <p>2/10/2015, On February 10, 2015. CIS hosted Empowerment Day. The topic was the cost of living on your own and what type of job, education, and expectation should a young man have to live on his own. It was interesting to hear just how misguided the students where on the cost of living. We discussed food cost, transportation, and rent of an apartment. 12 students</p> <p>02/09/2015, On February 9, 2015, an African American History program was planned by the African American history instructor and presented to the student body. Selected classes were invited to attend. The participants were internal and external stakeholders including the alumni president and vice president, past president and school board members and a vocalist from Norfolk State University department of music, drum and folklore and dance performance.</p> <p>2/3/2015, On February 3, 2015, CIS presented an Empowerment presentation on Manhood, the difference between being a man and being a boy. CIS Site Coordinator led the young men in a guided discussion on the expectation and standards men set for each other. 12 students participated.</p> <p>1/13/2015, On January 13, 2015, CIS conducted an Empowerment day at the school. The topic was how to tie your tie. 5 teachers 1 assistant principal and CIS Site Coordinator discussed proper attire and showed each student how to tie their tie. It was a powerful session for both the adults and students. 16 students participated.</p> <p>1/8/2015, On January 8, 2015, Forum For Youth "How to interact with Law Enforcement". A panel of the Commonwealths Attorney's office representative, Public Defender, Police Officer. About 6 member of the police department, 6 community members and 7 teachers attended this event. It was action packed and consisted of a panel discussion, and role playing activities to teach the youth how to deal with authority. 200 students participated.</p> <p>12/16/2014, On December 16, 2014, A panel of professionals put together a presentation for students that</p>

are 18 years or older. They presented the real truth about being an adult as it relates to rights and responsibilities. The panel consisted of 1 Judge/Delegate, and three Lawyers. They discussed family law, renter's rights and home ownership, criminal and civil law. Each student was given a booklet to take with them that broke down being 18 in simple terms. The students were engaged and asked about 20 minutes of questions. This was a power conversation for the 75 students in attendance.

12/12/2014, On December 12, 2014, The Site Coordinator was invited to assist, review and give guidance and direction on a presentation put together by 2 student in a CTE Class. The students presented a marketing/sales to recruit an organization to use their facility. Both students did well and were given additional guidance by The CIS representative.

12/11/2014, On December 11, 2014, NNSY conducted another tutoring session. 6 volunteers participated in the session. 3 for math (1 SAT math, 1 ASVAB math and 1 Algebra), 1 physics, 1 English, 1 History/geography tutor. Great session and student enjoyed the support. 3 JROTC came down for help to prepare for the ASVAP scheduled for Tuesday 12/16/14.

12/9/2014, On December 9, 2014, Boys 2 Men group was invited out to a community event put on by Cox Business Executive Discussion Series. The topic of discussion was "Leadership, Entrepreneurship Economic Growth" A blueprint for building an economy to take us into the future. 15 students and 5 mentors attended this outstanding event. 15 students attended.

12/4/2014, On December 4, 2014, CIS Site Coordinator provide motivational presentation to enhance awareness for students take Spanish & Latin. The overall goal was to create a better understanding of the impact of studying and learning a second language. 60 students participated.

12/4/2014, On December 4, 2014, NNSY provided tutoring support to 10 students. Five tutors supported the students. They are also working towards supporting our efforts during the school day. 10 students participated.

12/2/2014, On December 2, 2014, Students participated in Empowerment Tuesday. 7 Male mentors also participated. The topic for this week's session was Dress For Success and 7 habit to enhance student success. After the presentation the mentors conducted a "How To Tie Ties" session and each student was given a tie to take home and practice the new skill. 30 students attended.

12/2/2014, On December 2, 2014, CIS Site Coordinator provide motivational presentation to enhance awareness for students take Spanish & Latin. The overall goal was to create a better understanding of the impact of studying and learning a second language. 120 students attended.

12/1/2014, On December 1, 2014, Students participated in a guided discussion and survey to capture their understanding of healthy choices in life. 5 more sessions are scheduled. 25 students attended.

11/25/2014, On November 25, 2014, NNSY (Norfolk Naval Ship Yard) provided tutoring service to student that requested extra help. Normal session is scheduled for Thursdays. 6 students attended.

11/25/2014, On November 25, 2014, SAT Prep Training was conducted. SAT scheduled for 12/6/14. 3 students attended.

11/20/2014, On November 20, 2014, Boys to Men conducted another mentoring session. The participants Discussed community service plans and possible volunteer opportunities. 14 students attended.

11/20/2014, On November 20, 2014, ACT/SAT Prep training was conducted students discussed English. They were given pointers on how to be successful completing the English part of the ACT/SAT. 3 students attended.

11/20/2014, On November 20, 2014, Norfolk Naval Shipyard conducted another successful tutoring session. Also during the session we discussed additional support for student preparing for Math SOLs. 10 student participants.

11/18/2014, On November 18, 2014, SAT/ACT Prep training conducted. Students are prepared to take the ACT during the 2nd week of December. There are 4 sessions left for training. 3 student participated.

11/14/2014, On November 14, 2014, The Youth Career Center presented "Life After Graduation" employment and career choices for students after graduation and the resources they have available for students to use at their Center. 120 students attended.

11/13/2014, On November 13, 2014, Boys to Men Mentoring program. Bruce Williams 200+ men presented an inspirational discussion about marketing and how to present and market yourself. In addition to Mr. Williams several other Male mentors supported the group. 16 students attended.

11/13/2014, On November 13, 2014, Tidewater Community College Career Coach presented information about careers and educational opportunities and requirements needed to succeed in the career choices students made. 120 students attended.

11/13/2014, On November 13, 2014, SAT/ACT prep training was conducted. This week's session was English. 5 students participated.

11/13/2014, On November 13, 2014, Norfolk Naval Shipyard provide tutoring services for students needing support with Math. It Went very well for the first session of the year. 12 students attended.

11/12/2014, On November 12, 2014, One of our local Lawyers conducted a presentation and guided discussion for students to help them to understand careers and trade opportunities after school/graduation.

90 students attended.

11/10/2014, On November 10, 2014, Job Corps conducted informational sessions called Life After Graduation and Career Choices or Options. Students were engaged in a guided discussion about careers and the educational requirement for the career choice. 120 students participated.

10/30/2014, On October 30, 2014, Team members and coaches practiced and discussed the importance of exercising and dedication required to become physically fit enough to be successful on a sports team. Practice was to be used to learn and understand the requirements of the sport, but it takes more personal commitment to improve and become better. Team members discussed the additional commitment required to improve and their willingness to commit to those standards.

10/30/2014, On October 30, 2014, 7 students participated in a guided discussion about drinking and smoking. They discussed the impact and legalities of both. This was an engaging conversation and students seem to understand the impact and legal outcomes of drinking and smoking.

10/30/2014, On October 30, 2014, 5 students participated in SAT Prep training session. The students express their satisfaction with the training they have been receiving and stated that they would be taking the SAT within the next two weeks. They stated they feel as if they improved their understanding of the test process and are better prepared for the test.

10/28/2014, On October 28, 2014, CIS provided leadership and guidance to the members of the wrestling team. Inspired them to do their best all around. Not just on the mat, but in life, at school, in the community and throughout the day. 10 students participated.

10/28/2014, On October 28, 2014, SAT Prep training was offered to 5 students. Today's session provided the students with more math skills training. This program is giving the students a high level of test taking strategies.

10/23/2014, On October 23, 2014, Guided discussion on dreams, expectations, and the desire to succeed. CIS site coordinator was asked to address the class because of their inability to follow even the basic instruction. Students seem to understand the importance of changing their behaviors and work on a plan to succeed.

10/23/2014, On October 23, 2014, the CIS Staff gave presentation to a group of 22 students. The topic was relationship building and leadership instructions. Students actively participated with the guided discussion and seemed to benefit from the information. 3 students participated.

10/23/2014, On October 23, 2014, Students participated in SAT Prep training session. The session was on English. All students seem to grasp all of the concepts presented by the instructor. 3 students attended.

10/22/2014, On October 22, 2014, 3 Teen fathers were introduced to members of CHIP a local parent education and support program. The fathers were given an overview of support services that CHIP has to offer and a few strategies to use when with their children.

10/21/2014, On October 21, 2014, TWC Foundation conducted another session of their portfolio program. Students put together and completed the resume builder and identified personal career aspirations. 5 students attended.

10/21/2014, On October 21, 2014, Project Gear Up participated in a SAT Prep training overview. Students had the opportunity to ask question and receive an initial understanding of the best strategies used to increase their SAT scores. 16 students attended.

10/21/2014, On October 21, 2014, students participated in SAT Prep training session. Today's session was English. All students seem to grasp all of the concepts presented by the instructor. 5 students attended.

10/16/ 2014, On October 16, 2014, CIS participated in practice for the wrestling team. Provided leadership and guidance on physical and social expectations of participating in sports. Discussed the amount of dedication and attention to physical, emotional, academic, and teamwork required to participate on the team. 12 students participated.

10/16/ 2014, On October 16, 2014, CIS Conducted motivational guidance discussion on goals, standards, dreams and expectations. 10 students participated.

10/16/ 2014, On October 16, 2014, CIS Conducted a brief with students attending JROTC program at the school. Discussed goals, dreams, and strategies to achieve those dreams and goals. 12 students participated.

10/16/ 2014, On October 16, 2014, An SAT Session was on English. Students participated, asked questions and seemed to be understanding the special skills discussed. 5 students participated.

10/15/ 2014, On October 15, 2014, Wells Fargo Bank gave an overview of Banking and Money Management to a group of students and their teacher. The students were engaged and enlighten. The representative was exciting and provided the information in an appropriate level of understanding for the group. 27 students participated.

10/15/ 2014, On October 15, 2014, The Up Center provided supportive service to 4 teen mothers. They reconnected with mothers from last year and added 1 new teen mother from this year.

10/15/ 2014, On October 15, 2014, Together We Can Foundation conducted another Portfolio to Success session. 1 parent attended a part of the session, asked question to get a better understanding of the

		<p>expectation of the program. CIS facilitated this opportunity.</p> <p>10/14/ 2014, On October 14, 2014, CIS presented a study skills and preparation for test session. Students were given strategies to improve their individual study habits and in turn improve their individual test scores. Students were lead in a guided discussion about the technics used to improve their ability to learn and test better on what they learn. 16 students participated.</p> <p>10/14/ 2014, On October 14, 2014, SAT Prep Training for student was held. Students were given strategies that support skills needed to improve their individual SAT scores. 16 student's parents.</p> <p>10/9/2014, On October 9, 2014, SAT Prep training session for 2 football players, 2 basketball players, and 6 executive team members was held. The second session went well. Students seem to be participating and learning new ways to complete math problems. CIS facilitated this event.</p> <p>10/7/2014, On October 7, 2014, Norcom along with community partners conducted a community enrichment planning session. CIS Site Coordinator and Executive Director participated in the event. It was a great time to collaborate and brainstorm ideas to improve the school, enhance communication, and discuss discipline issues. Money Ideas with the students. Pictures were taken and students seem to enjoy the presentation. School along with community partners conducted a community enrichment planning session. CIS Site Coordinator and Executive Director participated in the event. It was a great time to collaborate and brainstorm ideas to improve the school, enhance communication, and discuss discipline issues.</p> <p>10/7/2014, On October 7, 2014, the 1st day of the SAT Prep Training sessions for 1 football, 1 basketball player & 2 student Executive Team Members began. 2 students did not show up for the train. The training is being conducted by A+ Tutoring Program. CIS hosted this event.</p> <p>9/30/2104, On September 30, 2014, Wells Fargo Bank Representative conducted a personal finance training class as requested by a teacher. 25 students participated. This activity was facilitated by CIS.</p> <p>9/25/2014, On September 25, 2014, NBA Star and SunTrust Bank discussed Personal Finance and Smart Money Ideas with the students. Pictures were taken and students seem to enjoy the presentation hosted by CIS.</p> <p>9/24/2014, On September 24, 2014, CIS hosted a parent's session to give parents an overview of the SAT Prep Training being conducted over the next few months. A+ conducted the presentation.15 students participated.</p> <p>9/18/2014, On September 18, 2014, CIS facilitated an activity for students that attended a Sports Leadership Meeting Conducted by The Wrestling coach. A review on school requirements to play sports, team requirement and expectations was given. Also the participants discussed the opportunity to attend a life skills class.25 students participated.</p> <p>9/17/2014, On September 17, 2014, A College/Career Preparation Career Interest Inventory was conducted by CIS. This session was held for Together We Can Foundations Portfolio for Employment Program. 16 Students were engaged and interactive during the session.</p> <p>9/12/2014, On September 12, 2014, CIS provided an overview of CIS services available to students in the class. Also discussed student responsibility and accountability for success. 2 seniors and 28 9th grade students attended the presentation. 1 teacher participated.</p> <p>9/2/2014, On September 2, 2014, CIS conducted "Million Father March" to take the opportunity on the first day of school to provide resources to the fathers that brought their children to school. 60 students were served. Although we only had 7 fathers register the day was a success. Students had the opportunity to meet some of the local resources. Education Opportunity Center, Health Department Educational Specialist, and Portsmouth Fatherhood Program Manager along with a local parent educational organization CHIP. About 15 member of the school staff collected information to pass on to their students.</p> <p>8/28/2014, On August 28, 2014, Parent Contact/Conference was held. 150 students were served. While the school conducted 9th- 12th grade parent night and 12th grade orientation/graduation overview of expectations. CIS supported and participated in that event by organizing several community based organizations to set up table displays and answer questions parent/students might have about their serves. Also, CIS participated by providing parents with a brief welcome overview of CIS, answered any questions, and gave directions to parents as needed. The following organizations participated: CIS, CHIP, TCC, GYG, & 2 other Day Treatment organizations.</p> <p>08/19/2014, On August 19, 2014, Level 1 services were provided by CIS. The school conducted 9th grade parent visitation. CIS supported and participated in that event by providing parents with a brief welcome overview of CIS, answered any questions, and gave directions to parents as needed. The service category was family engagement.</p>
	Task Completed:	06/10/2015
Implement	Percent Task	Tasks completed: 1 of 2 (50%)

	Complete:	
REQUIRED for Targeted Interventions		
Targeted Intervention Indicators		
Indicator	TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)	
Status	Tasks completed: 1 of 3 (33%)	
Assessment	Level of Development:	Initial: Limited Development 11/08/2012
	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:	Core subject area teams meet weekly to monitor the progress of the students in their subject area. Remediation plans are established to focus on specific objectives. Agendas, meeting minutes, and staff attendance are documented. Multiple sources of data (achievement series, teacher-made assessments, and attendance) are used to make informed decisions and to form the premise of meeting discussions. Students have been identified by tier and prescribed interventions have been outlined by department to meet the needs of students in core subject areas. The graduation coach has identified students by grade level in danger of not meeting on time graduation status.
Plan	Assigned to:	Jac'Quail Mayes
	How it will look when fully met:	Instructional teams will provide opportunities to enhance the success of students identified as at-risk. Tier groups by subject and teacher will receive services tailored to meet specific need. Lists will be updated and modified based on successful intervention and remediation. Each teacher and instructional teams will agree upon what data will be used in their decision making to identify students at risk of failure and build an accurate picture of the progress of a student. Specific documented data will guide data-based decision making. By June 2016, 100% of the students in SOL classes will be assigned to tier groups and progress documented.
	Target Date:	06/30/2014
Tasks:		
	1. Collect and utilize multiple sources of data to construct remediation plans and to enhance mastery of core standards.	
	Assigned to:	B. Smith, Nason, Blunt, Dept. Chairs
	Added date:	11/08/2012
	Target Completion Date:	06/30/2014
	Comments:	TA01 - REQUIRED - The school will use 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-) 06/6/2014, a preliminary review of SOL data was discussed. The data analyst reported to the SIP chair that approval for dissemination had not been granted from the building principal. A cross-reference and

comparison analysis was done to compare and contrast predicted outcomes and with past results and performance by subgroups.

05/17/2014, On May 17, 2014, Saturday remediation was held. Teachers provided specific lesson plans based on performance data to prepare students for SOL testing.

05/12/2014, On May 12, 2014, the graduation coach identified students at risk on noting meeting on time graduation requirements. Concerted efforts are being made to locate and provide student and parental support for return and performance of these students.

05/01/2014, On May 1, 2014 attendance recovery was held. One student was present. Final days for attendance recovery are May 6 and 13.

04/30/2014 On April 30, 2014, attendance recovery was offered to student. One student attended.

04/30/2014, on April 30, 2014, the science team reviewed the superintendent's memo on - Analysis of Student Performance on the Spring 2013 Science Standards of Learning (SOL) Tests with Instructional Guidance forwarded from DOE. In order to support instruction of students in the Science Standards of Learning (SOL), presentations have been developed by Department of Education staff to provide information on the content for which student performance was weak or inconsistent during the spring 2013 test administration. In collaboration with the Division of Student Assessment and School Improvement, the Division of Instruction has provided instructional information for teachers and school divisions for the content areas highlighted in each presentation. Members of the department were advised that the SOL, examples, and instructional information highlighted in these presentations should not be the sole focus of instruction in the classroom, neither should the suggestions replace the data that has been collected on student performance. However, the information would support the instruction of the Science Standards of Learning for which statewide student performance showed the need for improvement. The web address http://www.doe.virginia.gov/testing/sol/performance_analysis/index.shtml was given to staff for ready reference.

04/29/2014, On April 29, 2014 attendance recovery was offered to students. There was one student in attendance

03/20/2014, On March 20, 2014, staff members were provided with a data collection formatted sheet that was used schoolwide. The data collected outlined a uniform method of providing support for students based on performance data.

03/11/2014 - On March 11, 2014. The leadership team met and discussed how data are being utilized to identify what is needed to provide support and drive remediation. The data analysts has offered to support the Math department in using achievement series. An issue of concern is student attendance. This inhibits identification and early interventions by strand.

02/17/2014 - On February 17, 2014, the SIT Chair and the Data Analyst met and keyed in data into DataCation based on information provided through Pearson and identified tiered groups.

02/11/2014 - On February 11, 2014, department and team leaders provided an overview of their team's data and intervention and strategies to address student needs.

02/10/2014- During department meetings, team leaders stressed the need to revise the lesson plan format to include highlight strategies and the use of achievement series data for assessing students to determine mastery of objectives by strand. Remediation plans were reviewed to determine relevance. Re-teaching methods were outlined and Re-testing helped to identify appropriate alignment and further intervention needs.

02/03/2014 - On February 3, 2014, department leaders provided an overview of SOL data and outlined interventions that would be afforded to students eligible for retakes and those who needed intensive support during faculty meeting.

12/12/2013 - On December 12, 2013, the guidance director provided student identification numbers for students assigned to Algebra Readiness, Project Graduation by date and session. The data was keyed into DataCation to assess the effectiveness of remediation and to monitor student success. Passes are issued to students to be released to report to the sessions. There is an obvious system in place to have students released to report at established times and locations. First quarter team minutes reflect data collection and analysis used to construct remediation packets and referral for tutorial assistance.

10/30/2013 - On October 30, 2013, remediation binders were established by department, by core subject area, and by teacher. Targeted tiering based on available data was used for each tier group.

10/21/2013 - On October 21, 2013, the world history I team met and discussed conducting all day remediation break-outs as well as mini-sessions for struggling students who are currently enrolled in World I classes for the duration of the semester. The first all day breakout session would be on Tuesday, October 22. There will be a future date scheduled for remediation activities with Study Skills. The Team was reminded to track data weekly. Selected team members maintained a log of data for students in Study Skills. Other staff members have been identified to maintain logs for students within World I. Students in World I were assigned folders to track their performance. Data was presented to the team that shows that several students in World I and Study Skills are students that were socially promoted. The students were

		<p>divided into 3 tiers. Tier 1 all students receive instruction and are assessed in a defined timeframe. Tier 2 Students who do not demonstrate understanding. Tier 3 Students who have not mastered concepts. An overview of baseline data on all freshmen identified socially promoted freshmen who have not yet taken history or study skills. This poses a problem because these students would enter second semester classes already in the Tier 2 & Tier 3 range. The team as a whole suggested looking into whether sections of Study Skills can be opened as an option for the spring.</p> <p>10/09/2013 - On October 9, team leaders made an appeal to their department to provide services to students in need of remediation. Student schedules were provided which enables staff to identify when students are in elective classes in an attempt to provide in school remediation.</p> <p>10/08/2013, On October 8th, comprehensive data compiled by the data analyst was shared during leadership team meeting. The data has been shared with team leaders to address tiered interventions. The names were merged into dataCation.</p> <p>10/1/2013 - On October 10, 2013, during governance meeting, data was shared identifying students in danger of failing and those missing verified credits. Data was keyed into DataCation</p> <p>09/16/2013 - On September 16, 2013, the SIT team met to address TA01-03 objectives. It was emphasized the essential need for staff to work together to formulate effective instructional methods. The consensus was to identify students at risk of failure or in need of targeted interventions. The diverse make-up of the team provided an opportunity to report intervention strategies that helped to identify students in need of remediation and mentorships. Team leaders seek input from members of their departments to develop comprehensive plans tailored to meet the needs of students by discipline. During the meeting, a list of data sources was identified to support the placement students in tiered levels.</p> <p>05/28/2013 - On May 28, 2013, the TA objectives committee met. It was decided that a CD would be developed to show the school's conceptual framework for addressing each required TA objective.</p> <p>05/07/2013 - On May 7, 2013, the second meeting was held. The consensus of the committee was to obtain more information on the objectives as they relate to the culture of Norcom High School. It was noted that the committee worked to gain greater insight on ST5s, on time graduation. It was deemed unclear to the faculty the monitoring process for TAO3</p> <p>04/29/2013 - On April 29, 2013, a correlate group was assigned to work specifically on TA01, 02, and 3. The committee met to organize and focus on outcome objectives to ensure that the goals of the indicators are met.</p> <p>03/12/2013 - On March 12, 2013- Interdisciplinary department meeting were held to discuss planning for extensive 45-day remediation.</p> <p>10/31/2012 - October 31, 2012, Data Analyst provided training on the use of Achievement Series for remediation planning. First quarter team minutes reflect data collection and analysis used to construct remediation packets and referral for tutorial assistance.</p> <p>02/21/2012, On February 21, the guidance chair provided a summary of adjusted SOL tests results by subject to SIT members. There are 61 seniors needing SOLs. This is down from 101 and that our Graduation index is hovering around 80 and decreases when some of the 61 roll over to next year (70 pts. vs 100 pts.)</p> <p>02/11/2012, On February 11, the special Education Department met. Teachers implemented at least 45 minutes of remediation twice weekly and reflect in their lesson plans. A differentiated instruction strategy was modeled using Poetry (tiered lesson). Central Eligibility was also discussed. It was recommended to teachers to go into Tenet and review the Criteria Worksheet that is used to assist the eligibility group in applying criteria for students who are being considered for eligibility under the various categories of exceptionally. Intervention with classroom evidence, such as student work and specially designed instruction, was validated. University Tutors continue to provide remediation and small groups for Math classes. After school remediation and tutoring sponsored by volunteers of the Norfolk Naval Shipyard Workers</p>
	Task Completed:	06/06/2014
	<p>2. Utilizing data will enhance opportunities to identify and support students at risk across disciplines and in danger of on-time graduation. Students will be identified by the graduation coach, data analysts and by departments. Team leaders and assigned administrator by departments will categorize and group tier student. Data will be based on performance, those not earning verified credits by subject area for on time graduation, receiving outside support, ISAP, credit recovery and returning to campus from outside services and intervention.</p>	

Assigned to:	Ramlatchan, Blunt, Mayes, B. Smith, Ferebee, Arrington
Added date:	11/08/2012
Target Completion Date:	06/30/2014
Frequency:	monthly
Comments:	<p>TA01 - REQUIRED - The school will use 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)</p> <p>4/19/2016, On April 19, 2016, a status update was provided on the career coach's services. The purpose of Virginia's Career Coach Program is to empower high school students to make informed decisions about their career and educational plans and to prepare students for success in post-secondary education and training. The program is delivered by career coaches who are community college employees based in local high schools. The coach helps high school students, define their career aspirations, and identify community college and other postsecondary programs, including apprenticeships and workforce training, that can help the students achieve their educational and financial goals. The primary goal of the career coach is to increase the number and percentage of high school graduates who enter post-secondary education or workforce training prepared for success. Career coaches target students most in need of career planning services. These students – sometimes referred to as the “middle majority” – are the mainstay of the emerging workforce and may otherwise graduate from high school without any identified career goals or plans for post-secondary education. The career coach not only facilitates the career planning process; they, our athletic coaches, motivate students to winning performance. And they do it with positive outcomes. The career coach's practice is first and foremost student-centered. The yardstick by which all coaching activities are measured is whether or not they serve the students in their quest to find meaningful careers and appropriate post-secondary education options. Norcom's Career Coach is here on Tuesdays and Wednesdays from 7:30-2:30. She meets with students via their English 12 and Government classes. During her classroom presentations, she discusses her job duties and responsibilities and provides students with the information needed to apply to Tidewater Community College. In addition, she assist students with completing the TCC application, coordinates the placement test, and plans at least two fields to TCC each school year.</p> <p>4/19/2016, On April 19, 2016, a status report was given on the ACCESS program. The program is designed to assist students in furthering their education beyond high school. The ACCESS advisor provides assistance with the application process for college, and in getting financial aid. She also provides instruction and assistance to students and parents in understanding and completing federal, state, and institutional financial aid and admission forms. Fees for applications, need analysis, and tests for eligible students in cases where need is evident and waivers cannot be obtained. The advisor identifies, contacts and assists eligible seniors who are interested in post-secondary education. They will provide information on college admission and academic requirements, test registration requirements, and financial aid sources.</p> <p>The advisors will assist students in completing application and admission forms, and in compiling information and documents necessary for the admission process. She also explains the financial aid process to students and conduct financial aid workshops to assist them in completing the financial aid form(s) required by the colleges selected. Her office has readily available admission applications, financial aid forms, scholarship and loan information, and other information about post-secondary education. Students meet with the advisors throughout their junior and senior year and are often referred to the ACCESS advisor by their school counselor or teacher. Students may visit the ACCESS office during free periods to set up an appointment, following school procedures. Parents or guardians may also request appointments by calling the ACCESS advisor. It is recommended that seniors meet with the advisor at least twice per semester. Officer hours are Monday-Friday.</p> <p>4/19/2016, On April 19, 2016, the guidance director provided a status report on the use of Communities in Schools services. CIS places trained site coordinators directly inside public schools, where they target the students most at risk of low achievement or dropping out. Site coordinators provide students with intensive one-on-one support, while also working to improve the resources available to the entire student community. CIS services include: mentoring, tutoring, health care, career development, summer and after-school programs and service learning. The site coordinator has a caseload of approximately sixty students. To date, he has coordinated a career breakfast, taken students on college field trips, provided resources for pregnant students, coordinate job shadowing opportunities, and taken students to a transportation career fair.</p>

4/14/2016, On April 14, 2016, an updated list of students served by outside Day Treatment agencies was provided. Compassion serves three ninth graders, 21 students are served by Envisions. Five have been discharged (2 are in alternative placement, 1 is a completer, 1 has transferred and one is up for remittance). One student is pro bono. Three students are ninth graders and are considered current. Four are current 10th graders. Four are current 11th graders. The remaining students are seniors. GYG serves one ninth grader and one senior. Agape six students. One ninth grader, two tenth graders, one 11th grader and one senior. One student is pending.

4/14/2016, on April 14, 2016, the math department chair provided feedback on the status of the department... The Mathematics Department uses a combination of common team assessments and district benchmark to identify students in need of intervention. Assessments are given in accordance with district pacing guides; typically testing either once a week or once every two weeks. However, the testing schedule may be modified in accordance with the needs of the class. Teachers were trained by the department chair on how to create and administer tests using Interactive Achievement at the beginning of the school year during department/team meetings. Application of data analysis and usage is based on the training obtained on October 28, 2015 by the school administration and the data analyst.

4/13/16, On April 13, 2016, a meeting was facilitated by the graduation coach. The principal, dean of students and AP assigned to guidance and the guidance directors were in attendance. The graduation coach opened the meeting and shared updates from the last meeting. Utilization of Communities in Schools was discussed. The principal expressed interest in having the liaison provide service and resources. The graduation coach shared that there is one off-track students who is in a Day Treatment and three students participate in Communities in Schools.

Off-Track student and their intervention updates were provided by the guidance director. The principal suggested that a counselor's column be added to list per student and also identify who is responsible for tracking the progression of each student. SPED updates are to be added to the off-track list. The attendance clerk gave updates on the 12th grade attendance report with off-track students highlighted. These students need to be referred to CHINS. The graduation coach mentioned that off-track students who are lacking credits need to be referred to night school by their counselor. According to the guidance director, said counselors are referring; however, needs to be documented in Power school. Cohort information was requested to be listed in Power school. The guidance director is researching how this is done through the help desk. It was reported that there will be no restrictions on Work Keys and it will be in house. No students have been told as we need students to pass the SOL for accreditation purposes. The testing coordinator has a list of the term grads for Writing (43 students) whereas the off-track list has 40 students. We need to compare these lists to remove any discrepancies.

The counseling department will run the 3rd nine weeks failure lists on Tuesday, April 19th for further tracking of off track students. The principal requests that the AP assigned to guidance work with department chairs to complete the remediation schedule by the next meeting. Attendance concerns were shared. Currently the attendance clerk does not handle CHINS referrals, and there is no one in place to refer students in need of CHINS to the counseling department. The guidance director runs the 15 day lists and when a student returns to school, a CHINS is completed. The graduation coach stressed the fact that our attendance procedures need to be updated and implemented so that students do not fall through the cracks. Last year's attendance binder was shared to identify trend data from last year to possibly help her keep record by grade level of all attendance documents (i.e. letters, parent call logs, returned excuse letters, etc.). The dean of students reported that all discipline is updated in Power school by the attendance clerk and the ISS coordinator.

4/7/2016, On April 7, 2016, in preparation for the 2016-17 school year, school counselors provided notification that they will meet with all tenth grade students to discuss program planning and course options on 4.8.16 by appointment in room 222. 139 students were identified.

4/6/2016, On April 6, 2016, the special education team participated in a professional development on Credit Accommodation in room 217. Emphasis was placed on the new rule that applies to SLD, ED, or OHI no longer being eligible to receive a special diploma.

4/6/2016, On April 6, 2016, the guidance department met to discuss course requests for next school year. Counselors were instructed to begin entering course requests as they are received. Students who are missing SOLs should not be coded as January graduates or First College students. Early Release students should receive a full schedule. Early release blocks will be granted during the summer or next school year. School counselors will finish tenth grade classroom guidance this week... The guidance director will send the schedule at the end of the day. Special education monitoring teachers will meet with each school counselor during the week of April 25th-April 29th to complete special education course requests for next school year. Monitoring teachers will use the calendar in the School Counseling office to set appointments. The off-track student list was reviewed with each counselor. Students' names and verified credits were reviewed one by one. Early graduates and students earning locally awarded credits were removed from the list. The counselor assigned to monitoring 504 students submitted a 504 list with plan dates. Scheduled review

meetings for all outdated 504 plans are scheduled no later than April 20, 2016. Updated 504 list with plan dates will be submitted to the guidance director by April 22, 2016. Mrs. Hayes reported that scholarship applications are being returned slowly. A discussion regarding the scholarship process ensued. The counselor assigned to scholarships, explained that students earn more scholarship money when they are offered full academic/athletic scholarships. A counselor is spending the majority of her work day working with scholarship applications. Two of the counselors instead of one will assume the scholarship duties next year. One applicant for the Norfolk State University alumni scholarship has been made. The scholarship application is usually hand delivered to students who have applied to Norfolk State University after they have been identified by the ACCESS advisor and counselor. There is a Beasley scholarship committee meeting scheduled for April 8th at 11:00 a.m. AP testing will be administered. The will coordinate the pre-administration with the AP teachers. The dual enrollment application process is in place. The test dates are April 26th and April 27th. Announcements regarding DE and A/C 13 applications. A counselor assigned will be the DE testing coordinator and work with the 3.0 club committee for the remainder of the school year. 4/5/2016, ON April 5, 2016, meeting was held to discuss delineate duties and responsibilities of personal assigned to guidance and graduation. The graduation coach opened the meeting and stated the purpose of the team and the duties of each member. The attendance clerk, truancy officer and dean of students will continue to work with attendance with assistance from graduation coach. A concern is teachers taking attendance properly and completing referrals, attendance letters, and phone calls which are their responsibilities per the Attendance Handbook. It was also mentioned that their needs to be an accountability factor in making sure the teachers are reporting this information as needed for student attendance. The truancy officer requested that the school has mandatory interventions in place, and the graduation coach responded that they are in place and will be sent to team members via email. The truancy officer also mentioned that the Parent Portal needs to be an intervention as well and shared with parents. The dean mentioned that contact information was not being updated from the emergency contacts in Power school. The Dean and director of guidance agreed to check on the process, and who is responsible for entering the updated information in the system. An assigned AP will serve as the liaison for teacher communication in regards to teacher interventions for student success. The guidance director suggested that we need a SOL remediation schedule. The assigned AP is communicating with department chairs as it relates to off-track students.

The schools and communities liaison was asked to work with dropout recovery and student interventions. However, he informed the group that he could not work outside of his job description with Communities in School. He currently has three seniors that are off track, and he will report their progress to the group. The graduation coach asked about the referral process of the program. It was stated that anyone (teachers, admin, or students) can request services with a referral, however; he controls the selection of students. It was also asked if we could give a certain amount of students each year; however, the liaison stated that he does not want a large amount of students who are severely off track. The team agreed that they would keep him abreast of interventions available to the students he works with and he will keep us updated with their progress. The guidance director will work with the off-track list and state report to track off-track students. She will be the liaison for the counselors as they report student progress. The off-track list will be shared through Google Docs so that counselors can update data per testing sessions. She will meet with the counselors individually to review their off-track students. The graduation coach will also work with term grads and off-track students. She will work with the attendance department with dropout recovery, attendance process, and tracking. During each meeting we will use the off-track list to review each student's progress. Each off-track student will have a file (located in Rm. 204) to document progress. She will also review and update the state report and GCI as needed. She will meet with off-track students individually and have monthly off-track meetings. Graduation Index was reviewed and shared by the guidance director, There are currently 67 off track students. During spring break the state report which lists the progress of each student on the cohort was updated. The graduation coach shared the projected best case scenario (91%) of the Graduation Index and gave the team the breakdown of what needed to be done to reach that goal. An off-track meeting was held with Tier 2 & 3 students before spring break. The next off-track meeting will be held with Tier 1 students on 4/6/2106 in Rm. 204. The counseling department held an off-track parent meeting during the first semester which was logged into Power school. A pending date will be announced for the second semester meeting.

3/23/2016, On March 23, 2016, the Science department chair reported that intervention students are identified by unit test performance on achievement series. Students are selected if they score 60 or below on specific strands. The specific strands are identified and students are remediated for their specific deficiencies. Summative assessments are administered after each unit, approximately every 1-2 weeks. Formative assessments are differentiated and administered daily. Some examples include but are not limited to labs, foldables, models, graphic organizers, questioning, and polling. The data analyst, trained teachers during the beginning months of school on how to effectively use Interactive Achievement analyze data that is provided through the program.

3/23/2016, On March 23, 2016, the English department chair reported that there are not reading assessments that are administered since we do not have a reading specialist so that we can get base data for student lexile levels. Teachers utilize released Reading SOL tests that are in Interactive Achievement in order to retrieve data on weak strands. Nothing has been made available for regular English classes. There are some Special Education students who were enrolled in the Language Live! It is uncertain how those students were identified. A. The English 11 team administers assessments weekly, and utilizes the released SOL tests 1 week after the Writing exam, and each 2 weeks subsequently until the Reading SOL is administered. Teachers were trained on Interactive Achievement by the data analyst in Fall 2014. Training entailed how to spot the most prevalent strands of weakness. This data is used to be incorporated into future learning experiences, and assessments to ensure student mastery of the weak strand(s).

3/22/2016, On March 22, 2016, the guidance director provided a status update on the 2016 cohort that were off track for on time graduation. There are 59 students needing to pass the SOL writing test. 42 students in need of passing the reading SOL, 47 in need of passing the science SOL and 32 in need of passing the math SOL test. The data provided the diploma and GED status, number of credits and number of SOLs need by student.

3/22/2016, On March 22, 2016, the assistant principal assigned to outside support services provided a status report the number of outside counselors working with identified student. There are four outside day treatment agencies. One agency has three ninth grade students. The largest agency serves 21 students four are seniors. Of those, 1 has been discharged and transferred. Five are 11th graders. One of the 11th graders has been discharged. There are eight 10th graders. Two of the tenth graders have been discharged. One is a successful completer. The other is a possible re-admittance. One is pro bono and the other is penning approval. There are four 9th graders. All are current except one that is discharged and at the alternative school. The smallest group consists of two current students. The agency services one senior and a ninth grader. The second largest population consists of six current students. There are two seniors, two sophomores, one 11th grader and one 9th graders that are current. One student is pending.

3/22/2016, On March 22, 2016, the social studies department chair provided a status report on the department's identification process to include continuous and systematic conversations with the assigned administrator and data points to be used for all students at risk of failing or in need of targeted interventions. It was reported that the department uses a combination of unit tests and district exams to identify students in need of intervention.

Assessments are given in accordance with district pacing guides; typically testing either once a week or once every two weeks. However, the testing schedule may be modified in accordance with the needs of the class. Teachers were trained by the department chair on how to create and administer tests using Interactive Achievement at the beginning of the school year during department/team meetings Teachers were trained by the department chair on how to retrieve and analyze data and administer tests using Interactive Achievement at the beginning of the school year during department/team meetings. Periodically, professional development is also given by school administration and the data analyst on how to analyze data.

3/21/2016, On March 21, 2016, the SPED department met. The team discussed student scheduling: comes from the IEP manager. Case loads, a review IEPs to include strengths and weaknesses look fors, inclusion classes, grades and transcripts, self-contained classes and what is being offered for students 16-17, credit check sheets and class selections, and processing transfer students (going to department chair to get transfer student information were discussed. The team's minutes show that there are new students coming in with multiple disabilities and issues. Procedures to get the paperwork done in a timely manner was discussed. The team is concerned that new students are being enrolled without anyone knowing they are here or have an IEP. They were reminded to scan the IEP/ transfer IEP and 30 days are allowed to get the IEP done and have the information transferred from the IEP from the previous school. Teachers were asked to send the department chair their planning blocks so that she can comprise a list. They were asked to include strengths, interests, preferences and needs in the present level of performance. Credit accommodations were addressed specific to those students with SOL scores of 375 or more > in reading, writing or math. Team members were reminded of the need to monitor which assessments, project graduation, remediation and etc. The assigned administrator reported on class sizes, monitoring students that are failing, Overdue IEP's due dates of no later than Friday, March 25, 2016 *no exceptions. Any IEP's due between April and June are due on April 29, 2016 – No exceptions, written, finalized and uploaded are considered done. The three attempts before you hold the meeting without the parent is mandated. She also reminded teacher to be aware of senior students that are in need of credit accommodation. BIP's... can be written individually based on BIP's – observation and use the MDR strategies from T/TAC. MDR's are in need of a behavior plan. The team will do the strategies and the observation, the strategies will come from the psych team. The assigned administrator will coordinate professional development on BIP's. Wed. April 6 on of the team members will do a professional development for Credit Accommodation in room 217. There is a new rule that applies to SLD, ED, or OHI being no longer eligible to receive a special diploma.

10/21/2015, On October 21, 2015, the school counselors along with communities in schools provided twenty-seven 10th-12th graders with the opportunity to attend the Hampton Roads Transit Career Expo. Students visited with vendors and exhibitors, saw heavy equipment demonstrations, and met with future employers and college admissions officers.

The following colleges/universities representatives have met with our seniors to share information about admissions requirements, financial aid/scholarships, and academic programs:

1. Christopher Newport University
2. George Mason University
3. Howard University
4. Regent University
5. University of Virginia
6. VA Tech

During the month of October, the school counselors held individual conferences with each senior. During these conferences, the following items were discussed: college entrance exams, the college application process, financial aid, scholarships, and post-secondary options. In addition, the school counselors conducted classroom guidance with 10th grade students. Each student completed a career assessment, reviewed the college board website, and received information regarding the PSAT and changes to the SAT. In addition, students learned about the ACCESS program, dual enrollment course offerings, post-secondary options, and First College.

10/2/2105, On October 2, 2015, a meeting with term graduates was held. Students were informed about the upcoming English Writing SOL and given remediation dates and times. In addition, senior alert letters were mailed to each senior who is deficient in verified and/or Carnegie credits. This letter notified parents about their student's graduation status, cumulative grade point average, credits attained, verified credits earned and courses/SOLS needed in order to graduate.

03/30/2015, On March 30, 2015, departments met at which time team leaders were asked to identify students based on their current level of performance Red (failing) yellow (possible pass) green (likely pass). The purpose was to project possible pass rates. PD was conducted during departmental meetings on the need for rigorous and relevant classroom instruction.

02/09/2015, On February 9, 2015, the special education team leader provided an excel sheet identifying each SPED student including their grade, diagnosed and documented area of need, and case manager. The names will be keyed into datacacion for utilization.

12/16/2104, On December 16, 2014, the leadership team met. During this meeting, the special education chair provided a list of students in alternative setting (i.e. project uplift, SECEP, Homebound).

12/15/2014, On December 15, 2014, the special education chair provided a list of students with specific strategies necessary to provide interventions and support for students identified as at risk for on time graduation.

11/12/2014, On November 12, 2014, the SIT chair and Special Education Co-chair met. It was agreed that names of students will be provided to place in DataCacion by groups. The SIT chair will key the names in.

10/14/2014, On October 14, 2014, teams and departments met. An agenda items was to identify the days afterschool that remediation is offered to students. This information was forwarded to the guidance director.

06/03/14, On May 3, 2014, Teachers were asked to identify students in danger of falling behind in their academic studies and staying on track for on-time graduation. Staff members were asked to provide a list of students that have failed a class or an SOL this year and to encourage students to take full advantage of all summer school opportunities to include repeat classes and project graduation remediation sessions. Names were requested to be e-mailed to the summer school administration by Friday, June 6.

05/02/2104, On May 2, 2014, IRC reported that data had been uploaded in datacacion from quarter benchmark testing.

04/29/2014, On April 29, 2014, guidance counselors have been directed to update senior students' GPAs and number of credits. This information is being forwarded to the data analysis for cross-reference.

04/24/2014, On April 24, a determination of what students are at risk of on time graduation was discussed. The graduation coach provided a list of students as well as the data analyst. The lists were compared among department heads, guidance and the administration to identify any discrepancies. The information is being used to predict the graduation rate using difference scenarios involving student completion of course requirements.

04/3/2014, on April 3, 2014, the special education chair and SIP chair met to identify students that should be keyed in datacacion for data analysis on number of credits and diploma eligibility.

04/1/2014, on April 1, 2014 the graduation coach began meeting with juniors who are behind in their SOLs. Help was sought from the special education chair to identify students with IEPs.

03/11/2014- On March 11, 2014, the use of datacacion was outlined to the leadership team. Groups have been entered to track the progress of students. It was suggested that math student receiving extensive treatment are keyed in and examined. Division level support encourages the use of datacacion.

02/17/2014 - On February 12, 2014, selected staff members participated in a DataCation training. Follow up training is pending. The team identified groups of students to monitor based on student performance, attendance, and on track status for graduation.

On January 16, 2014, data on students who are under attendance contract was provided from the graduation coach. As an incentive, a pizza party was held for those students who maintained 90% and above attendance rate based on a 25-day plan. Communities and Schools absorbed the cost for the incentive.

On December 19 -20, 2013, the graduation coach met with identified 10th and 11th grade students and provided through one-on-one dialogue addressing on-time graduation and students "off course" for 2015 and 2016 graduation. These students are behind in credits and or failed two or more courses for the first nine weeks grading period. The summary of the meeting included the following:

Student 1

- Missed 27 days from school
- 1 credit
- Taken no SOL in 2012 – 2013 school year (took math 8 yesterday)
- Need to check for true classification
- Failed 4 out of 5 courses
 - o PE/HEALTH
 - o Algebra 1A
 - o Algebra Foundations
 - o Econ and personal finance

Interventions

- Summer school
- Attendance contract/monitoring
- Second semester night school

Student 2 (mother participated in a phone conference)

- Missed 0 days from school
- 3 credit
- Need to check for true classification and SOL's
- Failed 2 out of 5 courses (D in Eng. 10 and Biology)
 - o Algebra 1A
 - o EFE

Interventions

- Summer school
- Second semester night school

Student 3

- Missed 0 days from school
- 3 credit
- Need to check for true classification and SOL's
- Failed 2 out of 5 courses (D in Eng. 10 and Biology)
 - o Algebra 1A
 - o EFE

Interventions

- Summer school
- Second semester night school

Student 4

- Missed 7 days from school
- 3 credit
- Need to check for true classification and SOL's
- Failed 3 out of 5 courses
 - o Nutrition and wellness
 - o Drivers Ed
 - o PE/Health

Interventions

- Summer school
- Second semester night school

Student 5

- Missed 18 days from school
- 4 credit
- Need to check for true classification and SOL's

- Failed 2 out of 5 courses (D in Algebra 1A)

o English 10

o Econ and Finance

Interventions

- Summer school
- Second semester night school
- Attendance contract/monitoring

11TH Grade

Student 6

- Missed 4 days from school
- 3 credits behind
- Need to check for true classification and or SOL
- Failing no courses

Interventions

- Summer school
- Second semester night school

Student 7

- Missed 4 days from school (excessive tardies)
- 1 credits behind
- Need to check for true classification, SOL , and attend night school
- Failing 2 courses (D+ Comprehensive Music-Teacher)

Interventions

- Summer school
- Second semester night school

Student 8

- Missed 2 days from school (excessive tardies)
- 1 credits behind
- Need to check for true classification, SOL , and attend night school
- Failing 3 courses (D Algebra 1)

o English 10

o Econ & Finance

o VA/US History

Interventions

- Possible summer school
- Pull out tutoring during 2nd block CTE Teacher(9:45pm – 10:30 Tuesdays Tutor A) (9:45 – 10:30 Wednesday Tutor B)
- Second semester night school

Student 9

- Missed 11 days from school (excessive tardies to 4th block)
- 3 credits behind
- Need to check for true classification and SOL
- Failing 3 courses (D Algebra 1)

o English 10

o Algebra 1

o VA/US History

Interventions

- Possible summer school
- Pull out tutoring during 2nd block CTE Teacher(9:45pm – 10:30 Tuesdays Tutor A)
- Second semester night school

Student 10

- Missed 13 days from school (excessive tardies to 4th block) has notes but need to give them to Ms. Williams

- 1 credits behind

- Need to check for true classification and SOL

- Failing 2 courses

o Geometry part 1

o Technical drawing

Interventions

- Already in night school 1 semester
- Possible summer school
- Need help in technical drawing
- Need tutoring for geometry part 1 (check with Geometry teacher A)
- Second semester night school

Student 11

- Missed 5 days from school (excessive tardies to 4th block)
- 2015 grad (Original 2014 GRAD)
- Need all 6 sol
- 1 credits behind
- Need to check for true classification and SOL
- Failing 0 courses (3 D's Econ and finance, Earth Science, and Algebra 1)

Interventions

- Summer school (1)
- Thursday tutoring and NEED 1st or 2nd block pull out tutoring
- Second semester night school (2)

Student 12

- Missed 5 days from school (excessive tardies to 4th block)
- 2014 cohort but will not graduate in 2015
- 2 credits behind
- Need to check for true classification and SOL
- Failing 3 courses (2 D's PE/Health / Biology)

- o Drivers Ed
- o VA/US History
- o Algebra 1

Interventions

- Attendance Contract
- Summer school (1)
- Thursday tutoring and NEED 1st or 2nd block pull out tutoring
- Second semester night school (2)

Student 13

- Excessive tardies to 1 ,2, 4 block)
- 2015 cohort but would not graduate in 2015
- 0 credits behind
- Need all 6 SOL
- Failing 0 courses (2 D's Geometry Part 1 and English 11)

Interventions

- Summer school (1)
- Thursday tutoring and NEED 1st or 2nd block pull out tutoring

Student 14

- Missed 7 days (25 absences)
- 2015 cohort
- 1 credits behind
- Failing 0 courses (D/F VA/US History)

Interventions

- Thursday tutoring and NEED 1st or 2nd block pull out tutoring va/us
- Attendance Contract

Student 15

- Missed 21 days
- 2015 cohort
- 3 credits behind
- Failing 4 courses (D Geometry)

Interventions

- Summer school
- Night school
- Attendance contract/monitoring
- Thursday tutoring and NEED 1st or 2nd block pull out tutoring

Student 16

- Missed 6 days
- 2015 cohort
- 1 credits behind

- Failing 1 courses (F Earth Science / D Geometry)

Interventions

- Summer school for world history 1 (never taken the class/confused in USVA History)
- Need tutoring in Earth Science stated he doesn't understand the material
- Need to make-up 2 SOL Practice test stated he received the same failing score twice 393 Earth Science
- Need better study skills/strategies
- Thursday tutoring afterschool with shipyard tutors

Students 17 31 - Exceptional Education students included:

Special Diploma

Standard Diploma

Special Diploma

Special Diploma

SECEP

Standard Diploma

Special Diploma

Special Diploma

Special Diploma

Special Diploma

SECEP

Special Diploma

Standard Diploma

SECEP

Modified Standard Diploma

On September 9th, the graduation coach provided a list of students by tier to be keyed into datacacion. The list was cross-referenced by SIT team members.

On October 8th, the data analysts provided comprehensive groups of student data. The information identifies tiered-levels of students and categories such as students in jeopardy of on time graduation, retesters, verified credits and recovery students. The data was to provide tiered instructional intervention and support for students and parents. The graduation coach reported the following data points and treatment plans.

18 Dropouts / 9 long term absences / Total 27 possible dropouts

I. 33 Students carried over from 2013 cohort (Tier 3)

- 5 Graduated over the summer
- 28 in attendance
- 7 are enrolled in reading/writing study skills class who are in need of passing their reading and or writing SOL

- 1 relocated Suffolk Public Schools the last few weeks of school

o Attended summer school at Kings Fork

o In progress to contact student to test with us this month

- 1 is incarcerated

o Met with parent

o She withdrew her son from school until further notice

- 12 have IEP's

o 1 signed out of services and enrolled in Adult GED at Clark (conducted home visit)

o 2 refusing to attend ISAP (home visit/parent contacted)

o 5 home school

o 7 still enrolled

- 3 enrolled in GED program

o 2 refusing to attend school

o Over aged

o 1 has IEP

o Must now enroll in Adult Ed. program

o Made parental contact, spoke with student, and conducted home visits

II. Recovery methods

a. Conducted home visits

b. Recovered 3 students to return to prepare for Reading/Writing SOL

c. Collaborated with Guidance counselors to recover students as we able to crossed referenced to utilize siblings and extended family members still enrolled in school to locate difficult to contact students

d. Held meetings with Department Chair and Co-Chair of the Special Education Department to identify and classify special needs students graduation status

III. Treatment Plan

- a. Continued home visits
- b. Daily attendance check (reading study skills class/ISAP)
- c. Attend after school tutoring for SOLs with English Department
- d. Consult weekly/bi-weekly with Special Education Department on progress towards on time graduation
- e. Monthly meeting with parents, or as needed, to discuss progress or regress of students failing to meet adequate progress towards on time graduation
- f. Ensure students remain informed on their status from SOL testing, classroom performance, and attendance by meeting with their guidance counselors bi-weekly

I. Seniors with 0 -17 Credits Tier 3

- a. 44
- b. 16 have IEP's
- c. 3 enrolled in ISAP
- d. 14 must pass all classes
- e. 7 must attend night school
- f. 10 must seek alternative route to graduation
- g. 15 are in need of all 6 SOL's (including Special Education students)
- h. 8 are in need of 5 SOL's
- i. 5 are in need of 4 SOL's
- j. 5 are in need of 3 SOL's
- k. 5 are in need of 2 SOL's
- l. 1 is in need of 1 SOL's

II. Treatment Plan

- a. Continued home visits
- b. Daily classroom visits
- c. Meet monthly or as needed with students to include guidance counselor, teacher, probation officer, day or in-home counselors and parent(s) to report any updates on attendance, behavior, and course failure
- d. Attendance contract as needed
- e. Prescribe after school tutoring for needed SOLs
- f. Must enroll in night school first and second semester

I. Seniors with less than 5 SOL's (18 – 27 credits) Tier 2

- a. 59
- b. 15 have IEP's
- c. 5 are in need of all 6 SOL's
- d. 1 is in need of 5 SOL's
- e. 9 are in need of 4 SOL's
- f. 10 are in need of 3 SOL's
- g. 11 are in need of 2 SOL's
- h. 16 are in need of 1 SOL's

II. Treatment Plan

- a. Daily classroom visits
- b. Meet monthly or as needed with students to include guidance counselor, teachers, and parent(s) to report adequate progress
- c. Prescribe after school tutoring for needed SOLs

Second Tuesdays in each month are designated as Leadership team meetings dates. Leadership team members exchange observations and feedback from departmental team meetings and instructional sweeps. DataCation must be used to validate observations and to provide support for students at risk.

On December 16, 2013, the graduation coach identified 10th grader students who are behind in credits and failed two or more courses for the first nine weeks grading period. These students were given scheduled meeting times to meet one-on-one for advisement during

After school Remediation/tutoring program submitted for approval identifying all students (*Seniors) per subject area in need of passing SOL and or SOL course.

On Monday, November 26, 2012, Blunt, Brown, and Nason met to identify specific groups of students and target areas in need of assistance. Based on available data, the team identified specific students and

		<p>outlined categories and support services that addressed issues associated with inconsistent academic performance, attendance, discipline, and on-time graduation.</p> <p>On January 9, student groups were placed in DataCation to reflect targeted groups of students that require intervention and support to enhance on time graduation.</p> <p>On January 22, the data committee met and discussed the need to obtain answers to the following questions in order to utilize datacation in order to show graduation rate progress: how do we keep notes on individual students? How do we keep intervention record? How do we keep track of numbers fluctuating in a given group over time? Who is uploading this data? How often? Who uploads SOL data? Who uploads Achievement series data? With regards to Achievement Series, the committee discussed the need to establish follow-up sessions with departments, teams and individual teachers to teach them how to utilize AS data and how to use AS for SOL preparation, including loading questions.</p> <p>SOL data was discussed the data analysts compared SOL data. The committee discussed analyzing SOL failures to check attendance and class grade to see what correlation, if any, exists.</p> <p>Final exam data was discussed. The committee feels that this data does not need to be analyzed since we are starting a new semester. Individual teachers may use their data in remediation efforts for expedited re-takers. For second semester 4.5 Benchmarks, the data analyst blocked computer lab time and publish the CL schedule. The data from this benchmark was used to begin remediation efforts.</p> <p>Student "off course" for 2016 graduation</p> <p>On February 20, 2013, documentation was provided by the graduation coach indicating that 7 tier 3 students and 1 tier 1 student met during a parent/student meeting scheduled between January 29 and February 19th. There were four ninth graders, two 10th graders and two 12th graders. Documentation provided a summary of identified concerns, projected outcomes, follow ups and the next meeting date.</p>
		<p>3. AMO data, test scores from interactive achievement series, scores on teacher made-common Assessments, remediation from post assessments and analyzing the below average performance C on assessments will be used will be used to identify and monitor students at risk of failure and to build an accurate profile of the progress of a student. Documented data will be reviewed. AMO data will also serve as catalyst to producing hard data to promote an ongoing cycle of student and instructional improvement.</p>
	Assigned to:	Department Chairs and Administrators
	Added date:	01/02/2014
	Target Completion Date:	06/30/2014
	Frequency:	monthly
	Comments:	<p>TA01 - REQUIRED - The school will use 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)</p> <p>04/18/2016, On April 18, 2016, the English Department Chair provided an update status of the department's progress for monitoring student progress. English teachers provide feedback to students on multiple-choice assessments within 2 days of the assessment being given. Student progress is tracked in Interactive Achievement for English 11, and Zip Grade for English 9 and 10. Essays are assessed via the VDOE Persuasive Writing Rubric, and feedback is given within 5 days. Students are encouraged to revise and resubmit essays according to our feedback within 3 days.</p> <p>2/07/2016, On February 7, 2016, the special education team leader provided a current confidential list of students with IEPs and specific disabilities. Case managers are responsible for monitoring the progress of students on their caseloads.</p> <p>1/11/2016, On January 11, 2016, the leader team met to exchange practices and strategies employed to promote ongoing efforts to ensure student success. Each department reported their efforts as follows: According to the English department team leader,</p> <ol style="list-style-type: none"> 1) students are taking practice tests using released tests via Interactive Achievement. 2) Using data from the IA tests, teachers are using hard copies of the test to focus on weak skills. 3) Students are being taught "how" to read the question stems contextually. <p>*The biggest problem is that students have little to no stamina in reading lengthy passages. Students simply</p>

read the questions and answers, and hunt for the answers within the passage. This method worked for the 8th grade test, but it is highly ineffective for the 11th grade test.

Enrichment Sessions are held during 3rd and 4th blocks for term graduates. Low-performing students receive extra help in multiple assigned classes. Interactive websites are used such as AB Longman to help with context clues (http://wps.ablongman.com/long_licklider_vocabulary_2/0,6658,416421-,00.html)

Reading skills practice sets on Sam Houston State University's website: (<http://www.shsu.edu/txcae/readingless.html>)

Various Quia games that focus on the weak strands:

Inference "Rags to Riches" (https://www.quia.com/rr/478478.html?AP_rand=2011430409)

Figurative Language (<https://www.quia.com/rr/304602.html>)

Drawing Conclusions (<https://www.quia.com/rr/807674.html>)

The team is also utilizing Context Clues card games, and a board game that focuses upon inferences. The English 11 Team is also using the Scholastic resources provided to us by IRC, and other forms of nonfiction. Activities include highlighting the main idea for each paragraph, and distinguishing between main ideas and supporting details. Once students have a "string of main ideas," it helps in the overall comprehension of the text. From there, students are asked to summarize the passage and draw general conclusions. English teachers have submitted a list students who performed poorly on various IA practice tests. Personal contact with the parent/guardian of each of those students was made between January 7 and 8. Their students were invited to Saturday School. The department was pleased with the number of students for Saturday School on January 9. Data from The English department's IA testing sessions has been submitted to the administration for analysis.

10/28/2015, On October 28, 2015, staff participated in professional development on the use of data using the district wide data collection tool. The Longitudinal data collection method will allow staff to identify students and prescribe remediation and enrichment to heighten student success.

10/27/2015, On October 27, 2015, the social studies department chair reported that the World History II and VA/US teams are continuing to use Interactive Achievement consistently to identify weak SOL strands and students at risk of failure for the midterm and SOL. The World II and VA/US teams have determined that a cut score of 65% on Interactive Achievement unit test should be considered as passing. The cut score has been set to align with the percentage needed to pass the SOL plus a small buffer percentage. Students falling under this cut score are considered at risk of failing the midterm and SOL. Thus far, only two members of the World History Team have participated in issuing common tests, and data collection has been limited. Department chair has provided opportunities for World I team to meet for professional development on using Interactive Achievement and data collection after school.

10/21/15, on October 21, 2015, data were share from benchmark testing. An item analysis by question and by teacher was exchanged. The spread sheet include the following information: Skill Lacking Proficiency, DATA (Percentage failed with regards to skill lacking) How was the skill taught? (I.e. lecture, discussion, etc.), identification of at least two new methods to be used for teaching the skill, a specific timeline for spiraling back within nine weeks period, and possible reasons students failed to master the skill (ex: pacing, etc.).

The guidance director reported that kudos were given to Ms. Turner for conducting an outstanding National Honor Society induction on January 7, 2016. The 2015-2016 goal sheets were reviewed. An off-track parent meeting has been tentatively scheduled for January 29, 2016. Term Graduate SOL Planning is underway. The official schedule for the term graduate re-testers. The guidance director has requested a calendar from the administration. Counselors will continue to notify students about testing opportunities and see the testing coordinator if there are any questions or concerns.

Super Saturday has been scheduled for February 6 from 9:00-12:00. Super Saturday is a financial aid assistance initiative of the Virginia Association of Student Financial Aid Administrators (VASFAA), held in collaboration with the Educational Credit Management Corporation (ECMC) and State Council of Higher Education for Virginia (SCHEV). During February 2016, seniors attending will receive hands-on assistance in completing the federal financial aid form, the Free Application for Federal Student Aid (FAFSA). Duties and responsibilities for this event have been assigned to the guidance team. The role of the Counseling Department in attendance was discussed. Until the graduation coach returns to work, a counselor has been assigned to serve as the truancy counselor. The director will continue to run the 15 consecutive day report and send withdrawal letters to parents of students with excessive absences. Counselors were encouraged to continue to send communication regarding attendance to attendance officials.

Office Procedures were discussed. The importance of phone coverage has been emphasized. New student enrollments will be done from 7:30-11:30 a.m. Monday-Friday. The guidance secretary is responsible for answering the phones, new student enrollments, and records. In the event that she is absent, the school counselors will use a rotating schedule to cover the phones and student enrollments.

January Graduates will be identified in an excel spreadsheet completed by the TCC career coach and the school counselors outlining January graduates postsecondary plans will be sent to the administrative team. Second semester officially begins on February 3, 2016. A list of students with incomplete second semester schedules will be sent to the school counselors. The second semester transition schedule has been outlined and an appeal has been made to the administration to protect the counselors time during this critical period. The student schedule change request period is scheduled to begin on February 4 and end February 11. The diploma list is due to the guidance directory by January 30, 2016. There were several master schedule changes completed on December 18, 2015. The most current master schedule has been emailed. Senior alert letters have been drafted and will be mailed to each senior who has failed a first semester class.

Specific reports from assigned counselors include the following:

504 plans are still being updated. The updated list will be distributed to second semester teachers by February 22, 2016.

As of January 8, 2016, twelve students have been awarded scholarships totaling \$566,576 for four years. Scholarships and financial aid opportunities are continually promoted through classroom visits, personal contact, announcements, the PPS website, emails to students, and via social media. There is a scholarship drawer located in the Counseling office and the monthly scholarship bulletin is available on Norcom's website. Forty-five First College students reported to TCC on Monday, January 11, 2016. Books were distributed on Friday, January 8th.

3/4/2015, On March 4, 2015, the division coach posted a recommendation. She suggested to ensure stability and focus, the team may wish to consider a continuous effort to monitor the progress of all the Annual Measureable Objectives (AMO) Proficiency Gap Groups; address all the Essential Actions required; document AARPE training and strategies; and create an instructional plan with purposeful support, deliberate actions, and differentiated instruction. The Administration and SIT should ensure that the data analyst, process manager, core specialists as well as the classroom teacher play a critical role in supporting and monitoring instruction. Additionally, the principal might desire to communicate closely with the core directors in order to make decisions and to collaborate on ideas that support the instructional program and ultimately lead to the school meeting state and federal benchmarks. Therefore, the administration and SIT leaders might consider developing a 45 Day Plan as a blueprint to guide the instructional staff through June 2015. As the school designs its blueprint, consider the school calendar and be mindful of dates set aside for specific activities/events. Be Relentless! Expect Success and Finish Strong!

12/18/2014, December 18, 2014, lesson plans were submitted for review. Feedback was provided by assigned administrators and team leaders to aid in ongoing student and instructional improvement.

12/16/2014, On December 16, 2014, the guidance director provided a list of students that are "off track" based on the number of SOLs needed to graduate. The special education chair provided a list of students and their interventions by subject and discipline.

12/11/2014, December 11, 2014, lesson plans revisions as prescribed by the VDOE team based on their review was exchanged by the AP. The team's feedback addressed student-friendly lesson preparation and understanding to ensure ongoing student and instructional improvement. Lesson plans were submitted for review. Feedback was provided by assigned administrators and team leaders. Recommendations of changes will be shared with staff by team leaders.

12/4/2014, On December 4, 2014, lesson plans were submitted for review. Feedback was provided by assigned administrators and team leaders to aid in ongoing student and instructional improvement.

12/03/2014, On December 3, 2014, Off track meeting were held with students and guidance counselors. These are reoccurring meetings held on the first Wednesday in each month.

11/20/2014, November 20, 2014, lesson plans were submitted for review. Feedback was provided by assigned administrators and team leaders to aid in ongoing student and instructional improvement.

11/18/2014, On November 18, 2014, the SIT team met. In response to the governance team request, AP1 has math SPED tester list by subject. This was an action item from the last meeting. AP1 has asked SPED monitoring teachers to submit testing accommodations to testing coordinator. Math DC has assigned students to 5 tiers identified by Interim Superintendent. Math DC is documenting/observing that Strategic Compensation Grant videos are being used. English DC is working on plan of action for term grads since writing scores are coming in. AP1 and SPED asst. DC and math DC are working on SPED participation to present at the meeting to be sure we meet math SPED AMO's. PowerSchool cannot be trusted to truly identify SPED students by class tabs. Participation rates for the mid-term did not meet 95% participation. There are legitimate reasons (students were sick and took a paper test later, completed the online test after the data was pulled, etc.) Some have the attitude that teachers will not fail them because of the graduation rate situation we are in. Attendance is an issue also. What interventions can we do to change the mindset of the students? Can we use peers in our strategy? Science DC shared mid-term data. English DC said English writing scores were pretty good. Organization and planning of essays was a problem. Term graduates did not fare so well. English is identifying term graduates and working on pull-out remediation. Starting in 9th

grade next year, students must write 5 essays to pass. Need to use more technology in classes. SPED DC: working on AMO's. SPED list is updated. We have 183. Students getting in trouble faster than behavior plans can be written. When SPED students skip class, it needs to be documented and write the referral. Give the referral to SPED DC's or AP1.

11/13/2014, November 13, 2014, lesson plans were submitted for review. Feedback was provided by assigned administrators and team leaders to aid in ongoing student and instructional improvement.

11/6/2014, November 6, 2014, lesson plans were submitted for review. Feedback was provided by assigned administrators and team leaders to aid in ongoing student and instructional improvement.

11/05/2014, Off track individual student meetings were held with counselors. These meetings are reoccurring monthly (1st Wednesday in each month)

10/30/2014, October 30, 2014, lesson plans were submitted for review. Feedback was provided by assigned administrators and team leaders to aid in ongoing student and instructional improvement.

10/23/2014, October 23, 2014, lesson plans were submitted for review. Feedback was provided by assigned administrators and team leaders to aid in ongoing student and instructional improvement.

10/18/2014, On October 18, 2014, the SIT met. During this meeting the data analysts shared strategies used an identification process for all students at risk of failing or in need of targeted interventions based on data obtained from unit tests and benchmarks. Students are sorted by score, Top 70% of students are identified, and Any students in this 70% who scored below 50% are considered on the "bubble" of passing. These are Tier 2 students, students who appear multiple times are considered Tier 3 students. The team agreed to use this as a framework for all departments with modifications as necessary.

10/16/2014, October 16, 2014, lesson plans were submitted for review. Feedback was provided by assigned administrators and team leaders to aid in ongoing student and instructional improvement.

10/12/14, On October 12, 2104, the SIT chair met with the special education co-chair at which time, it was agreed that the co-chair will exchange names of special education students to be identified in datacation.

10/28/14, On October 28, 2014, the leadership team met. During this time, team leaders reported on the identification process and data usage. Fidelity in the process is confirmed and documented via the 9th Grade Transition Team, Common Planning, Systematic Data Collection and Data Analysis, Identification of Misconceptions through weekly analysis, Uniform and specific documented data reports, PD360, and Correlate Committees. For all Unit Tests and Benchmarks: Students are sorted by score. The special education team leaders collect data on their students by case manager and inclusion teachers. Performance and participation is monitored to gauge AMOs.

10/14/2014, On October 14, 2014, the SPED department team met. The special education specialist talked about IEP's being on time and School to Work initiative. The co-department head explained and gave directions for Data Tracking Log and the information that needs to be on them. Be mindful to list strategies and activities that are being used in the classroom daily. The other co-team leader reminded VAAP teachers to review their students to review who has met criteria. For On time graduation the biggest key piece is attendance. Please stay on top of attendance and do your attendance letters. School to Work program: Seniors on Special Diploma and would be willing to participate and a good candidate. Be sure to stay on top of your IEP's and make sure that you stay compliant at the end of each month. Be aware of your Re-Eval dates and be sure to complete your portion of the paperwork for the meetings in Tienet. Two teachers are heading the behavior team. The team must meet on Tuesday's due to the school social worker and psychologists being present for meetings. Functional Behavior Assessments, teacher need to have classroom observations done for classroom input.

10/9/2014, October 9, 2014, lesson plans were submitted for review. Feedback was provided by assigned administrators and team leaders to aid in ongoing student and instructional improvement.

10/2/2014, October 2, 2014, lesson plans were submitted for review. Feedback was provided by assigned administrators and team leaders to aid in ongoing student and instructional improvement.

09/24/2104, On September 24, 2014, staff development breakout sessions engaged staff in the use of data interpretation and analysis. One session addressed Interactive Achievement. Another addressed data analysis. "Real-life" data analysis involved the interpretation and identification of tier students.

09/22/2104, On September 22, 2014, the leadership team met at which time, the assistant principal reminded the team of the need to make sure that we are testing SPED students for AMO.

The graduation coach shared the following profile for the 2015 Cohort:
There are currently 263 students in the cohort. Power School reports 260, while the state reports 325 students, leaving a 62 student differential. Out of that cohort there are:

- 30 students with IEPs
- 25 students needing 6 SOLs
- 10 students needing 5 SOLs
- 15 students needing 4 SOLs
- 16 students needing 3 SOLs
- 28 students needing 2 SOLs

Currently, there are 22 students who are in jeopardy of not graduating due to credit issues. There are 20 students who are in jeopardy due to a combination of credits and SOLs. 40 students are at the Excel Campus. At last count, there were 14 students accounted for, while 6 student were missing. Finally, there are 16 students who have dropped out.

The principal asked if there was any way to recapture the 16. Mr. Brown noted that he only knew 3 of the students personally, and has made contact with them to try to encourage them and suggested that they double up night school classes.

09/22/2014, On September 22, 2014, the special education department chairs met with their supervisor to review 2013-14 data and to outline the needs for this year's population.

09/18/2014, On September 18, 2014, the day treat team met. 9/24/2014, On September 24, 2014, the day treatment team met. The New Day Treatment Counselor with Compassion was introduced. This is his fourth day. Minutes from the last meeting were approved. The team discussed progress with list of students and treatments given to each group during the last meeting 9/10/14. Action items: Continue to work on adding students to caseloads. Person responsible: Agency rep. Deadline is September 23, 2014 and Update Power point to reflect any changes. Agency rep. is September 30, 2014. Report forms were collected from all agencies on their progress adding students from last week's list to agency case loads. • Counselors monitored a class throughout the week and noted progress is being made with the discipline in the room, but additional work is needed. They will continue to monitor. In addition to monitoring classroom, counselors monitored the hallway during each bell and communicated with their agency case load student to assure they went to class on time. They noted those students that need encouragement to get to class on time. Reports from agencies include:

Agape-2 students from the list progressing toward case load. This will max out current counselor's case, Awaiting additional support.

GYG - 2 students from the list progressing toward case load. Contact made and waiting review.

Compassion- 1 student from the list progressing toward case load.

Envisions- 9 students from the list progressing toward case load.

Action items

Over the next week, day treatment counselors were asked to:

Monitor classes throughout the day and observe student behavior

Continue to update progress of assigning students to case load for services.

Daily, day treatment counselors were asked to continue to provide support to classrooms, lunch room and hall during bell

Counselor asked CIS to assist in finding a possible source for substance abuse counseling. Discussed possible support from Tidewater Youth Counsel (TYC) on Airline Blvd and the Up-Center on London Blvd. Also discussed possible CPR training. CIS staff identified a possible free source for training (CHKD). Agency counselor will contact identified agencies and inquire about substance abuse support. CIS staff will also follow-up with Up Center and TYC. Contact at CHKD identified they could provide free CPR training the only cost is for the card (\$5).

By September 23, the CIS coordinator will:

Follow up With Up Center and TYC for substance abuse support

Follow up With CHKD for Free CPR Training support

09/15/2014, On September 15, 2014, school correlate committees met. The purpose of these committees are to facilitate the implementation of our school improvement plan (Indistar). An outline with descriptions for each committee were distributed by the assistant principal. According to the directions, beginning school correlate committees will meet on a regular basis to discuss how our school community can continue on its upward path to success. Based on the descriptions, staff members were given the opportunity to select a committee that they would like to be a part of for the 2014-2015 school year. A master list is compiled for each committee. Meetings will begin promptly at 2:30 in assigned rooms.

05/29/2014, On May 29, 2014, the data analyst and SIP chair discussed preliminary SOL data, trends and patterns of student performance. The analysis is ongoing. Aggregated preliminary results have not been released for discussion among the leadership team.

05/08/2014, On May 8, 2014, invited alumni members and athletic association representatives were in attendance at the school governance meeting. During this meeting, essential actions, requested during the last meeting, were presented. Documentation of how data are collected and used to identify and monitor students at risk of failure was presented. Student profile data drives remediation support.

05/08/2104, On May 8, 2014, the school leadership team met. Preparation for the school governance meeting was on the agenda. 05/06/2014, The SIT team exchanged data tips of identifying students in need of additional help in preparation for SOL The meeting was in preparation for the School Governance Meeting.

05/5/2014, The SIP chair and Science department chair reviewed data from multiple sources to determine

the effectiveness of strategies being employed. The SIP chair also met with the Transition coordinator. A report was given on the status of transition services and PERT opportunities for students.

04/21/2014, On April 21, 2014, the SI chair and special department chair meet to review the students identified as needing accommodations and locally awarded diploma. The graduation coach, administrator and director have met to discuss the status of sub groups for on time graduation

04/08/2014, On April 8, 2014, the SIT team met at which time, instructional provided an overview of data identifying strategies that are being employed to assist students in danger of failing and demonstrating lack of mastery in specific strands. Updates on the 20-day plan to finish course work instruction and practice SOL testing were exchanged. Preparation for the governance meeting was included on the agenda.

04/03/2014, On April 3, 2014, Special education supervisors met to review VAAP binders. These must be submitted for review on April 11, 2014. The special education director and the SIP chair highlighted the names of all junior students in special education and AMO projections. There are 37 special education students that were identified.

04/02/2014, On April 2, 2014, the special education department chair and assigned administrator conducted an internal review for VAAP. There are four students eligible for VAAP.

04/1/2014, On April 1, 2014, the SIP chair, graduation coach and Special Education chair met to differentiate special education students and regular education students. The purpose of the meeting was to identify students who are eligible to receive nontraditional credits.

03/21/2014, On March 21, 2014, the graduation coach provided a list of students that would require one-on-one counsel and support. These students were identified based on attendance and credit verification.

3/11/2014- on March 11, 2014, the SIP chair presented AMO data and summarize the schoolwide use of research-based instructional strategies and interventions crafted to meet subgroups. It was the consensus of the leadership team that these practices drive the norm and expectation to provided quality support to the students.

3/7/2014- On March 7, 2014, the SIP chair, data analyst and assistant principal met to prepare a division requested AMO report. The report required artifacts to show how interventions, professional development, assessments and data are used to address AMOs. While benchmarks were delayed due to inclement weather, the data analyst compile data based on the latest SOL test performance. Upon administration of the benchmarks, a cross analysis was conducted.

2/28/2014- on February 28, 2014, the SIP chair met with the science and math chair. The purpose was to obtain feedback on the weekly assessments, data collection and analysis. The math chair expressed concern that assessments for the discipline are not in achievement series. The data analysts and science chair volunteered to help the math department key in questions to establish a test bank for weekly assessments using the features associated with achievement series. The SIP chair and English department chair also met to obtain feedback. There were no problems associated with weekly assessment. Feedback is forthcoming from the social studies department.

2/24/2014 - On February 24, 2014, the science team discussed SOL Pass Rates in Science. On average with a 70% pass rate, it is imperative to obtain a minimum of 70% during the spring 2014 semester. The team identified "cusp" students that need to pass. Lesson Plans are being submitted and meeting new requirements with assessments attached with data analysis. Common unit tests are being administered. Students needing remediation are identified from data analysis from these test scores. Strands to be re-taught and specifically included in warm-ups were identified from testing data.

02/17/2014 - The SIT Chair and the Data Analyst met and keyed in data into DataCation based on information provided through Pearson and identified tiered groups. The graduation coach provided a list of students identified at risk due to attendance and lack of verified credits. These data were keyed in DataCation as a groups for monitoring.

02/17/2014 - Effective February 17, 2014, data was monitored on a weekly basis to provide research-based intervention using resources that are provided by the district.

The leadership has agreed that standardized tests, norm-referenced tests, criterion-referenced measures, authentic assessment, and teacher made tests, teacher-assigned grades, performance assessments and standards-based assessments for use in identifying students in need of additional help or targeted interventions. The computer generated performance reports served as a data point in addition to teams' cross-references performance by student, by teacher and by standard. Comparing results on different measures would give Norcom staff members insight into what teaching strategies as well as what testing strategies worked best with different students. The leadership team recognizes that utilizing this data would promote wholesome and ongoing monitoring of a student's progress in order to improved student growth and overall school improvement.

On February 7, ADA semester data was provided from the office of research and evaluation. It reflects an

		average of 92.09 for September 2013 through January 2014.	
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)	
Indicator	TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)		
Status	Tasks completed: 2 of 4 (50%)		
Assessment	Level of Development:	Initial: Limited Development 11/16/2012	
	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:	<p>At present, a list of students have been identified in each tier. Limited targeted assistance has been provided to these students. Staff members have expressed flexibility in providing interventions tailored to meet the needs of students in each tier.</p> <p>However, a systematic plan needs to be developed to address interventions systematically</p> <p>Is our response systematic?</p> <p>Is our response timely?</p> <p>Is our response directive?</p> <p>Is our response targeted?</p> <p>Is our response flexible?</p> <p>On October 4 and 7, student groupings were compiled by the data analysts for input in DataCation. The student groupings will be keyed into DataCation and shared with the governance committee on October 10.</p>	
Plan	Assigned to:	Shameka Pollard	
	How it will look when fully met:	Students identified through assessment outcomes as needing additional teaching will receive instruction using methods that are individual and targeted rather than a "one size fits all" approach. The development of individual or small group interventions will include research-based methods, materials, technology sources, time frames and ongoing assessment of student progress. A multi-tiered instructional approach will be used to efficiently differentiate instruction for all students. Increasing intensities of instruction will be offered to students using specific, research-based interventions matched to student needs." Tier I students will receive instruction and assessed in a defined timeframe (benchmark, midterm, etc.). Those who do not demonstrate understanding will move to Tier 2 targeted interventions with additional instruction beyond the general classroom. This tier will not be more than a marking period. Students who have not mastered concepts in Tier 2 move to Tier 3 for more intense interventions. Assessment data drawn from interactive achievement and SOL data will be used to determine differentiated instructional needed. Group interventions will include research-based strategies, valid reference material, appropriate use of technology, and assessments to measure student progress. By June 2016, 70% of the students receiving intervention will pass the EOC assessment.	
	Target Date:	06/30/2014	
	Tasks:		
	1. Shelly Nason, Data Analysts, will post groups of students in DataCation		

	Assigned to:	Shelly Nason, Blunt, Brown, B. Smith
	Added date:	11/16/2012
	Target Completion Date:	11/30/2012
	Frequency:	monthly
	Comments:	<p>12/13/2013, On December 13, the data analysts and SIP chair discussed input of student names in tier categories and groups upon receipt of identified students from the graduation coach and including those receiving remediation support and services. This data was cross-referenced with student performance on benchmark data in order to identify additional support and services for students and to monitor the fidelity of the interventions provided.</p> <p>11/16/2012, On November 16, 2012, Data Analyst, SIP Chair, and Graduation Coach met to discuss and identify students that fit into tiered groups. Brown and Nason will collaborate to input the names into DataCation. SIP Chair and Data Analyst examined uniformity in providing tiered intervention and support for identified students based on assessment data and individual needs for instruction with time sensitivity. Brown will continue to seek support from staff members from each discipline.</p> <p>On November 26, Graduation Coach, SIP Chair and Data Analyst met to identify and categorize student groups for keying into DataCation. The names were cross-referenced for accuracy and keyed into DataCation by Data Analyst.</p>
	Task Completed:	11/26/2012
	2. Leadership team members will collaborate to identify problematic areas in instruction and the curriculum as related to student mastery. Specific objectives will be the focus of student intervention. The need and frequency of interventions will be determined by the team.	
	Assigned to:	Team leaders, B. Smith, Sanderlin, Taylor, Milaci
	Added date:	11/16/2012
	Target Completion Date:	06/30/2014
	Frequency:	monthly
	Comments:	<p>TA02 - REQUIRED - The school will use 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)</p> <p>05/15/ 2014, On May 15, 2014 progress reports were issued to students. These reports were used as an opportunity to remind students of opportunities to seek assistance to aid in their mastery of content area objectives. Frequent and consistent interventions provided to all students. Notification of these efforts are documented in call logs, lesson plans, remediation plans, and issuance of passes for remediation and posted in classrooms along with other creative means of communication among students, staff, and parents.</p> <p>05/8/2014, On May 8, 2014, the School Governance Committee met. Department chairs reported on identified problematic areas based on team data. Intervention strategies being implemented are documented and confirmed through classroom observations. Each team's strategic plan for provide intensive intervention was presented during the meeting.</p> <p>05/6/2014, On May 6, 2014, During SIT leadership team meeting, department chairs exchanged information discussed in their department that addressed data analysis and identification of achievement gaps based on midterm assessments. Utilization of prescribe resources, as recommended by directors, to aid in yielding urgent preparation for SOL testing was reported. 20-day remediation plans were presented to the team.</p> <p>03/21/2014, On March 21, 2014 the data analysts, provided the SIP chair with data derived from first</p>

quarter benchmark testing. Data was analyzed by teacher and by department. Cross-references were be made using datacation.

02/21/2014, On February 21, 2014, three documents which highlight Look-for's referenced during the recent academic review. The items in each document outlined what would be "looked for" as classroom observations are conducted, classroom assessments are monitored and data analysis by departments are made.

02/20/2014 - On February 20, 2014, lesson plans were submitted with assessment data analysis. Weekly feedback from instructional leaders served as a framework for the team's documented plan of action to offer tiered intervention and student support.

02/11/2014 - On February 11, 2014, instructional teams met in departmental meeting settings. An overview of the meetings by department is provided below.

Mathematics Department Report

A new mathematics teacher would be teaching geometry.

Instruction:

- o All SOL teachers have been given a copy of the Student Performance Assessment for their course and Understanding the SOL Standards to use in planning.
- o SOL teachers have also been given a copy of the warm-ups created by Dr. Nichols for each course that are based on the Student Performance Assessment.
- o Teachers are planning together and sharing strategies with each other to improve instruction.

Remediation:

- o Instruction has been provided to some of the freshman who did not pass their 8th grade SOL Test.
- o Students were given passes to work on review material for four days during their elective classes. Not all of the students attended the sessions which were held during all four blocks.
- o Test results on students tested on Friday, Feb. 15. have not been shared.
- o Students who have not passed the Geometry SOL are scheduled for remediation to take the test in May. Some of the students have already received materials to review. Formal remediation starts on Feb. 25.
- o A staff member has been working with seniors who need to pass the Algebra I SOL Test. One senior has passed the test. She continues to work with students until the May SOL Test date.

Tutoring:

- o Math teachers are already tutoring students who need extra help in class.
- o The NNSY Tutors are here every Thursday to work with students on material that is unclear.
- o A staff member worked with students in mathematics that need tutoring during the 6th and 7th blocks.

Assistance:

- o The specialists are assisting Algebra I teachers on Tuesdays and Geometry teachers on Thursdays
- o Teachers received in-service on technology based materials to be Included in the classroom.

Professional Development:

- o The instructional leader has signed up to attend a Dr. Dan Mulligan workshop on using the Student Assessment Performance to improve instruction on Feb. 26.
- o The TCTM meeting will be held sometime in March.
- o Staff development for the Feb. 25 meeting was taking released questions from the 2009 and 2010 SOL Tests and making them more rigorous to match the new test standards. A test question data bank has been established for each subject to be used with Achievement Series.

02/02/2014 - On February 4, 2014, interdisciplinary teams met. This team make up consists of non-core and elective class instructors collaborating with core area departments/subject areas. The teams have met during regularly scheduled departmental meetings time. The staff members worked together to provide support in areas of demonstrated weakness based on collected data gathered from benchmark assessments and projected student performance.

01/09/2014 - On January 9, 2014, the leadership team was informed of the Datacation updates and the updates in data that had been keyed in to date.

12/06/2013 - On December 6, 2013, rosters for students who are enrolled in one of our remediation tutoring sessions was forwarded by the assistant principal Staff was asked to please ensure that these students are allowed to attend their sessions and are not penalized for work that they may miss as a result. Thank you for your help as we make every effort to reach as many students as possible to achieve our full accreditation status There are four in school sessions (scheduled during each block) and one after school session. In school sessions are conducted in 45 minutes increments. After school remediation is held for one hour and a half.

11/19/2013 - On November 19, 2013, an electronic survey was administered to staff. There were 32 respondents, specific feedback from the survey as related this indicators was as follows: professional development is needed on data analysis, remediation binder standards, more training on Kagan strategies in breakout groups, and working with students suffering prolonged trauma and stress due to family/community issues.

		<p>11/12/2013 - On November 12, 2013, the leadership team received binders to distribute to team members that will be used to document concerted tiered efforts in providing remediation and added support to students. Flexibility in the format was addressed to optimize effectiveness and student success.</p> <p>10/21/2013 - On October 21, 2013, the attendance committee reviewed Indistar indicators TA01, TA02, TA03. The discussion centered on ways that attendance committee is interwoven into each of these identification and intervention steps. TA01 (identifying students in need of intervention) is initially done by the teachers with phone calls/e-mails home to parents and with attendance referrals. Many teachers have not done the attendance referrals and shared the form with the team again. TA02 (tiered interventions) indicator is fulfilled by having the graduation coach meet with students and conduct home visits as needed. TA03 (checking data for fidelity of interventions) is handled by this committee, the attendance clerk, and graduation coach. The team discussed ways we can enhance their role in assisting with meeting with students and parents regarding attendance during the school day.</p> <p>Discuss action items that committees can facilitate as they relate to the school improvement plan are noted below.</p> <p>a.TA01 = Identifying students with attendance issues. An assigned person along with the attendance clerk will compile a "hot list" of students with at least 5 UX absences to the team by October 23, 2013.</p> <p>b.TA02 = Committee members proposed assisting graduation coach by conducting conferences with identified students on Wednesdays during planning (30-35 minutes of planning block), beginning no later than November 13, 2013 and completed by December 18, 2013. The committee requested that members meeting with students in this effort be excused from duty on Wednesdays from 11/13 to 12/18 to conduct this business. After the conference is held, a form letter would be mailed home to discuss the fact that the student has met with the attendance committee and understands his/her need to attend school.</p> <p>c.TA03 = Assist the graduation coach with tracking attendance contracts/referrals and student attendance using same schedule as above. Committee members assisted the graduation coach in tracking student attendance and noted any improvements or further interventions that needed to be in place.</p> <p>5) Submit an outline which provided target dates for the completion of each committee's action steps to the administration no later than October 25, 2013. The outline of our action steps is above in Item #4 was developed to ensure follow through.</p> <p>09/16/2013 - On September 16, 2013, the leadership team brainstormed to identify instruction methods that were individualized and targeted to address individual or small group interventions. They included Kagan, Rutherford, TESEA and Surn strategies. Materials, technology sources, timeframes and ongoing assessment of student progress were furthered identified during team and departmental planning.</p> <p>05/13/2013 - On May 13, 2013, departmental meetings were held to review continued efforts to provide support and wholesome student intervention for their success. Departments focused on efforts for next school term that would offset potential problematic areas. Students identified through assessment outcomes as needing additional teaching.</p> <p>04/20/2013 - On April 29, 2013, the correlate groups were assigned. Groups organized to address specific objectives associated with the indistar objective (s) assigned to them. Correlate groups worked to align their efforts with schoolwide and departmental objectives in an effort to provide support for problematic areas in student mastery and their success.</p> <p>03/18/2013 - On March 18, 2013, remediation dates and opportunities to assist students were proposed by departments during interdisciplinary team meetings.</p>
	Task Completed:	05/23/2014
	<p>3. Teachers will monitor student progress using data collected from multiple tools, resources and strategies. Teachers will use data to identify mastery and misconceptions of main categories and strands. Data collected will be collected from student performance on daily assessments, benchmarks and interactive achievement. Added support will be assigned systematically and routinely for students using district staff and volunteer agencies/community affiliates. Prescribed instruments such as Plato, Johns Hopkins, Wiki, chrome books, retired staff, daily warm ups, will assist staff and aid in credible monitoring of student performance and to determine the efficacy of prescribed interventions.</p>	
	Assigned to:	Department Chairs and Administrators
	Added date:	01/02/2014
	Target Completion Date:	07/31/2014

Frequency:	daily
Comments:	<p>TA02 - REQUIRED - The school will use 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)</p> <p>4/14/2016, On April 14, 2016, the math department chair provided a status update on her department. She reported that a variety of interventions are available for identified students including: class review, small group remediation, after school review, and small group pull-outs. The times and length of review after school and in-class are determined by individual instructors based on the needs of their students. However, all teachers give daily review through the use of warm-up questions and lesson closure. Students are tiered based on amount of needed of remediation.</p> <ul style="list-style-type: none"> – Tier 1: Performing 75% or Higher – Tier 2: Bubble Students <ul style="list-style-type: none"> • Algebra 1 50-74% • Algebra 2 54-74% • Geometry 50-74% – Tier 3: Performing less than bubble range <p>Tiered Students are exposed to a variety of resources and interventions. Specific resources and interventions are determined by the classroom teacher. Interventions include but are not limited to the following:</p> <p>Tier 1</p> <ul style="list-style-type: none"> • Review & Remediation Notebooks/Folders (ALL) • Review Questions from VDOE released items • Review Algebra 1 Packets from District Wiki (ALL) • Pearson Online Textbook(ALL) • Inter-Act Math • GIZMOS for Math • www.explorelearning .com <p>Tier 2</p> <ul style="list-style-type: none"> • Small Group Station Activities • Concept Sort Review Cards • Review Games (Jeopardy, KaHoot) • VDOE Word Wall Cards • DesMos Interactive Math <p>Tier 3</p> <ul style="list-style-type: none"> • Graphic Organizers • Afterschool Review Sessions <p>After-school tutoring: Bean: Algebra IA T/W Withers: Algebra 2 W/TH/F Wood: M/W Shipyard Tutoring in/Library M-TH ARDT Instructor: Senior Pullout M-F 8am-2pm</p> <ul style="list-style-type: none"> • Flashcards Vocabulary Review • SPED and Small Group Pull-outs • Use of Interactive Achievement for weak Strands • Math Manipulatives (Algebra Tiles, Geometry Sketch Pad, and Geogebra) <p>In addition to the classroom teacher, Special Ed and Instructional Paraprofessionals are responsible for providing interventions in inclusion settings. Periodically, the Office of Mathematics offers professional development (AYS) to district teachers with the regards to developing and implementing differentiated strategies for instruction and review.</p> <p>3/24/2016, On March 24, 2016, the English Team leader provided a status update from his department. In Writing, Seniors who had not passed the Writing SOL were scheduled in small groups for remediation with a retired teacher. During her visits, the district's English Specialist also tutored. The English 11 team held afterschool remediation sessions weekly on Tuesdays and Thursdays, two Saturday School sessions (Jan 9, and Jan. 16), and an afterschool session on Thursday, Feb. 10 to which parents were invited. A Writing Skills class was offered Fall semester 2015 for term graduates who had not passed the Writing SOL. In reading, students are tiered based upon their performance in either fiction or nonfiction. Students are placed in</p>

mixed-abilities groups to gain mastery in skills related to etymology, context clues, making inferences/generalizations, drawing conclusions. The English 11 team utilizes the VDOE Blueprint for the Reading SOL and only focuses upon the tested strands. The English team provides after –school remediation on Tuesdays and Thursdays. Students are tiered based upon scores for the Reading 2014 practice test. Those who perform lower than 60% receive small group instruction during class with Special Education teacher and Instructional assistant to strengthen them in the most critical area(s). For the Writing Test, students were tiered based upon weakest strands and remediated with a retired English teacher for 45 minutes per day for 10 days/ Since the beginning of the writing unit, the team has been collecting data and will conclude on 3/25 to determine tier and targeted students. Informed assistance is scheduled beginning 4/4/16. The assigned Special Education teacher, instructional assistant, district specialist (when she is available), and the retired teacher provide meaningful intervention and differentiated instruction for identified students.

3/22/2016, On March 22, 2016, the social studies team leader provided a status update on the department's use of tiered, differentiated/research-based interventions aligned with the individual needs of identified students. She reported that a variety of interventions are available for identified students including: class review, small group remediation, after school review, and small group pull-outs. The times and length of review for after school and in-class are determined by individual instructors based on the needs of their students. However, all teachers give daily review through the use of warm-up questions and lesson closure. Students are tiered for remediation as follows:

- Tier 1: Performing 75% or Higher
- Tier 2: Bubble Students
 - World I 50-70%
 - World II 60-70%
 - VA/US 50-70%
- Tier 3: Performing less than bubble range

Tiered Students are exposed to a variety of resources and interventions. Specific resources and interventions are determined by the classroom teacher. Interventions include but are not limited to the following:

Tier 1

- Review Presentations: Visuals, Maps, Timelines from Wiki (ALL)
- Review & Remediation Notebooks/Folders (ALL)
- Review Questions from VDOE released exams; Flanagan
- Review Packets from District Wiki (ALL)
- Review Cards from District Specialists (ALL)
- Pearson Workbook (ALL)
- WINK Books (ALL)

Tier 2

- Small Group Station Activities
- District Specialist Review Cards (Concept Sorts)
- Review Games (Jeopardy)
- Flashcards (Key words and Cause and Effect)
- Afterschool Review Sessions

Tier 3

- Graphic Organizers
- Flashcards (Key words and Cause and Effect)
- SPED and Small Group Pullouts
- After school Review Sessions
- Review Games
- Student-Student; Teacher-Student Drilling

In addition to the classroom teacher, Special Ed and Instructional Paraprofessionals are responsible for providing interventions in inclusion settings. Periodically, the Office of Social Studies offers professional development to aid in the development and implementation of differentiated strategies for instruction and review.

3/23/16, On March 23, 2016, the Science team leader reported that tired differentiated intervention options are used to assist identified students. These include programs, small group instruction during an instructional block, a specialist providing tutoring, or interventions provided during push-in or pull-out sessions or a dedicated me /E Block. The department uses a variety of interventions such as:

- a. After school tutoring
- b. Pullouts during teachers' planning periods and/or students' elective classes
- c. Specific SOL strands are identified and students are assigned SOLpass.org exams to remediate on test taking strategies and concept misconceptions
- d. Stations are used during the classes to focus on group areas of weaknesses and to differentiate how

remediation occurs in the classroom.

Identified students receive the tiered interventions on a weekly basis as needed. To provide research-based, tiered differentiated intervention for identified students, the department utilizes small group instruction, pull-outs, and individual computerized assignments. In addition to the regular teacher, the special education co-teacher, peer tutors, and specialists (when available) are responsible for providing the tiered differentiated interventions to identified students. Monthly content professional development is provided by the district. Teachers in each specific content (Earth Science, Biology, Chemistry, and Physics) meet with program specialists to discuss and practice research-based best practices and inform teachers of ways to integrate best practices into instruction.

2/15/2016, On February 15, 2016, the English team leader provided notification that a 45 minute in-school remediation session would be offered to the 6 term graduates who had not passed the Writing SOL. The sessions are offered in Room 215 at 1:20 p.m. until the students are tested on March 2, and 4.

1/4/2015, On January 4, 2015, staff members were informed of Saturday School opportunities for students in preparation for Fall SOL testing. The sessions will be held from 9 am until 12:00 pm. All students will report to the cafeteria and directed to the appropriate classroom based on their subject needs.

A sign-in/sign-out sheet is being used to document student participation. A student may attend two sessions; however they are required to spend 1.5 hours in each class, with the sign-in sheets reflecting such. Connect Ed messages and a website posting outlines information for each session offered.

11/30/2015, On November 30, 2015, an updated list of students in need of passing SOL and verified credits for graduation by diploma type and special needs was reviewed to assess continuous interventions and the effectiveness of employed strategies. This list was made available based on the most recent Reading and Writing EOC tests.

11/2/2015, On November 2, 2015, staff meeting was held at which time the emphasis was placed on literacy across the curriculum. A presentation was presented by an English Teacher and Assistant Principal.

10/27/2015, On October 27, 2015 the social studies chair reported that students who have consistently met the required cut score and above in interactive achievement are considered Tier 1 students and will continue to receive instruction and be monitored through common assessments and district benchmarks. Any student who has not yet met the required cut score on common assessments will be considered a Tier 2 student and will receive additional instruction as well as additional resources/manipulates to aide in the learning process. Students who have still not shown improvement after tier 2 interventions have been utilized will be identified as Tier 3 students. Tier 3 students will be offered intense independent and/or small group remediation sessions with the teacher.

2/18/2105, On February 18, 2105, the session with the VDOE PCG coach was cancelled due to weather.

2-4-15, On February 4, 2015, the VDOE PCG coach held individual conferences with the instructors.

Instructor A's conference focused on feedback from the observation, reviewing the school's requirements for developing lesson plans, and strategies for moving a heterogeneous group forward. Instructor B's conference focused on the philosophy of meeting the needs of the students while improving their mathematical skills. Instructor C's conference focused on converting the former lesson plan style to the current requirement of including the behavior, criteria, and condition.

2-4-15, On February 4, 2015, the VDOE PD Specialist observed the two (2) Algebra 1B courses; Instruction was aligned with pacing; Mathematical process goal were observed: representation, connections, use of tools, precision and reasoning; Participation rates for both class was 100%; and Recommended that instructors continue to allow opportunities for students to participate and communicate throughout the period. In the third class observed, the students had completed assignment prior to end of class - recommended that the instructor review articles on time management

1/30/15, On January 30, 3015, the VDOE PD Specialist provided additional information on chunking, use of instructional time, and mathematical processing goals: How can I use Chunking as an Effective Memory Strategy in the Classroom? (PLB Professional Learning Board)

<https://k12teacherstaffdevelopment.com/tlb/how-can-i-use-chunking-as-an-effective-memory-strategy-in-the-classroom/>; Chunking Information for Instructional Design (the eLearning Coach)

http://theelearningcoach.com/elearning_design/chunking-information/; Managing Instructional Time

<http://www.ascd.org/publications/books/103008/chapters/Managing-Instructional-Time.aspx>Time on Task

<http://eric.ed.gov/?q=time+on+task&ft=on&id=ED537669>Mathematical Process Goals/Standards

1/21/15, On January 21, 2015, the VDOE PD Math Specialist, reviewed lesson plans and administrative feedback sheets; Lessons plans from the three instructors have been maintained from September 2014 through January 2015; In reviewing the January plans it was evident that the instructors had addressed the components of the lesson plan (SOL objective(s); warm up activity; discussion question(s), instructional input, closure, resource materials, homework, and assessment); Instructors planned together to develop lesson plans; Some plans were submitted by individual instructors name while others were submitted with the names of all three instructors; Note: The same instructional strategies appeared to be list for all lesson plans and limited changes were noted in the co-teacher section; and it was suggested that the instructors

highlight the specific strategies (from this list) to be used with a given lesson.

Administrative Lesson Plan and Observation Checklist provided evidence that the instructors were writing lesson plans that contained the behavior, the condition, and the criteria. The checklist also revealed that instructors were creating plans that are purposeful, aligned with pacing, allow for small group interaction, incorporate high order thinking/blooms taxonomy; and use of instructional resources from the division's wiki; The Administrative Lesson Plan Observation Checklists have been maintained from September 2014 through January 2015 by the administrators/ department chairperson and evidence of improvement is visible by the shift from "not evident" to "evident" in the instructor's weekly plans

1-21-15, On January 21, 2015, the VDOE Specialist observed two(2) of Algebra IA courses; instruction was aligned with pacing; Observed limited use of the mathematical process goal; Discussed decrease in participation rate over time during the class period (began 86.5% and overtime 40%); and recommended using chunking of activities as an option to combat the lowered rate.

1/7/15, On January 7, the VDOE PD Specialist observed classes using the template with focus on mathematical process goals: use of tool and precision; Provided written feedback to administrators and instructors on process goals; Gathered data on the number of students participating in class (69/86 = 80.23%)As a follow-up from the common planning concern; instructors were provided and article with strategies on How to Motivate the Unmotivated students: www.ascd.org/ascd-express/vol5/504-reeves.aspx

1/5/15, On January 5, 2015,VDOE PD Specialist provided a list of observation/PDA dates to the instructors and administrative team; and developed and sent observation template to administrative team and instructors.

12/17/14, On December 17, 2104, classroom observations were conducted and students "off task" behavior (non-mathematical conversations) was discussed with instructors as a concern; Conducted PDA in which student engagement was defined - what does it look like and mathematical process goals were discussed; Mathematical precision and Use of Mathematical Tools were selected as the focus area for the January 2015 observations.

12/17/2104, On December 17, 2014, the Social Studies team provided an outline of how tier groups of students are addressed. TIER 1: Review Presentations: Visuals, Maps, Timelines (Wiki Resources) Review & Remediation Notebooks/Folders (ALL), Review Questions from VDOE released exams; Flanagan, Review Packets from District Wiki (ALL), Review Cards from District Specialists (ALL), Wink Books (ALL), TIER 2: Small Group Station Activities, District Specialist Review Cards (Concept Sorts), Review Games (Jeopardy), Flashcards (Key words and Cause and Effect), Afterschool Review Sessions. TIER 3: Graphic Organizers, Flashcards (Key words and Cause and Effect, SPED and Small Group Pullouts; Afterschool Review Sessions, Review Games. Student-Student; Teacher-Student Drilling

12/16/2014, On December 16, 2104, the leadership team met at which time, the team provided an overview of how teams are working with tier groups of students based on data. Students are engaged in intensive remediation by tier group. The guidance director provided a list of "off track" students based on the number of SOLs needed to graduate.

12/15/2014, the special education department provided a strategy report on each tier group of students.

12/15/2014, On December 15, 2104, the English chair provided a list of students by tier group identifying the interventions that are prescribed using resources (internal and external) to addressed student needs.

12/11/2014, On December 11, 2014, the leadership team met in preparation for school governance meeting on December 18, 2014. In response to actions steps requested by the team on November 20, 2014, team leaders confirmed that targeted interventions are being provided to each tier group of students.

12/09/2014, On December 9, 2014, afterschool remediation began. A schedule for posted by the data analysis. This effort is designed to enhance in class efforts that are conducted daily.

12/3/14, On December 3, 2014, the VDOE PD coach established topics for PDAs with administrators: composing student directed measureable objectives, transforming traditional activities into activities that promote active student engagement, mathematical process goals, and differentiation of instruction based on student data.

11/24/2014, On November 24, 2014, remediation schedules were crafted.

11/18/2014, On November 18, 2014, the SIT met. During the meeting the data analysts share strategies that are used to address tier students. The team decided that these strategies will be used as a framework to address tier interventions based on assessments and benchmark tests. All students receive in-class remediation from their classroom teacher based on weak strands identified by Interactive Achievement. Warm-ups, BYE's (exit tickets) and homework, After-school tutoring is offered by all science teachers and from NNSY volunteer tutors. Online study opportunities are available at the ICN website and on Edmodo. Tier 2 students will receive individual remediation from their classroom teacher. Tier 3 students will be pulled out of elective classes for remediation by their classroom teacher and/or the area specialist. Tier 2 and 3 students will be assigned eStudy guides and assignments through their Pearson ebook for individualized tutoring. These strategies will be modified as needed and tailored to meet the core disciplines.

10/28/14, On October 28, the leadership team assembled. During this meeting, team leaders gave updates

on the progress of their team meeting the needs of tier groups. The English department uses Formative assessments to gauge students who are at risk and current class averages, unsuccessful Writing/Reading SOL scores. The science department uses unit tests and benchmarks: Students are sorted by score. Top 70% of students are identified. Any students in this 70% who scored below 50% are considered on the "bubble" of passing. These are Tier 2 students. Students who appear multiple times are considered Tier 3 students. The math department students have been identified by SOL scores from Math 8 and Reading 8 SOLs. The focus of the department is preparation for Algebra and MATH 8 Recovery. Students have been identified Via Algebra and Geometry SOL scores. The department's focus is passing the retest for Algebra and Geometry. Students have been identified by failing scores on the Algebra End of Course Assessment and verified credit in Algebra. Remediation is offered through the the Johns Hopkins model, Algebra Functions Data Analysis, project graduation and skill building. The social studies department identify students through data gathered from class assessments, benchmarks, and the upcoming midterms on Interactive Achievement and Scantron Data Sheets. Fidelity is addressed through documented weekly Lesson Plans, Remediation Schedule, Inclusion, IEP Audits, PD360, Instructional Sweeps, Guidance Consults and Professional Development.

10/16/14, On October 15, 2014, the leadership team met with the governance team. During this meeting, team leaders reported on trend data. Team leaders shared strategies, resources and predicted outcomes that drive instructional decisions. Recommendations from the Interim superintendent were made to examine and provide feedback on tier groups, AMOs, the special needs population, graduation Index and associated cohort, use of resources and Remediation. She also encouraged identify the number of students scoring an advanced proficient score on SOL tests.

09/10/14, on September 10, 2014, outside agencies met with the assistant principal. It was noted that all agencies must (if not already) send PowerPoints to assigned administrators. Tracking progress and lack thereof amongst all clients. • Confidentiality was discussed Disclosing client information in PowerPoint so Agencies completing a Release of Information form with Maximum caseloads were discussed by agency.

09/04/2014, On September 4, 2014, staff members submitted lesson plans. Plans are to be uploaded to Wiki to give more opportunities for mastery for all tier groups. The lesson plans format was modified to include resources, pacing, curriculum alignment and data analysis.

08/27/2014, On August 27, 2014, outside agencies were introduced to the staff and informed of their roles and responsibilities for assisting targeted students. Emphasis was placed on their services and availability to assist as needed.

05/06/2014, On May 6, departments met to discuss data analysis, student misconceptions, mastery and strategies to ensure student success. It was a sense of urgency to provide tiered intervention and support for students through remediation plans and strategic efforts to meet the needs of students.

05/02/2014, On May 2, 2014, the SI administrator requested that team leaders provided an update on interventions and strategies addressing tier groups to exchange during SIT meeting on May 6, 2014 in preparation for school governance.

3/21/2014, On March 21, 2014, staff members submitted to assigned administrators a remediation plan to convey actions and activities that addressed tiered groups of students. The stated activities were used as "look fors" during classroom observations.

3/18/2014, On March 18, 2014, the school governance team directed the leadership team to complete actions steps. One involved providing sample questions from achievement series. Another required report on the elective classes designed to prepare students in Mathematics and English. The report is due on April 10th.

2/27/2014- On February 27, 2014, the Special Education department shared minutes from the February 24, 2014 meeting. The teachers were asked to get a complete breakdown of their students' SOL scores and turn in the names of those who fall between 375 and 399. The teachers were encouraged to continue to list activities and tiering. Reminded the teachers of due dates for the Data Tracking sheets, Attendance Issues and Remediation Calendars. She further expressed to the self-contained teachers that it was imperative that they begin showing the growth of students within their classes. It was noted that several of the students are low functioning, but as a means of measurement and data, information is needed. It was agreed that PLATO would be a form of measuring (but not limited to) the growth of the students. This information would also be useful when completing the VAAP.Achievement Series was be a testing tool. It gave an actual breakdown of the student's weaknesses.

02/13/2014 - On February 13, 2014, department chairs shared with the school governance committee strategies that were employed to meet the needs of students based on performance by subject based on SOL assessment data.

The science chair reported that lesson plans include all required components, artifacts, and assessments. All teams gave identical tests and data analysis was performed to include:
 Scores sorted by student to identify students in greatest need of remediation
 Strands sorted by student and class achievement to identify what content needs to be re-taught or

	<p>remediated</p> <p>Item Analysis to show which questions were most frequently missed. These questions would be incorporated in to future warm-ups to allay any misconceptions.</p> <p>The English Department chair reported that Grammar, punctuation and spelling should be a focus in every content area.</p> <p>Students should be asked to respond in complete sentences.</p> <p>Assignments and assessments in all areas could include short written responses.</p> <p>Explaining is expository writing.</p> <p>Mimicking testing environments to assist with endurance.</p> <p>Technology- Continuous usage with utilizing the computer labs weekly.</p> <p>Achievement Series-</p> <p>Bi-weekly assessments for accurate data analysis.</p> <p>WAC (Writing Across the Curriculum) - Using correct sentence structure and grammar.</p> <p>The social studies department reported that</p> <p>Utilizing specialists/special education teachers to pull students for remediation on a weekly basis</p> <p>Uploading all assessments on Achievement Series for common testing, data analysis, and remediation</p> <p>Utilizing Wiki resources available</p> <p>Creation of remediation class focused on increasing SOL retest scores and graduation rate</p> <p>Increasing the amount of SOL practice questions during the week in warm-ups and exit tickets</p> <p>The social studies chair reported that Utilizing specialists/special education teachers to pull students for remediation on a weekly basis</p> <p>Uploading all assessments on Achievement Series for common testing, data analysis, and remediation</p> <p>Utilizing Wiki resources available</p> <p>Creation of remediation class focused on increasing SOL retest scores and graduation rate</p> <p>Increasing the amount of SOL practice questions during the week in warm-ups and exit tickets</p> <p>The Math Department chair presented a conceptual model including the following:</p> <p>Goal setting</p> <ul style="list-style-type: none"> *Review Curriculum *Big Ideas /Mastery list Unit Plan/Test Creation *Pacing Guide *Collaborate achievement series upload <p>Differentiated Strategies</p> <ul style="list-style-type: none"> *Array of activities *Writing of the lesson plan <p>Testing</p> <ul style="list-style-type: none"> *Administration *Data Analysis *Reloop of Process <p>Remediate Reteach</p> <p>Retest</p> <p>The special Education department chair reported that</p> <p>Data Tracking Sheets</p> <p>Remediation</p> <p>Differentiated Instruction</p> <p>Specially Designed Instruction</p> <p>RTI-Response to intervention</p> <p>Plato</p> <p>On February 3, 2014 team leaders reported the results of SOL data and strategies and interventions that employed and reflected in lesson plans specific to tier groups of students. As of February 17th, all essential actions as related to the tested curriculum and required by the department of curriculum and instruction are enforced and monitored.</p> <p>Based on the school governance committee and consensus of the leadership team, it is essential that Norcom's tiered instruction and development of individual or small group interventions employ research-based methods, materials, technology sources, timeframes, and ongoing assessment of student progress.</p> <p>The division's specialists and central office personnel endorses the use of tools purchased and supported by the division.</p>
	<p>4. Conduct systematic instructional observations to "chunk" themes of student engagement and mastery of content. Similar to The AdvancEd External Review Team's use of the ELEOT observation tool, this will complement the district's</p>

	observation instrument to report, document and validate the identification of students by tier groups, pacing, instructional delivery and use of resources.		
	Assigned to:	Administrators	
	Added date:	04/13/2016	
	Target Completion Date:	06/17/2016	
	Comments:	As recommended by the indistar coach on 4.13.16, an additional task should be added to convey how interventions will be monitored, an outline of the monitoring process and articulation of how unsuccessful interventions are addressed.	
Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)	
	Indicator		
	TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)		
Status	Tasks completed: 4 of 7 (57%)		
Assessment	Level of Development:	Initial: Limited Development 11/16/2012	
	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:	Departments have data that reveals the performance of students by subject and objectives. Trend data is available, but it is not vertically and horizontally conveyed across disciplines.	
Plan	Assigned to:	Shameka Pollard	
	How it will look when fully met:	An interdisciplinary team will monitor the outcomes of targeted interventions. Data triangulation will influence the team's structure and responsibility in meeting the diverse needs of identified students. The team will utilize data derived from multiple student assessments. Professional development will continue with a focus on effective instructional strategies, interventions, and individual staff need. Informal and formal instructional monitoring will strengthen the concerted efforts established to foster student success. SOL test data will be used as a baseline, with interactive achievement and teacher-made assessments used to measure student progress and serve as decision points for interventions. Data collected from assessments (to include division-endorsed assessments, teacher- made tests, unit tests, computer-generated assessments and student coursework) will serve as points of reference to assess the effectiveness of interventions as well as to determine the need for new targeted interventions. Moreover, monitoring the application of targeted learning strategies by instructional staff will serve as a framework for determining professional development and aid in the improvement of teacher effectiveness. By October 2016, 100% of the staff will develop plans for using data to identifying and monitoring student misconceptions and appropriate treatments to address them.	
	Target Date:	06/30/2013	
	Tasks:		

	1. Student data will be analyzed by department. This includes SOL data and benchmark data derived from Interactive Achievement series.
Assigned to:	Ramlatchan, Team leaders, Administrators
Added date:	11/16/2012
Target Completion Date:	06/30/2013
Frequency:	monthly
Comments:	<p>4/14/2016, On April 14, 2016, the Math Department chair provided a status update on the department. Student progress is monitored through the use of unit assessments and daily warm-up questions. Math Specialist provide training during At-Your-Service/In-service on the impact of tiered and differentiated interventions. During data review meetings, the division coordinator and specialists review data with teams and work with teachers individually in classrooms and provide feedback forms. District-wide Mathematics classes participate in 4.5 week benchmarks, and use midterm and final exams to determine the effectiveness of intervention strategies.</p> <p>3/24/2016, on March 24, 2016, the English Department chair provided an updated status on the department's monitoring process used to review student interventions outcome data and their procedure for addressing unsuccessful interventions. Teachers monitor through formative assessments in class and through homework daily. Weekly and bi-weekly summative assessments in the form of quizzes and released SOL tests are administered using computer labs (if available), or in class with the students using their Chromebooks. Each student's data sheet is printed and saved to track progress. Students are assigned enrichment activities through interactive websites to strengthen their skills.</p> <p>3/23/2016, On march 23, 2016, the Science department chair reported that instructional teams meet on specific days during the week to discuss, unpack, and analyze data of formative and summative assessments from the week before.</p> <p>Teachers receive professional development regarding the procedures for monitoring and evaluating the impact of tiered differentiated interventions at monthly department meetings, provided by the science department chairperson.</p> <p>Currently there is no division staff person assigned to the team involved in the monitoring during data review meetings. On a quarterly basis, students complete the benchmark assessments and midterm examination. The data obtained from these assessments is used to determine the effectiveness of the tiered interventions.</p> <p>3/22/2016, On March 22, 2016, the Social Studies Department chair provided an updated status on the department's monitoring process to review student intervention outcome data and their procedure for addressing unsuccessful interventions for targeted students to ensure fidelity and effectiveness. Student progress is monitored through the use of unit assessments and daily walk-through questions. However, no professional development has been given in this area during this school term. The division coordinator and specialists review data with teams and work with teachers individually in classrooms. District-wide Social Studies classes do not participate in 4.5 week benchmarks, however midterm and final exams are used to determine the effectiveness of intervention strategies.</p> <p>10/28/2015, On October 28, 2015, and interactive professional development was offered to staff. Surface Pro tools and hard copies of a least two class set of tests or assessment results were utilized. The preference date were results from the most recent data set. The professional development was held in room 217 at 12:30pm-2:30pm. A group of teachers had the opportunity to meet in the library to analyze their data with the support of an administrative team member.</p> <p>12/16/2014, On December 16, 2014, an email was sent from the SIT chair requesting the dataCation be updated to reflect groups for the 2014-15 school term. A response was received via email that "DataCation will be updated as soon as the files are complete."</p> <p>3/31/2014, On March 31, 2014, The data analysis forwarded data from quarter benchmark testing. Student results would determine intervention and opportunities assess the effectiveness of interventions provided to tier groups of students as identified in datacatation.</p> <p>1/22/2014, On January 22, 2014, the data committee discussed the need the answers the following questions in order to utilize datacation to show graduation rate progress: how do we keep notes on individual students? How do we keep intervention records (TAO1)? How do we keep track of numbers fluctuating in a given group over time? Who is uploading this data? How often? Who uploads SOL data? Who uploads Achievement series data? Achievement Series: It was noted that the data analyst established follow-</p>

		<p>up sessions with departments, teams and individual teachers to teach them how to utilize AS data and how to use AS for SOL preparation, including loading questions. SOL data from last year and the fall semester will be compared as soon as this information becomes available. A correlation was conducted to see if there is a relationship between SOL failures, student attendance and class grade. Final exam data: We discussed that this data does not need to be analyzed since we are starting a new semester. Individual teachers may use their data in remediation efforts for expedited re-takers. Second semester 4.5 Benchmarks: Data Analyst needs to block computer lab time and publish the CL schedule as usual. The data from this benchmark was used to begin remediation efforts.</p> <p>On January 3, 2014, the graduation coach provided a list of students who participated in one-on-one conferences due to observed patterns of low average performance. The list distributed via email and data shared and analyzed using Datacation</p> <p>On October 8, 2013, data was provided by the data analyst showing how many credits students in grades 9-12 have, number of passed and failed SOLs by subject. Colors codes indicate whether they passed, failed the class and test, and whether they passed the class but the test.</p> <p>On September 7, 2013, 4.5 benchmark data for Fall 2013 was compiled and presented by the data analyst.</p>
	<p>2. To create a positive student learning experience with growth in student achievement, time and effort is necessary to establishing the processes to identify students at risk for failure and to provide differentiation in their instructional delivery to improve understanding. The leadership team has identified that attendance is problematic. Thus, attendance data on targeted students will provided the staff, the attendance clerk, and truancy officer a framework for helping to recover lost of instructional time and interventions. Letters will be mailed home to notify parents/guardians of truancy and opportunities for remediation and interventions. Progress monitoring will help to identify which skills are needed for review and reteaching. The team will identify what the instructional focus should be for individuals or small groups who need help. The task will include monitoring from a multidisciplinary viewpoint to identify data to be reviewed, a time frame for a monitoring cycle, and clearly delineated steps in documenting student progress.</p>	
	Assigned to:	Team Leaders, B. Smith, Ferebee, Arrington, Sheppard
	Added date:	11/16/2012
	Target Completion Date:	06/30/2013
	Frequency:	monthly
	Comments:	<p>4/20/2016, On April 20, 2016, the Science Department chair intervention students are identified by unit test performance on achievement series. Students are selected if they score 60 or below on specific strands. The specific strands are identified and students are remediated for their specific deficiencies. Summative assessments are administered after each unit, approximately every 1-2 weeks. Formative assessments are differentiated and administered daily. Some examples include labs, foldables, models, graphic organizers, questioning, polling. Teachers in the department are consistent in data analyze downloaded from the Interactive Achievement program. The department uses a variety of interventions such as: after school tutoring, pullouts during teachers' planning periods and/or students' elective classes, specific SOL strands are identified and students are assigned SOLpass.org exams to remediate on test taking strategies and concept misconceptions. Stations are used during the classes to focus on group areas of weaknesses and to differentiate how remediation occurs in the classroom.</p> <p>Identified students receive tiered interventions on a weekly basis as needed. To provide research-based, tiered differentiated intervention for identified students, the department utilizes small group instruction, pull-outs, and individual computerized assignments. In addition to the teacher, the special education co-teacher, peer tutors, and specialists (when available) are responsible for providing the tiered differentiated interventions to identified students.</p> <p>4/19/2016, On April 19, 2016, the Math Department chair reported that all teachers systematically use an instructional process that clearly informs student of learning expectations and standards of performance. Teachers use posted board essentials to inform students of daily expectations and procedures. Agendas are posted on the board, daily and in plain view for all students, to show the order of activities and to give students milestones to show progress. Objectives are posted and referenced so that students are aware of what they are expected to learn. These objectives can be changed on a daily, weekly, or unit basis. Some</p>

examples of positive feedback are the use of the TI-Navigator system, interactmath.com, interactiveachievement.com, and the use of the Virginia Department of Education website. All of the websites are readily assessable with the use of the student's chrome book.

04/18/2016, On April 18, 2016, the Social Studies Department Chair reported that teachers in the department are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. In the Social Studied department teachers in the same subject team meet weekly –World History every Wednesday after school at 2:30 in Rm. 223; VA/US every Tuesday after school at 2:20 in Rm 224—to plan engaging instructional activities and assessments for the students.

04/18/2016, On April 18, the English Department Chair reported that remediation and enrichment are offered daily within the English department (most teachers stay back on Tuesdays and Thursdays). The department has even offered Saturday school sessions, and after-school sessions that included parental involvement. The turn-out has been traditionally low despite efforts from the administration to contact and reach out to parents weeks in advance. Apathetic students who continuously show up to class ill-prepared, or who barely come to school at all, make the differentiation of instruction difficult even with SpEd support. The department utilizes small group instruction, small group pull outs, and co-teaching in an effort to differentiate; yet, some students resist assistance.

04/16/2016, On April 16, 2016, the guidance director provided an updated off-track cohort report. The report was in an excel that identified students by name, diploma type, credits, number of SOLs needed, counselor, notes i.e. SPED classification, actions/intervention, person(s) responsible and follow-up dates.

3/23/2016, On March 23, 2016, The dean of students requested documentation on parental notification of students in violation of the attendance policy.

2/8/2016, On February 8, 2016, the attendance officer addressed the staff to inform them of the obligations associated with reporting attendance. Questions and concerns were addressed with specific examples of cases related to Norcom.

1/19/2016, On January 19, 2016, attendance recovery began was offered to students during the regular school day. This convenient option was due to the SOL testing window. Students were assembled in the school's auditorium.

12/15/2104, On December 15, 2104, names were provided by department heads for posting in datacation and identifying tier groups of students. The counseling department chair provided the names of students in need of specific SOLS and the percentages for GI. Special Education department chairs provided the names of students by discipline and teacher with their prescribed strategy for instructional support.

11/20/2014, On November 20, 2014, the school governance team met with the school leadership team. During this meeting, team leaders shared how data are used to address tier groups of students. The following tasks were assigned: Please begin to identify all regular and special education students who are in need of verified credits, SOL's, and passing a class. The guidance director will provide the list as it pertains to subject area only. Identify students and place in identified tiers with identified and documented tiers. Include all students who need to pass the SOL but have already passed the class. Make sure those students are accounted for and indicate whether or not they are in a class now (remediation/repeat) or otherwise and then indicate the intervention and frequency of treatment for each student to include, before school, afterschool, weekends, distance learning, etc. Each subject area should produce this information prior to our next governance meeting with documented implementation. Indicate the use of specialist and their frequency of classroom visits and or pull-outs.

11/18/2014, On November 18, 2014, the SIT met. The data analysts exchanged strategies that are used to address Tier 2 and 3 students. The team agreed to use these as a framework in core disciplines with modifications as needed. The strategies included: students are monitored by their classroom teacher according to their performance on future formative and summative assessments, classroom teachers pull out students that are not showing improvement to address areas of weakness and classroom teachers recommend students that are not showing improvement for specialist pull-outs.

10/28/2014, On October 28, 2104, the leadership team met. The team identified resources used to ensure that interventions are afforded to students affected by missed instructional time. These resources include: DataCation, Interactive Achievement, Partnerships, PD360, Specialists, Graduation Coach, Guidance, Outside Agencies, Social Worker, Truancy Officer, Mentorships, and Programs & Activities. Technology and programs such as EdModo and Pearson provide opportunities to fill missing gaps in instruction due to absences.

09/29/2014, On September 29, 2104, the attendance correlate committee met. During the meeting, the committee followed this agenda noted below:

1) Discuss how your committee is interwoven into the school improvement plan (Indistar). Committee reviewed Indistar indicators TA01, TA02, TA03 online and discussed the ways that attendance committee is interwoven into each of these identification and intervention steps. The TA01 (identifying students in need of intervention) is initially done by the teachers with phone calls/e-mails home to parents and with

		<p>attendance referrals. It was stated that many teachers have not done the attendance referrals in the past and shared the form with the team. TA02 (tiered interventions) indicator is fulfilled by having the graduation coach meet with students and conduct home visits as needed. TA03 (checking data for fidelity of interventions) is handled by this committee, the attendance clerk and the graduation coach. The team discussed ways we can enhance our role in assisting with meeting with students and parents regarding attendance during the school day.</p> <p>2) Discuss action items that your committee can facilitate as they relate to our SIP.</p> <p>a. TA01 = Identifying students with attendance issues. We will get a "hot list" of students with 5 or more UX absences from the attendance clerk weekly and use that to identify students in need of attendance interventions. A committee member was identified to obtain the hot list from the attendance clerk weekly. He will get a list this week for those already having attendance issues and will share it with the committee the next time we meet.</p> <p>b. TA02 = Committee members propose assisting the graduation coach and the truancy officer in interventions by conducting conferences with identified students on Wednesdays during planning (30-35 minutes of planning block), beginning no later than October 8, 2014. Committee requests that members meeting with students in this effort be excused from duty on Wednesdays to conduct this business. After the conference is held, a form letter will be mailed home to discuss the fact that the student has met with the attendance committee member and understands his/her need to attend school and make up all missed work/assignments.</p> <p>c. TA03 = Assist the graduation coach with tracking attendance contracts/referrals and student attendance using same schedule as above. Committee members will assist the graduation coach in tracking student attendance and note any improvements or further interventions that need to be in place.</p> <p>3) Submit an outline which provides target dates for the completion of your committee's action steps to assistant principal.</p> <p>04/02/2014, On April 02, 2014, the graduation coach began scheduling conferences with juniors by subgroups. The Special Education team leader identified special education students. The data identified credits acquisition, and math verified credits.</p> <p>03/21/2014, On March 21, 2013, the graduation coach solicited trend data on students with excessive absences and in danger of failing. The coach outlined a schedule to meet with students to address truancy and the risk on not graduating on time.</p> <p>02/13/2014, - On February 13, 2014, members of the leadership team participated in DataCation training. A feature of that program allows the user to see a student's attendance profile. This feature enabled the leadership team to cross-reference student attendance with performance. The attendance clerk maintains a record of daily attendance and forwards to staff a daily attendance report. However, it is recognized that it applies to first block attendance only. Power school was used as a supplementary tool to track attendance on targeted students.</p> <p>02/12/2014 - On February 12, 2014, the office of instruction forwarded The ADA report to the SIT chair. This report was shared with the SIT team. Slight fluctuation was evident.</p> <p>The graduation coach monitors the attendance of students that are habitually absent or late.</p> <p>9/16/2013 - On September 16th, the graduation coach and data analyst reported the need to keep data current and available for ready review. Using dataCation enabled the leadership team to easily access and collect longitudinal data on patterns and trends. Moreover, it enabled the team to access the effectiveness of strategies and interventions employed. They intend to see a positive correlation among interventions, use of time, and student achievement.</p> <p>On October 21, the graduation coach reported during a correlate meeting that receipt of attendance referrals from staff members identifying students who missed 5 days of school. Phone calls are being made to these students and students with previous issues are being followed up. It was suggested that teachers update student contact information and any new numbers are to be shared with other teachers.</p>
		3. The leadership team will continue to compile and analyze data derived from instructional monitoring to modify and validate instructional practices.
	Assigned to:	Rosalynn Sanderlin
	Added date:	11/16/2012
	Target Completion Date:	06/30/2013
	Frequency:	monthly

Comments:	<p>06/2/2014, On June 2, 2014, the data analyst compiled preliminary SOL performance data. It was not published, but was used to provide an overview and an update on school accreditation status and to identify opportunities for students in need of attaining verified credits.</p> <p>05/12/2014, On May 12, 2014, team leaders exchanged research-based strategies being utilized across disciplines to foster student mastery and to identify misconceptions and readiness for SOL preparation based on compiled data and analysis.</p> <p>03/24/2013, On March 24, 2014, departments reviewed the school-wide data analysis form. The governance team suggested that teacher names be added to the form to foster greater accountability. Assigned administrators addressed concerns and questions as they traveled to departmental meetings. The use of these common forms adds fidelity to the school's efforts to use data and to make decisions on appropriate interventions.</p> <p>03/11/2014, On March 11, 2014, the leadership team met. During the meeting, each team leader reported on how data are compiled, analyzed and derived from instructional monitoring to modify and validate English Department indicated students are having difficulty with independent practice and generating ideas. Talked about using timers and Think Pair Share as techniques to assist in this area. Some success included color coded writing. Reciprocal teaching and the use of portfolios are employed. The students are also collaborating in groups to facilitate writing. Lesson plans are submitted on time. Insight and assistance is provided by the administrator. Anchor papers have been requested per requested at governance meeting. The Social Studies team (WHI) is developing an item bank for Achievement Series including best questions from students. The team leader indicated the senior remediation class are scheduled to benchmark with the other history classes next week. Student issues include difficulty remembering content and attendance. They determined that going back to basics with flash cards and other techniques would help with content and to increase the use of phone calls and attendance letters to parents to assist with attendance issues. Science team members have updated slides including the initiatives with data for the Governance meeting. Students have been identified who needed remediation using 60% as the cutoff. Part of the remediation includes questions from the standards that 60% or less of the students got incorrect and to use those questions as a warm-up. The team indicated that the biggest issue concerning Science is attendance. She correlated a department list that included students with absences of 3+days. Six students have already failed due to the 10+ days absent. She gave that list to the graduation coach. The building principal asked for suggestions concerning attendance. It was mentioned that a new attendance recovery program is necessary but it needs a new leader/organizer.</p> <p>The math department team leader reported that successes include creating assessments prior to testing. Data shows a slight improvement. One issue includes the implementation of a tiered lesson plan. Because of the different groups already used in the classroom individual and group attention is difficult. Inquiry was made to determine whether the remediation pullouts worked. Data from the SOL has not arrived. Inclusion classrooms where the same teachers are always being pulled to assist with other duties and classes is imposing a problem. A request was made to have it rotated. She was advised to keep track of the issue and report her concerns to the office. The building principal shared observations made from classroom visits. Emphasis was placed on the execution of the lesson plan. Inquiry on data analysis being included in the lesson plans was raised. At this time, the math team leader responded that they are waiting on Achievement series math tests. The data analysts reported that she supplies the information and that it is not included in the Science lesson plans. The building principal said that after the next benchmark tests, all core subjects should be on Achievement Series and use the data gathering tools to include in lesson plans. Assessments can be short- 5 questions and that a variety is best. All lesson plans are stored in the office by subject and/or teacher for quick retrieval when the Auditor comes.</p> <p>The special education team leader reported that students are identified that need remediation and meet with teachers. Remediation is working if the students are present. Differential instruction is used- 2-3 students at a time. She mentioned that intervention is not being used across the board and that attendance is an issue. Behavior plans have been developed for the students with behavior issues. There is concern about the inconsistencies with attendance issues. The Health and Physical Education team leader emphasized that the department is supporting Math and Science through determining target heart rate and within our nutrition and disease units. She mentioned that the students have difficulty with basic math without the use of a calculator. The graduation coach reported that documentation is needed from the teachers including phone calls, letters and attendance referrals. He needs it for CHINS- different paperwork is coming soon. Teachers should be sending out letters at 3, 5, and 7 absences. He placed emphasis on the accountability of teachers and the possibility of teachers using incentives in the classroom to increase attendance. The attendance clerk is a backup for attendance, not the front line.</p> <p>HPE department reported concerns about students in the hallway. Instructional leaders were reminded to adhere to the dates given for requested paperwork to be remitted. The assistant principal addressed accountability and adherence to the time line for documents. He also stated that the department meeting should be a working meeting where teachers share data not necessarily just sharing information. He asked</p>
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teachers not to buy into negativity.

02/21/2014, On February 21, 2014, three documents which highlight Look-for's referenced during the recent academic review. The items in each document outlined what would be "looked for" as classroom observations are conducted, classroom assessments are monitored and data analysis by departments are made.

02/17/2014 - On February 17, 2014, all teams employed the use of the modified lesson plan format to enhance instructional planning and delivery. Modifications have been discussed in team meetings and reviewed during monthly staff meeting. The revised format heightened critical thinking, convey assessment information using SOL formatted questions drawn from achievement series and included heighten remediation and intervention strategies. Thereafter, assessment analysis from the previous week would be attached to the lesson plan.

02/12/ 2014 - On February 12, 2014 during SIT meeting, the building principal directed the teams attention to bins that would be used to store data and the modified methods that would be used to assess and collect data on student weekly assessment performance

02/11/2014, On February 11, 2014, the SIT chair discussed Datacation. She expressed that all information and everything being implemented needs to be initiated by February 17th. She further stressed the importance of assigning smart adjectives in the form of goals to ensure that essential actions are made. Goals in the SIP have been keyed to ensure actions are met. Clarity as to whether or not the Physical Education department was to upload tests on Achievement Series was raised. A decision will be made on this later. The data analysts emailed the functions of Achievement Series and uploading meets goal EE2.02. Teachers who are not downloading in Achievement Series, are given help to The principal addressed critical things that must be in place is the data analysis, which addresses misconceptions in the lesson plans, delivery and instruction and the importance of everyone being able to print this information. Teachers are required to attach all information, there are bins for documentation. Evidence and data are categorized from plans, artifacts, monitoring, to instruction. Professional development activity highlighted for EE1.05. Effective February 10, 2014, the Math director is scheduled to conduct sessions with the mathematics teachers. Concerns were raised with staff and others knowing their scores. The principal stressed the importance of everyone taking ownership. The scores of the school belong to everyone and everyone should be aware of the school's strengths and weaknesses. The history department leader expressed that several teachers had issues with the new lesson planning. A teacher questioned the percentages utilized in the plans. And wanted to know could they use percentages, such as 65% mastery. It was suggested to aim high. Scores would go up and down, but by all means nothing should be set that low. The science chair expressed that there are some classes that are over flowing in the science department. She is in the process of smoothing things out and Administration has been very helpful. The teachers of the Science department are turning in meaningful lesson plans and assessments. The HPE chair reported that the Physical Education department is trying to get more English and Math within their classes. They are doing more writing and journaling as well as working with mathematics problems that pertain to health and heart rates etc. She also reported that her department offers remediation on Wednesdays after school. A different teacher rotates each month so that the load is not just on one person. A school wide announcement was made to make the students more aware. After school remediation can also be utilized as attendance recovery. The History department is awaiting data to be compiled for retesters. The remediation course for the seniors is going really well. Algebra II has improved with the retesters. More data are expected. Common assessments are being used within the math department. A plan for administering common assessments and how to get the teachers to have equal equity in the involvement was introduced by the team leader. The importance of data analysis within the Special Education department was expressed. The team leader elaborated on action steps the department would be taking with identifying the strengths and needs of the students her department serves. The importance of Response to Intervention (RTI), Specially Designed instruction and Differentiated Instruction was also highlighted. An appeal was made to staff to communicate with their department chairs if supplies are needed. The importance of communication with the building level administrators instead of taking concerns outside of the building was stressed. It is unprofessional for her to be surprised by things with no recollection. The principal addressed the importance of staff attending the graduation ceremony. She wishes for each staff member attending, to be dressed in their academic regalia. She requested that the Department Chairs communicate this as soon as possible.

The graduation coach is scheduled to meeting with parents and students on the 17th. Students in jeopardy of not graduating are scheduled for Wednesday, February 12th.

Wednesday's stakeholder meeting addressed and the importance of the staff connecting with the volunteers. Department chairs were asked to pair with a stakeholder so that they would have a direct POC within the building. About forty people are expected. Leadership team members are encouraged to stay on track with the individuals in their department and to remain supportive.

02/02/2014 - On February 3, 2014, team leaders reported during staff meeting strategies that were used to

modify instructional practices to ensure student success in preparation for SOL testing. Data collected from preliminary test rests were used as the framework for modifications by department.

12/12/2013 - On December 12, 2013, members of the school leadership team contributed to the development of a model which exhibits how I.C. Norcom High School addressed critical issues pertaining to the following:

Algebra I

Graduation Rate

Special Education (1. Performance Criteria 2. Special Education Index-Need an increase of 10%)

The team reported that the following interventions and strategies are employed to meet the critical issues to enhance student performance and success. This information was presented to the school governance committee.

Algebra I

Johns Hopkins/Algebra Foundations Class for Freshmen

Fills gaps and builds prerequisite skills (prevention)

Algebra Readiness (ARDT)

1st Semester pullouts and tracking of student data

2nd Semester dedicated remediation class

Include underclassmen in remediation plan (including incoming freshmen)

Utilize District Specialist/PLATO for repeaters

After school tutoring and NNSY Volunteer Tutoring

Graduation Rate

Freshmen Academies/Freshmen Transition

Early Warning System

Use progress reports and report cards to identify freshmen in danger of failing 2 or more classes/2 or more SOLs

Identification of freshmen who pass 6 or less classes and/or 2 or more SOLs (TA01)

Implement remediation plan immediately (TA02)

Continuous tracking and interventions (TA03)

Graduation Coach

Night School and Summer School to recover credits/SOLs

The Guidance Department planned to complete :

Revamp the master schedule for teachers to keep the same students for 1st and 2nd semester. This is to keep a good teacher/student academic relationship where the teacher is already familiar with the student's strengths and weaknesses.

Help identify students who need remediation and keeping record of how many students are attending the shipyard tutoring and ask department chairs for attendance numbers.

Look for "early warning signs" of failure by teacher contact, progress reports, attendance numbers, and benchmark tests.

For students who need to attend EXCEL, start the process early by getting parents involved (orientation) so they will understand the process of how night school benefits their child. Also, keep in communication between Counselor A and Night-School Counselor by comparing lists of who is attending and who has been removed.

Ask for correspondences that go home to parents regarding remediation, tutoring, pull-outs, etc.

Make an announcement regarding SOL testing daily.

The Graduation Coach actions taken include:

Look for "early warning signs" of failure and identify the students from the 2015, 2016, and 2017 cohorts in the areas of course failure (English/math) and possibly lacking the required number of credits/verified credits.

Meet weekly/bi-weekly/quarterly with seniors who are Tiered 2 and 3 to ensure they are actively participating in their prescribed treatment plans.

Monitor and schedule monthly meetings with students in jeopardy of on time graduation due to attendance. (25 day method)

Special Education (1. Performance Criteria 2. Special Education Index-Need an increase of 10%)

Identify and target SLD students

Continuous data collection and progress tracking

Standards Based Binders

Tiered Instruction

Collaboration with Parents

Remediation

Differentiated Instruction

Multi-Modal/Multiple-scenario Approaches

Lesson plans modified to fit each student
 Resources and interventions
 Comprehensive data collection to help monitor and adapt lessons
 Math Performance
 Last year-41% AMO met
 Participation
 Last Year-95% AMO Met
 English Performance
 Last year-30% AMO met
 Participation
 Last Year-95% AMO Met
 AMO-Performance
 Algebra 90 day
 Total Students-11
 Passing-0
 Needed to meet AMO-6
 AMO-Participation
 Algebra 90 day
 Total Students-12
 Total to Test-11
 Needed to meet AMO-11
 AMO-Performance
 Geometry Part 1
 Total Students-14
 Passing-6
 Needed to meet AMO-1
 AMO-Participation
 Geometry Part 1
 Total Students-15
 Total to Test-14
 Needed to meet AMO-14
 AMO-Performance
 English 11
 Total Students-9
 Passing-3
 Needed to meet AMO-3
 AMO-Participation
 English 11
 Total Students-10
 Total to Test-9
 Needed to meet AMO-10
 Identify students who have failed English 9 or Algebra I. Determine the percentage of the Freshman class
 Early Warning
 Identify freshmen in danger of failing Algebra I and Algebra Foundations
 The Graduation Coach Actions include :
 Meet weekly/bi-weekly/quarterly with freshman who are Tiered 2 and 3 to ensure they are actively
 participating in their prescribed treatment plans.
 Correspond weekly with their Excel teacher and follow up with these students progress as it relates to
 attendance and course work at Excel
 If attendance played a role in their failure, monitor and schedule meetings with students in jeopardy of on
 time graduation (25 days increments).
 Current Freshman Class
 Algebra Foundations failures – 27 students = 14%
 English 9 failures – 39 students= 23%
 Algebra I and IB failures – 8 students
 (primarily repeaters) = 14%
 Last Year's Freshmen Class
 • English 9 failures – 64 students= 20%
 • Algebra I and 1B failures -90 students= 44%
 12/16/2013 - On December 16, 2013, student progress reports were distributed. It is customary to assess

student performance (success and failures) with regards to projecting student mastery of objectives and standards during the marking period in addition to student readiness for SOL testing. During this marking period, staff members were required to add more rigorous to warm up activities using prescribed VDOE strategies and practices. These are highlighted in lesson plans. Team leaders monitored the application of targeted learning strategies. During team planning, these results are included in multiple data points to identify concepts poorly understood. Moreover, it provides an opportunity to identify problematic teaching methods or material issues. These enhanced instructional approaches are designed to foster student understanding. Data comparisons of the outcomes from these interventions will help to identify which strategies are most effective and perhaps extended to other students through interdisciplinary activities and opportunities.

02/11/2014 - On February 11, 2014, department and team leaders provided an overview of their team's data and intervention and strategies to address student needs.

02/10/2014- During department meetings, team leaders stressed the need to revise the lesson plan format to include highlight strategies and the use of achievement series data for assessing students to determine mastery of objectives by strand. Remediation plans were reviewed to determine relevance. Re-teaching methods outlined and Re-testing helped to identify appropriate alignment and further intervention needs.

02/03/2014 - On February 3, 2014, department leaders provided an overview of SOL data and outlined interventions that would be afforded to students eligible for retakes and those who needed intensive support during faculty meeting.

12/12/2013 - On December 12, 2013, the guidance director provided student identification numbers for students assigned to Algebra Readiness, Project Graduation by date and session. The data was keyed into DataCation to assess the effectiveness of remediation and to monitor student success. Passes are issued to students to be released to report to the sessions. There is an obvious system in place to have students released to report at established times and locations. First quarter team minutes reflect data collection and analysis used to construct remediation packets and referral for tutorial assistance.

10/30/2013 - On October 30, 2013, remediation binders were established by department, by core subject area, and by teacher. Targeted tiering based on available data was used for each tier group.

10/21/2013 - On October 21, 2013, the World History I team met and discussed conducting all day remediation break-outs as well as mini-sessions for struggling students who are currently enrolled in World I classes for the duration of the semester. The first all day breakout session were on Tuesday, October 22. There will be a future date schedule for remediation activities with Study Skills. The Team was reminded to track data weekly. Selected team members maintained a log on the data for students in Study Skills. Other staff members have been identified to maintain logs for students within World I. Students in World I would be assigned folders to track their performance. Data was presented to the team that shows that several students in World I and Study Skills are students that were socially promoted. The students were divided into 3 tiers. Tier 1 all students receive instruction and are assessed in a defined timeframe. Tier 2 Students who do not demonstrate understanding. Tier 3 Students who have not mastered concepts. An overview of baseline data on all freshmen identified socially promoted freshmen who have not yet taken history or study skills. This poses a problem because these students would enter second semester classes already in the Tier 2 & Tier 3 range. The team as a whole suggested looking into whether sections of Study Skills can be opened as an option for the spring.

10/09/2013 - On October 9, team leaders made an appeal to their department to provide services to students in need of remediation. Student schedules were provided which enables staff to identify when students are in elective classes in an attempt to provide in school remediation.

10/08/2013, On October 8th, comprehensive data compiled by the data analyst was shared during leadership team meeting. The data has been shared with team leaders to address tiered interventions. The names merged into dataCation.

10/1/2013 - On October 10, 2013, during governance meeting, data was shared identifying students in danger of failing and those missing verified credits. Data was keyed into DataCation

09/16/2013 - On September 16, 2013, the SIT team met to address TA01-03 objectives. It was emphasized the essential need for staff to work together to formulate effective instructional methods. The consensus was to identify students at risk of failure or in need of targeted interventions. The diverse make-up of the team provided an opportunity to report intervention strategies that will help to identify students in need of remediation and mentorships. Team leaders would seek input from members of their departments to develop comprehensive plans tailored to meet the needs of students by discipline. During the meeting, a list of data sources was identified to support the placement students in tiered levels.

05/28/2013 - On May 28, 2013, the TA objectives committee met. It was decided that a CD would be developed to show the school's conceptual framework for addressing each required TA objective.

05/07/2013 - On May 7, 2013, the second meeting was held. The consensus of the committee was to obtain more information on the objectives as they relate to the culture of Norcom High School. It was noted that the committee worked to gain greater insight on ST5s, on time graduation. It was deemed

		<p>unclear to the faculty the monitoring process for TAO3</p> <p>04/29/2013 - On April 29, 2013, a correlate group was assigned to work specifically on TA01, 02, and 3. The committee met to organize and focus on outcome objectives to ensure that the goals of the indicators are met.</p> <p>03/12/2013 - On March 12, 2013- Interdisciplinary department meeting were held to discuss planning for extensive 45-day remediation.</p> <p>03/11/2013 - On March 11, 2013, Interdisciplinary departmental meetings were held to discuss tutorials on how to gain essential information with Achievement Series. The data analyst provided a summary sheet for usage. The principal asked instructional staff to compile per each 3 instructional blocks and provide an individual and/or subject area team remediation/instructional plan that highlights the next 45 days. Specific SOL Strands were identified by targeted areas of weakness (red is the color denoted in achievement series). A deadline of Thursday, 03/11/2013 - On March 11, 2013, March 14th was given as the deadline to align with scheduled lesson plans revision. The plan should be inclusive of a week remediation by strand per block and should be highlighted within lesson plans or as an attachment to the plans. The remediation binders were referenced as a guideline for developing the remediation format. Elective teachers provided assistance with remediation instructional activities.</p> <p>In class remediation should be implemented at least twice weekly with identified students by strand. The targeted test dates were noted as within 4 weeks. It is intended to have identified areas show improvement per student by strand.</p> <p>Documentation should be attached to lesson plans along with a copy of score bands per block, item analysis, and sol strands by block. Each report should identify the areas of weakness and strengths by block. Utilization of both the questions as posed and analysis of responses as given by students should be documented. Look fors included the most selected responses and other items as to why students selected the actual response selected.</p>
	Task Completed:	06/13/2014
	4. Achievement Series assessment analysis will convey content mastery or the need to provide intervention. Team's members will cross-reference data to provide systematic and immediate intervention. Minutes from team meetings and data analysis will reflect that the task is performed.	
	Assigned to:	Teachers, Department Leaders, Administration
	Added date:	02/07/2014
	Target Completion Date:	02/17/2014
	Frequency:	monthly
	Comments:	<p>05/08/2014, On May 8, 2014, School Governance meeting was held. There was a consensus that achievement series was utilized and assessment analysis was used to convey student mastery in content areas. Interventions being utilized by staff were reported. Team leaders were specific in sharing how documentation was available to support that this task is being performed. District level administrators and specialist confirmed appropriate use of achievement series through the monitoring and observation process.</p> <p>04/28/2014- On April 28, 2014, departmental meetings were held, minutes reflect that assessments analysis are being enforced school-wide and used to develop remediation plans for students in need of additional support for content mastery.</p> <p>04/10/2014- On April 10, 2014, team leaders reported on the use of achievement series for student assessments. All teams confirmed that achievement series is being used and data obtained from test administered were used to drive instructional support.</p> <p>03/24/2014- On March 24, 2014, the data analyst and math department chair collaborated to examine second quarter benchmark data from achievement series. The data would be given to administrators to discuss within departments. Individual teachers would be required to examine data by strand and develop remediation plans to address weak strands by student.</p> <p>03/20/2014- On March 20, 2014, a common form was distributed to staff to collect and analyze data. Based on the governance team's recommendation, instructional staff are required to sign the form to ensure that</p>

		<p>data are reviewed to ensure that curriculum alignment is evident and standards are tested according to pacing. It is used to identify the need to remediate or offer additional interventions.</p> <p>02/20/2014 - On February 20, 2014, lesson plans with assessment data analysis were submitted together. Feedback from instructional leaders generated school-wide dialogue among discipline and teams. Data was used to provide comprehensive tiered intervention for students.</p> <p>02/11/2014 - On February 11, 2014, the data analyst reviewed components of using achievement series to include sharing a test, construction of a test, and utilization of test bank items for future use.</p> <p>The consensus of the leadership team conveys that in order to create a positive student learning experience at Norcom with growth in student achievement, staff must invest time and effort in establishing the processes to identify students at risk for failure and to provide differentiation in their instructional delivery to improve understanding. Teams have begun to take closer look at individual student achievement using achievement series. Heighten monitoring has helped to identify deficient skills requiring review and reteaching.</p>
	Task Completed:	05/09/2014
	5. (DG) By October 31, 2014, the school Leadership team will present its school improvement plan in Indistar which highlights areas of strengths and weakness. 07/29/2014	
	Assigned to:	The Leadership Team
	Added date:	07/29/2014
	Target Completion Date:	10/31/2014
	Comments:	<p>11/3/2014, On October 3, 2014, the school improvement plan was presented to Norcom's staff. This was the presentation presented on November 30, 2104.</p> <p>10/30/2014, On October 30, 2014, the leadership team presented it school improvement plan to directors, the superintendent and a school board representative. The presentation highlighted the required indicators and how tier group treatments using strategies and practices as recommended by the governance team and utilization of resources endorsed by the district. Recommendations and suggestions for continuous improvement were made by the audience of administrators.</p> <p>09/15/2014, On September 15, 2014, a school correlate committee list was distributed. The purpose of the committees are to facilitate the implementation of the SIP. Descriptions of each committee were provided. The assistant principal assigned to monitor the SIP plan provided the correspondence with an appeal for all staff members to serve on a committee.</p>
	Task Completed:	11/03/2014
	6. (DG)By November 28, 2014, update the school improvement plan in Indistar based on recommendations that are given during the review process.07/29/2014	
	Assigned to:	The Leadership Team
	Added date:	07/29/2014
	Target Completion Date:	11/28/2014
	Comments:	<p>12/16/2014, On December 16, 2014, the leadership team met. During this meeting the SIT chair confirmed that updates based on the governance team's recommendation had been made.</p> <p>11/20/2014, On November 20, 204, the governance team met with the school's leadership team. During this meeting, it was recommended that comments be added to Indicators EE2.02 and HS4.07.</p> <p>11/12/2014, On November 12, 2014, the SIT chair and AP met to discuss updates in the SIP.</p> <p>10/30/2014, On October 30, 2014, the school leadership team presented the SIP to central office administrators and a school board member. The presentation highlighted the required indicators and the indicators that have active tasks. Each team leader presented. Commendation and recommendations were</p>

		made after the presentations. The interim superintendent directed the team to present the report to the staff at the next faculty meeting scheduled for November 3, 2014. Commendations were extended for the proactive nature of identifying students with the potential of earning advanced proficiency scores on Math SOL tests. The use of resources endorsed by the district i.e. Pearson, VDOE tools, Johns Hopkins, Flanagan, Interactive Achievement, etc. to meet the needs of tiered students. A Data driven culture is evident. Suggestions made from the team of administrators included: Identifying student participation for AMO and graduation and keeping the SIP current.
	Task Completed:	12/16/2014
		7. Administrators will monitor classroom instruction with specific "look fors" that offer diverse learning strategies and promote rigorous and differentiated student engagement. The documented observations will provide a framework for offering immediate assistance and professional development as needed.
	Assigned to:	Administrators
	Added date:	04/13/2016
	Target Completion Date:	06/17/2016
	Comments:	As a follow up to the most recent submission of the indistar report, it is recommended by the coach, that this task has been added to ensure that the monitoring process and next steps for unsuccessful interventions are addressed in the SIP and include how administrators are monitoring teachers.
Implement	Percent Task Complete:	Tasks completed: 4 of 7 (57%)