

Rocky Gap Elementary

2011-2011 School Improvement Plan

Abbreviated Report to Bland County School Board

December 16, 2010

Mission Statement

The Three Year School Improvement Plan for Rocky Gap Elementary is aligned with the Mission, Vision, and Goals set forth in the Six-Year Plan of Improvement and the Comprehensive School Improvement Plan of Bland County Public Schools to address deficiencies indicated by the Virginia Standards of Learning (SOL) end-of course test results and Adequate Yearly Progress (AYP) items to optimize curriculum alignment, classroom instruction, learning for students, collaboration of stakeholders, and school performance.

Profile of Rocky Gap Elementary School, Students, and Community

History

The first frame school building was constructed in Rocky Gap in 1890. Today, Rocky Gap Combined School stands on the same site. Rocky Gap Elementary School was originally designed as Rocky Gap High School. The main brick structure, which housed five classrooms and an auditorium, was built in 1939. In 1955 a new high school was built adjacent to the existing Rocky Gap Elementary. The new high school was opened on December 12, 1955 and dedicated on May 6, 1956. In 1992, additions were made to both Rocky Gap High School and Rocky Gap Elementary School.

Instructional Program Initiatives

The initiatives of the instructional program are to:

- Develop the school improvement plan as a work-in-progress document for monitoring instructional and student progress throughout the school year.
- Know requirements and guidelines for meeting the Virginia Standards of Learning and Adequate Yearly Progress.
- Teach Virginia Department of Education curriculum of English, mathematics, science, history and social science, family life, fine arts, computer technology, health, and physical education for elementary.
- Align the total curriculum with the core curriculum.
- Align instruction with changes in core subject content items.
- Evaluate data generated by Virginia Standards of Learning end-of year test results by grade, subject, and test item per subject.

- Teachers of kindergarten and grades one, two, and three will meet as a group to assess instructional strategies that affect third grade Virginia Standards of Learning test results in reading and math.
- Enhance instruction and improve test results in the core subjects by using Virginia Standards of Learning Curriculum Frameworks, Enhanced Scope and Sequence, Blueprints, essential knowledge, and released test items.
- Enhance instruction and learning by using technology (smart board, computer, Internet, calculator, iPad, etc.)
- Provide students the opportunity to learn how to use a computer.
- Allow students to take simulated Virginia Standards of Learning tests on the computer.
- Use research developed testing materials that correlate with Virginia Standards of Learning content and test items to assess student progress throughout the school year.
- Benchmark test each nine weeks or four times per year.
- Schedule remediation for students during pre-school and instructional hours.
- Provide remediation and tutoring for students after school hours.
- Articulate instruction across subjects vertically and horizontally.
- Provide field trips and activities designed to accentuate classroom instruction and practical use of information to support student learning in the classroom.
- Teach to the learning strengths and weaknesses of all students.
- Recognize and reward students and teachers for their successes and accomplishments.

Student Demographic Data

Demographic data is provided in the attached Virginia School Report Card from the Virginia Department of Education.

Stakeholder Perception Information/Data

Rocky Gap Elementary parents, students, and community members convey a strong interest in the school and embrace the academic climate that has engendered successful academic accomplishments for many years. The Rocky Gap community actively supports the school's programs and likewise depends on the school to communicate to other parents and students their much needed support for their businesses and various causes generated by community organizations. It is a general consensus that the school provides a safe environment in which students can feel safe, parents know their children are safe, learning is fun, students can freely express themselves without ridicule, parents and visitors are welcome, and students of all learning abilities are served.

Current Status

Reflection of Previous Year's Targeted Goals According to the School Improvement Plan and Bland County Public School's Six-Year Improvement Plan

The goals for the 2009-2010 academic year corresponded with items written into Objectives 1 and 2 and Standard 3 – Teaching and Learning for *Goal #2 – Planning* and

Goal #4 – Curriculum and Instruction of the Bland County Public School's Six-Year Improvement Plan. The goals were to increase Virginia Standards of Learning test scores from the 2008-2009 school year in the following subjects and targeted grade levels:

1. Third grade English - from 75.8% to 90% -- Scores improved slightly to 78.13 % but continued the same trend of being below AYP (81%), the school division average (88%), and the state average (89%).
2. Fourth grade English - from 80% to 90% -- Scores improved slightly to 83.3%. In 2009 the score was below AYP (80%) but higher than AYP (81%) in 2010. Scores continued to be lower than the school division average (84%) and the state average (88%).
3. Fourth grade math - from 74.2% to 90% -- Scores improved (93.3%). Scores were above AYP (79%), below the school division (95%), and above the state average (88%).
4. Fourth grade Virginia Studies - from 83.3% to 90% -- Scores improved to 87%. It was lower than the school division (92%) but equal to the state average (87%).

Though Standards of Learning test averages improved, only one subject, fourth grade math met the targeted goal. Disaggregation of test item data for 2010 will yield information that will be used to address strategies that may be used to enhance further improvement.

Highly Qualified Teacher Status

All teachers and paraprofessionals instructing the students of Rocky Gap Elementary are appropriately licensed and have participated in training to meet all requirements established by No Child Left Behind and to be considered fully qualified.

Goal Statement/Objective

Goals and objectives that target specific areas for improvement that are aligned with the Six-Year Division Improvement Plan, SOL/EOC goals for improvement specific to AYP reporting categories considering the differences between SOL Accreditation and AYP benchmarks, and target areas for improvement based on Bland County's Six-Year Improvement Plan are profiled in the attached School Improvement Plan (**8 VAC 20-131-310.F; 8 VAC 20-131-310.0 G**) for Rocky Gap Elementary.

SCHOOL IMPROVEMENT PLAN
(8 VAC 20-131-310.F; 8 VAC 20-131-310.0 G)

School Improvement Plan for the Period **October 1, 2009 - September 30, 2012**
Rocky Gap Elementary

School Name:

Targeted Academic Area(s):

School Number:

011

3rd Grade English

4th Grade English

Division: **Bland**

County Public Schools

4th Grade Math

4th Grade History

Grade Levels

Served: **Grades K-7**

7th Grade Math

7th Grade Civics and Economics

Amount of Time in School Day Devoted to Instruction in the Four Core Academic Areas: **Elementary**

Plan Developed with Assistance from (check all that apply):

(8 VAC 20-131-310.G.3)

Supporting Need for Improvement:

Description of Data Reviewed

(8 VAC 20-131-310.F.1)

2009, 2010 Standards of Learning grade

Data from the **Spring of 2008**,

level tests was reviewed and

analyzed. Data from Subgroup performance was of

particular interest as well.

Teachers

Building Administrators

Central Office Administrators

Parents

Community Members

Students

Other (Specify):

Waiver(s) Needed and Request(s) attached (check one):

Date Approved by Local School

Board/Superintendent:

(8 VAC 20-131-310.F.3.)

(8 VAC 20-131-310.G.8.)

Yes

Superintendent Signature

No

Principal Signature

School Improvement Plan

Goal Statement #1: Increase passage rate on the Virginia 3rd Grade English SOL test.

Rationale: The 3rd grade SOL English score was **74.51% (2009)**. It was below AYP (**81%**), the school average (**89%**), and the State accreditation average (**75%**). **The 3rd grade English score was 78.1% (2010)**. It was below AYP for 2009-2010 (**81%**), the school division average (**88%**), and the state of Virginia average (**89%**).

AYP for English is 81.1% in Virginia (2010-2011).

Objective: A minimum of **90%** of the **3rd grade** student population will pass the spring, 2011 Virginia SOL English test. A minimum of **94%** of the **3rd grade** student population will pass the spring, 2012 Virginia SOL English test. **Ninety-five percent** of the **3rd grade** student population will pass the spring, 2013 Virginia SOL English test.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time (8 VAC 20-131-310.G.2.):

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
End of Nine-weeks Benchmark Test in Reading	Each nine weeks	Disaggregation of score sheets
End-of-unit tests	Each six-weeks grading period	Graded papers that are sent home to parents
Released-items tests	March, April, May, 2009-2011	Individual and class percentages
Virginia SOL English test	Spring, 2010-2012	Virginia Department of Education reports
Interactive Achievement	Each nine weeks	Benchmark test results
PALS testing	September-May, 2009-2012	PALS test results
Title I reading	September-May, 2009-2012	Student progress results
Star Reading	September-May, 2009-2012	Star Reading test results
Accelerated Reading tests	September-May, 2009-2012	Accelerated Reading test results
Study Island	September-May, 2009-2012	Assessment results

Strategies and/or Action Steps	8 VAC 20-131-310 Code (place x by any that apply)	Projecte d Time Frame	Person(s) Responsib le	Financial Resources Needed (estimate amount and cite sources)	Other Resources Needed	Evidence of Implementati on of the Strategy	October 1 Status (If not implement ed according to projected time frame, provide explanatio n.
STRATEGY: Disaggregate 3rd grade SOL English report by question	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/>	Fall, 2009- Fall, 2012.	K-3 grade teachers, principal, Title I reading teacher,	Cost of conferenc es and resource materials.	Virginia Department of Education 3 rd Grade Virginia	Completed report.	

using a cut-off score of 75% on questions in word analysis strategies, information resources, and comprehension of fiction and nonfiction.	<input type="checkbox"/> G.6 <input type="checkbox"/> G.7		special education teachers, and computer technology teacher.		Standards of Learning (SOL) SPBQ Question by Question Report.		
Action Step #1: Kindergarten will introduce and demonstrate the meaning of opposites (antonyms).	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	K teachers, principal, Title I reading teacher, and special education teachers, and PALS/RTI teacher.	Cost of additional resources that would be necessary to purchase.	Local staff development, professional learning communities, and reading conferences. Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, and SOL results.	
Action Step#2: Introduce the term antonym and use references to introduce guide words on dictionary pages.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	K teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	Cost of additional resources that would be necessary to purchase.	Local staff development, professional learning communities, and reading conferences. Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, and SOL results.	

Action Step#3: Identify antonyms in dictionaries and within text.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grades K-1 teachers, principal, Title I reading teacher, special education	Cost of additional resources that would be necessary to purchase.	Local staff development, professional learning communities, and reading conferences. Division, commercial,	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible	
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			teachers, PALS/RTI teacher, and librarian.		and VDOE resources.	grouping, and SOL results.	
Action Step #4: Identify antonyms in text.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grade 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	Cost of additional resources that would be necessary to purchase.	Local staff development, professional learning communities, and reading conferences. Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, and SOL results.	
Action Step #5: The 3rd grade will emphasize fluency in reading.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grades 2-3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	Cost of additional resources that would be necessary to purchase.	Local staff development and professional learning communities, reading conferences. Division, commercial, and VDOE resources.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, story boarding, and SOL results.	

Action Step #6: Provide instruction that will allow students to identify sequencing in story problems.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grades 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	Cost of additional resources that would be necessary to purchase.	Local staff development and professional learning communities, reading conferences. Division, commercial, and VDOE resources.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, story boarding, and SOL results.	
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Action Step #7: Provide instruction that will allow students to summarize the major point in a selection.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grades 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	Cost of additional resources that would be necessary to purchase.	Local staff development and professional learning communities, reading conferences. Division, commercial, and VDOE resources.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, and SOL results.	
Action Step #8: Provide instruction that will allow students to apply knowledge of antonyms and synonyms.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grades 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	Cost of additional resources that would be necessary to purchase.	Local staff development and professional learning communities, reading conferences. Division, commercial, and VDOE resources.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, and SOL results.	

Action Step #9: Provide students with instructional practices that support the use of possessive apostrophes with proper nouns.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grades 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	Cost of additional resources that would be necessary to purchase.	Local staff development, professional learning communities, and reading conferences. Division, commercial, and VDOE resources.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, and SOL results.	
Action Step #10: Provide students with opportunities to identify the best resource for a specific task.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grades 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher,	Cost of additional resources that would be necessary to purchase.	Local staff development, professional learning communities, and reading conferences. Division, commercial, and VDOE resources.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, and SOL	

			and librarian.			results.	
Action Step #11: Provide students instructional practices that assist them in determining a character's feelings in a given text.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grades 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	Cost of additional resources that would be necessary to purchase.	Local staff development, professional learning communities, and reading conferences. Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, and SOL results.	
Action Step #12: Provide instructional practices that assist students in identifying a question that is answered in a paragraph.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grades 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	Cost of additional resources that would be necessary to purchase.	Local staff development, professional learning communities, and reading conferences. Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, and SOL results.	
Action Step #13: Provide students opportunities that allow them to locate information in an informational text.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grades 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	Cost of additional resources that would be necessary to purchase..	Local staff development, professional learning communities, and reading conferences. Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, and SOL results.	

Action Step #14: Provide students with instructional practices that allow them to identify important details in a passage.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009- Fall, 2012.	Grades 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	Cost of additional resources that would be necessary to purchase.	Local staff development, professional learning communities, and reading conferences. Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, and SOL results.
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Action Step #15: Provide students with instructional practices that allow them to summarize a major point.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009- Fall, 2012.	Grades 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	Cost of additional resources that would be necessary to purchase.	Local staff development, professional learning communities, and reading conferences. Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, and SOL results.
STRATEGY: Disaggregate 3rd grade SOL English Benchmark report by question using a cut-off score of 75% on each question.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009- Fall, 2012.	Grades 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher, and librarian.	None.	Question by Question Report.	Completed report.
Action Step #1: The 3rd grade English benchmark scores will be disaggregated four times per year by the K-3 team.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009- Fall, 2012.	Grades 3 teachers, principal, Title I reading teacher, special education teachers, PALS/RTI teacher,	None.	Virginia Department of Education 3 rd Grade 3 rd Grade Question by Question Report.	Completed report.

			and librarian.				
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STRATEGY: Provide small group instruction within K-3 classrooms.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Grades 3 teachers, Title I teacher, special education teachers, PALS/RTI teacher, and librarian.	None.	Division, commercial, and VDOE resources.	Building Schedule.	
Action Step #1: Title I reading instructor will coordinate instruction with the K-3 classroom teachers.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years	Title I reading teacher.	Paid by Title I program.	None.	Correlation with the classroom teacher.	
Action Step #3: PALS tutoring will be based on data from the beginning, middle, and end of year PALS testing.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	PALS teacher.	Funding for PALS teacher from Bland County Public Schools.	Diagnostic data and materials and resources that compliment the needs of the student.	Correlation with classroom teacher, benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, and SOL results.	
STRATEGY: Continue inclusion of special education students.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Special education teacher, grade 3 teachers, and principal.	None.	Third grade teachers, special education teacher, and principal.	Building schedule.	

Action Step #1 PALS tutoring for special education students will be based on data from the beginning, middle, and end of year PALS testing.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	PALS teacher.	Funding for PALS/RTI teacher by Bland County Public Schools.	None.	PALS reports and teacher correlation sheets.	
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Action Step #2: Special education teachers and regular classroom teachers will devise plans to instruct and monitor special education students.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Special education teachers, grade 3 teachers, PALS/RTI teacher and principal.	None.	Division, commercial, and VDOE resources.	Lesson plans, graded papers, VGLA, VAAP, and SOL test results.	
STRATEGY: Implement inclusion of special education students.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Special education teachers, grade 3 teachers, PALS/RTI teacher and principal.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Schedule of students	
Action Step #1: Prepare special education students for the SOL test.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Special education teachers, grade 3 teachers, PALS/RTI teacher and principal.	Cost of additional resources that would be necessary to purchase.	Test preparation materials aligned with the SOL tests that meet the needs of these students.	Benchmark tests, graded papers, weekly and daily plans.	
Action Step #2: Include special education students in all tutoring and remediation plans when IEP permits.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Special education teachers, grade 3 teachers, PALS/RTI teacher and	Bland County Public Schools cost for a teacher.	Curriculum and pacing that aligns with the English SOL.	PALS loop and assessment.	

			principal.				
Action Step #3: Ensure that the VGLA process is implemented for identified students and is aligned with the English blueprint.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Special education teachers, grade 3 teachers, PALS/RTI teacher and principal.	Bland County Public Schools cost for VGLA supplies.	Curriculum and pacing that aligns with the English SOL.	End-of-year SOL results and completed VGLAs.	

STRATEGY: Continue alignment of English curriculum to the Virginia SOL's.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Classroom teachers, special education teachers, Title I teacher, librarian principal, and supervisor of instruction.	None.	Cost of additional resources that would be necessary to purchase.	Lesson plans, curriculum, mapping and pacing guides, benchmark tests, SOL results, and weekly reading assessments.	
Action Step #1: The teachers will use the Rocky Gap Elementary English Resource Manual which includes curriculum and pacing guides in grades K-3.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Classroom teachers, special education teachers, Title I teacher, librarian, principal, and supervisor of instruction.	None.	None.	Daily and weekly lesson plans and principal and central office staff walk-throughs.	
Action Step #2: Align end-of-theme tests, weekly tests, and six-weeks tests with the 2003 Virginia English SOL standards in both 2nd and 3rd grade.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Grades 2-3 teachers, Title I teacher, and inclusion teacher.	Cost of additional resources that would be necessary to purchase.	None.	Lesson plans, curriculum, mapping and pacing guides, benchmark tests, SOL results, and weekly reading assessments.	
Action Step #3: Review English	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5	2009-2012	Classroom teachers,	None.	None.	Grade level meetings and	

blueprints with K-3 teachers.	<input type="checkbox"/> G.6 <input type="checkbox"/> G.7	School Years.	special education teachers, Title I teacher, librarian principal, and supervisor of instruction.			local staff development.	
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School Improvement Plan
Rocky Gap Elementary
2009-2012

Goal Statement #2: Increase passage rate on the Virginia 4th grade English SOL test.

Rationale: The 4th grade English SOL score was **80% (2009)**. It was **below AYP (81%)**, the school average (**89%**), and the state of Virginia average (**89%**). The 4th grade English SOL score was **83.3% (2010)**. It was **above AYP** for 2009-2010 (**81%**), **below** the school division average (**84%**), and **below** the state of Virginia average (**88%**).

AYP in English is 81.1% in Virginia (2010-2011).

Objective: A minimum of **90%** of the **4th grade** student population will pass the spring, 2011 Virginia SOL English test. A minimum of **93%** of the **4th grade** student population will pass the spring, 2012 Virginia SOL English test. **Ninety-five percent** of the **4th grade** student population will pass the spring, 2013 Virginia SOL English test.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time (8 VAC 20-131-310.G.2.):

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
End of nine weeks Benchmark test in Reading	Each nine weeks	Disaggregation of score sheets
End of Theme tests	Each six-weeks grading period	Graded papers that are sent home to parents
Released Items Tests	March, April, May, 2009-2011	Individual and class percentages
Virginia SOL English test	Spring, 2010-2012	Virginia Department of Education reports
STAR	Fall, Mid-Year, and Spring 2009-2012	Individual reports
Study Island	Weekly	Individual diagnostic data
Interactive Achievement	Each nine weeks	Benchmark test results

Strategies and /or Action Steps	8 VAC 20-131-310 Code (place x by any that apply)	Projecte d Time Frame	Person(s) Responsibl e	Financial Resource s Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementatio n of the Strategy	October 1 Status (If not implemente d according to projected time frame, provide explanation.
STRATEGY: Disaggregat e 4th grade SOL English report by question using a cut-	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6	Fall, 2009-Fall, 2012.	Grade 4 teachers, principal, Title I reading teacher, and special	None.	Virginia Departmen t of Education 4 th Grade Question by	Completed report.	

off score of 75% on each question.	<input type="checkbox"/> G.7		education teachers.		Question Report.		
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Action Step #1: Provide opportunities for students to determine the appropriate source of a given text in fiction and nonfiction texts. (SOL 2009 – 72%) (SOL 2010 – 73%)	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grade 4 teachers, principal, Title I reading teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Local staff development and reading conferences.	Benchmark testing, graded papers, weekly and daily plans, differentiated, lessons, flexible grouping, RTI plans, and SOL results.	
Action Step#2: Provide opportunities for students to use the context of an informational text to infer meaning of unfamiliar words in fiction and nonfiction texts. (SOL 2010 – 77%)	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grade 4 teachers, principal, Title I reading teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Local staff development and reading conferences.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans, and SOL results.	
Action Step#3: Provide instruction that will allow students to identify which question is answered in a given paragraph in nonfiction. (SOL 2009 - 72%) (SOL 2010 – 73%)	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grade 4 teachers, principal, Title I reading teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Local staff development and reading conferences.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans, and SOL results.	

Action Step #4: Provide instruction that will allow students to analyze the author's purpose for including details in a narrative. (SOL 2009 - 69%) (SOL 2010 – 77%)	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009- Fall, 2012.	Grade 4 teachers, principal, Title I reading teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Local staff development and reading conferences.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans, and SOL results.	
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Action Step #5: Provide instruction that will allow students to draw conclusions from a story. (SOL 2009 - 45%) (SOL 2010 – 70%)	<input checked="" type="checkbox"/> <input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009- Fall, 2012.	Grade 4 teachers, principal, Title I reading teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Local staff development and reading conferences.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans, and SOL results.	
Action Step #6: Provide instruction that will allow students to identify supporting details in nonfiction. (SOL 2009 - 69%) (SOL 2010 – 67%)	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009- Fall, 2012.	Grade 4 teachers, principal, Title I reading teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Local staff development and reading conferences.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans, and SOL results.	
Action Step #7: Provide instruction that will allow students to identify important details in a passage. (SOL 2009 - 69%)	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009- Fall, 2012.	Grade 4 teachers, principal, Title I reading teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Local staff development and reading conferences.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans,	

(SOL 2010 – 70%)						and SOL results.	
Action Step #8: Provide instruction that will allow students to draw conclusions from a story. (SOL 2009 - 69%) (SOL 2010 – 63%)	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grade 4 teachers, principal, Title I reading teacher, special education teachers, and RTI teacher.	Cost of Conferences.	Local staff development and reading conferences.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans, and SOL results.	

Action Step #9: Provide instructional practices that will allow students to determine cause and effect in nonfiction passages. (SOL 2010 – 47%)	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grade 4 teachers, principal, Title I reading teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Local staff development and reading conferences.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans, and SOL results.	
Action Step #10: Provide students with instructional practices that allow them to determine which paragraph answers question a nonfiction selection. (SOL 2010 - 73%)	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grade 4 teachers, principal, Title I reading teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Local staff development and reading conferences.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans, and SOL results.	

STRATEGY: Continue Alignment of English curriculum to the Virginia SOL's.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Classroom teachers, special education teachers, Title I reading teacher, librarian principal, and central office personnel.	None.	Division, commercial, and VDOE resources.	Lesson plans, Curriculum, Mapping, and Pacing Guides, benchmark tests, SOL results, and weekly reading assessments.	
Action Step #1: The teachers will use the Rocky Gap Elementary English Resource Manual which includes curriculum and pacing guides in 4th grade.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Classroom teachers, special education teachers, Title I reading teacher, librarian principal, and central office personnel.	None.	Division, commercial, and VDOE resources.	Daily and weekly lesson plans, principal and central office staff walk throughs.	

Action Step #2: Align end-of-theme tests, weekly tests, and six-weeks tests with the 2003 Virginia English SOL Standards in 4th grade.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Grade 4 teachers, Title I reading teacher, and inclusion teacher.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Lesson plans, Curriculum, Mapping, and Pacing Guides, benchmark tests, SOL results, and weekly reading assessments.	
Action Step #3: Review English blueprints with 4th grade teachers.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Grade level meetings, staff development.	None.	VDOE resources.	Grade level meetings, local staff development, and professional learning communities.	

Goal Statement #3: Increase passage rate on the Virginia 4th grade math SOL test.

Rationale: The 4th grade SOL math score was 74.2% (2009). It was below AYP (79%), the division average (85 %), and the state of Virginia average (88%). The 4th grade math score was 93 % (2010). It was above AYP (79%), below the division average (95%), and **above** the State average (88%).

AYP for math in Virginia is 79.1% (2010-2011).

Objective: A minimum of 90% of the 4th grade student population will pass the spring, 2011 Virginia SOL math test. A minimum of 93% of the 4th grade student population will pass the spring, 2012 Virginia SOL math test. **Ninety-five percent** of the 4th grade student population will pass the spring, 2013 Virginia SOL math test.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time (8 VAC 20-131-310.G.2.):

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
End of nine weeks benchmark test in math	Each nine weeks	Disaggregation of score sheets
Weekly math tests	Each six-weeks grading period	Graded papers that are sent home to parents
Released items tests	March, April, May, 2009-2011	Individual and class percentages
Virginia SOL math test	Spring, 2010-2012	Virginia Department of Education reports
Study Island	Weekly	Individual diagnostic data
Interactive Achievement	Each nine weeks	Benchmark test results

Strategies and /or Action Steps	8 VAC 20-131-310 Code (place x by any that apply)	Projecte d Time Frame	Person(s) Responsibl e	Financial Resource s Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementatio n of the Strategy	October 1 Status (If not implemente d according to projected time frame, provide explanation.
STRATEGY: Disaggregat e 4th grade SOL Math report by question using a cut-off score of 70% on each question.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009- Fall, 2012.	Grade 4 teachers, principal, Title I math teacher, special education teachers.	None.	Virginia Departmen t of Education 4 th Grade Question by Question Report.	Completed report.	

Action Step #1: Provide opportunities for students to receive instruction in the areas of number and number sense	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grade 4 teachers, principal, Title I math teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Local staff development.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans, and SOL results.	
Action Step #2: Provide instructional practice in the areas of computation and estimation	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grade 4 teachers, principal, Title I math teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans, and SOL results.	
Action Step #3: Provide instructional practice in the areas of measurement and geometry	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grade 4 teachers, principal, Title I math teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans, and SOL results.	
Action Step #4: Provide instructional practice in probability and statistics	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall, 2009-Fall, 2012.	Grade 4 teachers, principal, Title I math teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Benchmark test, graded papers, weekly and daily lesson plans, differentiated lessons, flexible grouping, RTI plans, and SOL	

						results.	
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STRATEGY: Continue alignment of the math curriculum to the Virginia SOL's.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years	Classroom teachers, special education teachers, Title I math teacher, librarian principal, and central office personnel.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Lesson plans, Curriculum, Mapping, and Pacing Guides, benchmark tests, SOL results, and weekly math assessments.
Action Step #1: The teachers will use the Rocky Gap Elementary Math Resource Manual which includes curriculum and pacing guides in grade 4.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years	Classroom teachers, special education teachers, Title I math teacher, librarian principal, and central office personnel.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Daily and weekly lesson plans, principal and central office staff walk throughs.
Action Step #2: Align end of theme tests, weekly tests, and six weeks tests with the 2003 Virginia math SOL standards in 4th grade.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Grade 4 teachers, Title I math teacher, and inclusion teacher.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Lesson plans, Curriculum, Mapping, and Pacing Guides, benchmark tests, SOL results, and weekly math assessments.
Action Step #3: Review math blueprints with 4th grade teachers.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Grade level meetings and staff development.	Cost of copying.	Division, commercial, and VDOE resources.	Grade level meetings and local staff development.
	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2010-2012 School Years.	Grade level meetings and staff development.	Cost of copying and funding for regional and state meetings.	Local Staff Development, Curriculum Frameworks, Enhanced Scope and Sequence, and VDOE blueprints.	Grade level meetings, local staff development, lesson plans, and weekly math assessments.

Action Step #4: Incorporate new 4th math SOLS into the current math curriculum							
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Goal Statement #4: Increase passage rate on the Virginia 4th grade Virginia Studies SOL test.

Rationale: The 4th grade Virginia Studies score was **83.3%** for **2009**. The 4th grade Virginia Studies score was **87%** for **2010**. It was **below** the division average of **92%** and was **equal** to the state average of **87%**.

Passing SOL score in Virginia is 70% (2010-2011).

Objective: A minimum of **90%** of the **4th grade** student population will pass the spring, 2011 Virginia Studies SOL test. A minimum of **93%** of the **4th grade** student population will pass the spring, 2012 Virginia SOL Virginia Studies test. Ninety-five percent of the **4th grade** student population will pass the spring, 2013 Virginia SOL Virginia Studies Test.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time (8 VAC 20-131-310.G.2.):

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
End of nine weeks benchmark test in Virginia Studies	Each nine weeks	Disaggregation of score sheets
End of theme tests	Each six-weeks grading period	Graded papers that are sent home to parents
Released items Tests	March, April, May, 2009-2011	Individual and class percentages
Virginia SOL Virginia Studies test	Spring, 2010-2012	Virginia Department of Education Reports
Study Island	Weekly	Individual diagnostic data
Interactive Achievement	Each nine weeks	Benchmark test results
SOL pass	March, April, May, 2009-2011	Individual and class percentages

Strategies and /or Action Steps	8 VAC 20-131-310 Code (place by any that apply)	Projecte d Time Frame	Person(s) Responsibl e	Financial Resource s Needed (estimate amount and cite sources) G.9	Other Resource s Needed	Evidence of Implementatio n of the Strategy	October 1 Status (If not implemente d according to projected time frame, provide explanation.
STRATEGY : Continue Alignment	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/>	2009-2012 School	Grade 4 teachers, special	Cost of additional resources	VDOE resources	Lesson plans, Curriculum, Mapping, and	

of the Virginia Studies curriculum to the Virginia SOL's.	G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Years.	education teachers, Title I reading teacher, principal, and central office personnel.	that would be necessary to purchase		Pacing Guides, benchmark tests, SOL results, and weekly math assessments.	
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Action Step #1: The teachers will use the Rocky Gap Elementary Virginia Studies Resource Manual which includes curriculum and pacing guides in 4th grade.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Grade 4 teachers, special education teachers, Title I reading teacher, principal, and central office personnel.	Cost of copying.	VDOE resources.	Daily and weekly lesson plans, principal and central office staff walk throughs.	
Action Step #2: Align end-of-theme tests, weekly tests, and six-weeks tests with the 2008 Virginia Studies SOL standards in 4th grade.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Grade 4 teachers, Title I reading teacher, and inclusion teacher.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Lesson plans, Curriculum, Mapping, and Pacing Guides, benchmark tests, SOL results, and weekly math assessments.	
Action Step #3: Review Virginia Studies blueprints with 4th grade teachers.	<input checked="" type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2009-2012 School Years.	Grade 4 teachers, special education teachers, Title I reading teacher, principal, and central office personnel.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Grade level meetings and local staff development.	

Goal Statement #5: Increase passage rate on the Virginia 7th grade mathematics SOL Test.

Rationale: The 7th grade mathematics score for 2010 was 69.70%. It was below the division average (73%) and the state average (75%).

AYP for Math is 79.1% in Virginia (2010-2011)

Objective: A minimum of 90% of the 7th grade student population will pass the spring, 2011 Mathematics SOL Test. A minimum of 93% of the 7th grade student population will pass the spring, 2012 SOL Mathematics Test. **Ninety-five percent** of the 7th Grade student population will pass the spring, 2013 Mathematics SOL test.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time (8 VAC 20-131-310.G.2.):

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
End of nine weeks Benchmark test in math	Each nine weeks	Disaggregation of score sheets
Weekly math tests	Each six-weeks grading period	Graded papers that are sent home to parents
Released items tests	March, April, May, 2010-2011	Individual and class percentages
Virginia SOL math test	Spring, 2011-2012	Virginia Department of Education Reports
Study Island	Weekly	Individual diagnostic data
Interactive Achievement	Each nine weeks	Benchmark test results

Strategies and /or Action Steps	8 VAC 20-131-310 Code (place x by any that apply)	Projecte d Time Frame	Person(s) Responsibl e	Financial Resource s Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementatio n of the Strategy	October 1 Status (If not implemente d according to projected time frame, provide explanation.
STRATEGY: Continue alignment of the mathematics curriculum to the 2001 and 2009 Virginia SOL's.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	2010-2012 School Years.	Grade 7 teachers, special education teachers, Title I math teacher, principal, and central office personnel.	Cost of additional resources that would be necessary to purchase and use of copy machine.	Division, commercial , and VDOE resources	Lesson plans, Curriculum, Mapping and Pacing Guides, benchmark tests, SOL results, and weekly math assessments.	

Action Step #1: The teachers will use the Rocky Gap Elementary mathematics Resource Manual which includes curriculum and pacing guides in 7th grade.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	2010-2012 School Years.	Grade 7 teachers, special education teachers, Title I teacher, principal, and central office personnel.	Cost of copying.	Division, commercial, and VDOE resources.	Daily and weekly lesson plans, principal and central office staff walk throughs.	
Action Step #2: Align end-of-theme tests, weekly tests, and six-weeks tests with the 2001 and 2009 mathematics SOL standards in 7th grade.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	2010-2012 School Years.	Grade 7 teachers, Title I math teacher, principal, and inclusion teacher.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Lesson plans, Curriculum, Mapping, and Pacing Guides, benchmark tests, SOL results, and weekly math assessments.	
Action Step #3: Review mathematics blueprints 2001 with 7th grade teachers.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	2010-2012 School Years.	Grade 7 teachers, Title I math teacher, principal, and inclusion teacher.	Cost of copying.	Division, commercial, and VDOE resources.	Grade level meetings and local staff development.	
Strategy: Disaggregate 7th grade SOL mathematics report by question using a cut-off score of 75% to provide instruction that is based on informed data decisions.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	2010-2012 School Years.	Grade 7 teachers, Title I math teacher, principal, and inclusion teacher.	Cost of copying.	Division, commercial, and VDOE resources.	Grade level meetings and local staff development.	

(goal 5 continues)

Goal 5 (continued)

Action Step #1: Provide opportunities for students to receive instruction in the areas of number and number sense.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	Fall, 2010-Fall, 2012.	Grade 7 teachers, special education teachers, Title I math teacher, principal, and central office personnel.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.	
Action Step #2: Provide instructional practice in the areas of computation and estimation.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	Fall, 2010-Fall, 2012.	Grade 7 teachers, principal, Title I math teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.	
Action Step #3: Provide instructional practice in the areas of measurement and geometry.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	Fall, 2010-Fall, 2012.	Grade 7 teachers, principal, Title I math teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.	

Action Step #4: Provide instructional practice in probability and statistics.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	Fall, 2010-Fall, 2012.	Grade 7 teachers, principal, Title I teacher, special education teachers,	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons,	
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			and RTI teacher.			flexible grouping, remediation groups, RTI plans, and SOL results.	
Strategy: Increase usage of mathematical resources.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	Fall, 2010-Fall, 2012. Available time throughout the school day.	Grade 7 teachers, principal, Title I math teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.	
Action step #1: Allow students to practice mathematical skills and concepts utilizing the smart board.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	Fall, 2010-Fall, 2012. Available time throughout the school day.	Grade 7 teachers, principal, Title I math teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.	

Action step #2: Allow students to access educational websites such as Jefferson Lab.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	Fall, 2010-Fall, 2012. Available time throughout the school day.	Grade 7 teachers, principal, Title I math teacher, special education teachers, and RTI teacher.	Cost of additional resources that would be necessary to purchase.	Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.	
Action step	<input type="checkbox"/> G.4	Fall, 2010-	Grade 7	Cost of	Division,	Benchmark	

#3: Provide students with multiple opportunities to practice math skills and concepts with math manipulatives.	<input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	Fall, 2012. Available time throughout the school day.	teachers, principal, Title I math teacher, special education teachers, and RTI teacher.	additional manipulatives.	commercial, and VDOE resources.	testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.	
Action step #4: Initiate a student incentive program.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	Fall, 2010-Fall, 2012 each Friday.	Grade 7 teachers, principal, Title I math teacher, special education teachers, and RTI teacher.	Cost of Fun Friday activities.	None.	Benchmark testing, graded papers, and weekly math practice materials.	

Goal Statement #6: Increase passage rate on the Virginia 7th grade Civics and Economics SOL test.

Rationale: The 7th grade Civics and Economics score for 2010 was 71%. It was **below** the division score (82%) and the state of Virginia score (86%).

Passing score in Virginia is 70% (2010-2011).

Objective: A minimum of 90% of the 7th grade student population will pass the spring, 2011 7th grade Civics and Economics SOL test.

A minimum of 93% of the 7th grade student population will pass the spring, 2012 Virginia SOL 7th grade Civics and Economics test. **Ninety-five percent** of the 7th grade student population will pass the spring, 2013 Virginia SOL 7th grade Civics and Economics test

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time (8 VAC 20-131-310.G.2.):

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
End of nine weeks Benchmark test in Civics and Economics	Each nine weeks	Disaggregation of score sheets
Weekly Civics and Economics tests	Each six-weeks grading period	Graded papers that are sent home to parents
Released Items Tests	March, April, May, 2010-2011	Individual and class percentages
Virginia SOL Grade Civics and Economics test	Spring, 2011-2012	Virginia Department of Education Reports
Interactive Achievement	Each nine weeks	Benchmark test results

Strategies and /or Action Steps	8 VAC 20-131-310 Code (place x by any that apply)	Projecte d Time Frame	Person(s) Responsibility	Financial Resources Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	October 1 Status (If not implemented according to projected time frame, provide explanation.
STRATEGY : Complete alignment of the 7th grade Civics and Economics curriculum to the 2008 Virginia SOL's.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	2010-2012 School Years.	Grade 7 teachers, special education teachers, principal, and central office personnel.	Cost of additional support materials.	Division, commercial, and VDOE resources.	Lesson plans, Curriculum, Mapping and Pacing Guides, benchmark tests, SOL results, and weekly Civics and Economics assessments.	

Action Step #1: The teachers will use the Rocky Gap Elementary Civics and Economics Resource Manual which includes curriculum and pacing guides in 7th grade.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	2010-2012 School Years.	Grade 7 teachers, special education teachers, principal, and central office personnel.	Cost of additional support materials.	Division, commercial, and VDOE resources.	Daily and weekly lesson plans, principal and central office staff walk throughs.	
Action Step #2: Align end of theme tests, weekly tests, and six-weeks tests with the 2008 Civics and Economics SOL standards in 7th grade.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.	2010-2012 School Years.	Grade 7 teachers, special education teachers, principal, and inclusion teacher.	Cost of additional support materials.	Division, commercial, and VDOE resources	Lesson Plans, Curriculum, Mapping and Pacing Guides. Benchmark Tests, SOL Results, and weekly math assessments.	
Action Step #3: Review Civics and Economics 2008 blueprints with 7th grade teachers.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	2010-2012 School Years.	Grade 7 teachers, special education teachers, principal, and inclusion teacher.	Cost of additional support materials.	Division, commercial, and VDOE resources	Grade level meetings and local staff development.	
Strategy: Disaggregate 7th grade SOL Civics and Economics report by question using a cut-off score of 75% to provide instruction that is based on informed data decisions.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	2010-2012 School Years.	Grade 7 teachers, special education teachers, principal, and inclusion teacher.	Cost of additional support materials.	Division, commercial, and VDOE resources	Grade level meetings and local staff development.	

Action Step #1: Provide instruction in the principals and structure of American Constitutional Government.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	2010-2012 School Years.	Grade 7 teachers, special education teachers, principal, inclusion teacher, and RTI teacher.	Cost of additional support materials.	Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.	
Action Step #2: Provide opportunities for students to become familiar with the rights and responsibilities of American citizenship.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	2010-2012 School Years..	Grade 7 teachers, special education teachers, principal, inclusion teacher, and RTI teacher.	Cost of additional support materials.	Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.	
Action Step #3: Incorporate students into the political process.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	2010-2012 School Years.	Grade 7 teachers, special education teachers, principal, inclusion teacher, and RTI teacher.	Cost of additional support materials.	Division, commercial, and VDOE resources.	Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.	

(goal 6 continues)

Goal 6 (continued)

<p>Action Step #4: Provide instructional practice in the areas of economic principals and economic systems.</p>	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	<p>2010-2012 School Years.</p>	<p>Grade 7 teachers, special education teachers, principal, inclusion teacher, and RTI teacher.</p>	<p>Cost of additional support materials.</p>	<p>Division, commercial, and VDOE resources.</p>	<p>Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.</p>	
<p>Action Step #5: Offer instruction that explains the role of government and the economy.</p>	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	<p>2010-2012 School Years.</p>	<p>Grade 7 teachers, special education teachers, principal, inclusion teacher, and RTI teacher.</p>	<p>Cost of additional support materials.</p>	<p>Division, commercial, and VDOE resources.</p>	<p>Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.</p>	
<p>Strategy: Maximize use of available resources.</p>	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	<p>2010-2012 School Years.</p>	<p>Grade 7 teachers, special education teachers, principal, inclusion teacher, and RTI teacher.</p>	<p>Cost of additional support materials.</p>	<p>Division, commercial, and VDOE resources.</p>	<p>Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.</p>	

(goal 6 continues)

Goal 6 (continued)

<p>Action Step #1: Utilize SOL correlated material with the new textbook series.</p>	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	<p>2010-2012 School Years.</p>	<p>7th Grade Teachers, Principal, Title I, Special Education Teachers.</p>	<p>Cost of additional support materials.</p>	<p>Division, commercial, and VDOE resources.</p>	<p>Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.</p>	
<p>Action Step #2: Utilize available on-line resources for remediation and assessment.</p>	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	<p>2010-2012 School Years.</p>	<p>7th Grade Teachers, Principal, Title I, Special Education Teachers.</p>	<p>Cost of additional support materials.</p>	<p>Division, commercial, and VDOE resources.</p>	<p>Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.</p>	
<p>Action Step #3: Utilize commercial materials that correlate with the 2008 Grade Civics and Economics standards.</p>	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input checked="" type="checkbox"/> G.7	<p>2010-2012 School Years.</p>	<p>7th Grade Teachers, Principal, Title I, Special Education Teachers.</p>	<p>Cost of additional support materials.</p>	<p>Division, commercial, and VDOE resources.</p>	<p>Benchmark testing, graded papers, weekly and daily plans, differentiated lessons, flexible grouping, remediation groups, RTI plans, and SOL results.</p>	