

## **Rocky Gap Elementary**

### **2011-2012 School Improvement Plan**

#### **Summary Report to Bland County School Board**

##### **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.
- Initiate Response to Intervention (RtI) to determine grade level performance of all students in core subjects, develop instructional strategies to be used in accentuating the learning of low performing students, and provide ongoing assessment of student progress using data ascertained from individual test results.
- Use PALS, STAR, iStation, Interactive Achievement, Study Island, SOL Pass, and well designed diagnostic processes to assess student performance.
- Develop goals, strategies, action plans, and timeframes that incorporate an ongoing assessment format and adaptive instructional framework.
- 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 2010-2011 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 Schools Six-Year Improvement Plan. The goals were to increase Virginia Standards of Learning test scores from the 2010-2011 school year in the following subjects and targeted grade levels:

1. Third grade English - from 78.1% to 90% for 2010 -- Scores dropped to 67.7% in 2011 and continued the same trend of being below AYP (86%), school division average (78%), and the State accreditation average (83%).

2. Fourth grade English - from 83.3% to 90% for 2010 -- The 4<sup>TH</sup> grade SOL English score was 75.9% for 2011. It was below AYP (86%), school division average (88%), and the State accreditation average (87%).
3. Fourth grade math - from 93% to 94% for 2010 -- The 4<sup>TH</sup> grade SOL math score was 71.4% for 2011. It was below AYP (85%), the school division average (85%), and State accreditation average (89%).
4. Fourth grade Virginia Studies - from 87% to 90% for 2010 -- The 4<sup>TH</sup> grade Virginia Studies SOL score was 86.2% for 2011. It was above the school average (83%), below the school division average (93%), and below the State accreditation average (89%).

Standards of Learning (SOL) test averages for fourth grade English, math, and Virginia Studies dropped for 2011 but remained above the State mandated benchmark of 70%. However, third grade English did not meet the mandated SOL 75% pass rate. Disaggregation of test item data for 2011 will yield information that will be used to address strategies that may be used to enhance further improvement. The targeted areas for improvement in 2011-2012 will include 3<sup>RD</sup> Grade English (66.7% - 2010-2011), Math (83.3% - 2010-2011), and History and Social Science (66.7% - 2010-2011); 4<sup>TH</sup> Grade Reading (75.9% - 2010-2011) and Math (71.4% - 2010-2011); 5<sup>TH</sup> Grade Reading (88.5% - 2010-2011); 6<sup>TH</sup> Grade Reading (75% - 2010-2011) and Math (75% - 2010-2011); and 7<sup>TH</sup> Grade Reading (90% - 2010-2011).

### **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.

## Strategies for Improvement

### Specific Instructional Initiatives for English, math, and History and Social Science in grades pre-kindergarten through three

#### English – 3

**Goal:** Increase passage rate on the Virginia 3<sup>rd</sup> Grade English SOL test.

Sixty-seven percent of 24 students passed the third grade reading Standards of Learning (SOL) test for 2010-2011. Scores did not exceed the Adequate Yearly Progress (AYP) pass rate of 86%. Sixty-six percent or two of three special education students passed the Virginia Grade Level Assessment (VGLA) for third grade English. No VGLA or VAAP assessments were given.

It is our belief that students had difficulty passing the 3<sup>rd</sup> grade reading test because of weaknesses in vocabulary, reading comprehension, contextual association, organization, and text fluency.

The grade 3 Reading Standards of Learning (SOL) Reporting Category with Description of Question by item that were scored below 75% on the 2010-2011 SOL end-of-year tests included:

Reporting Category: Use word analysis strategies and information resources

- Use a dictionary entry to determine the meaning of a word (58%).
- Use context clues to identify the meaning of a word (63%).
- Use context clues to identify the meaning of a word (71%).
- Identify an abbreviation (63%).

Reporting Category: Demonstrate comprehension of printed materials

- Draw conclusions from a story (63%).
- Draw conclusions (58%).
- Identify a question that is answered by reading the title of a passage (58%).
- Identify a question that is answered in a paragraph (33%).
- Compare and contrast characters (54%).
- Identify the problem of the story (71%).
- Identify setting of a story (71%).
- Identify important details in a passage (67%).
- Use graphic organizers (67%).

#### Intervention/Remediation Strategies

An increase in reading scores that were below 75% in the areas of Word Analysis Strategies and Information Resources and Comprehension of Printed Material will be accomplished by doing the following:

- Grades K-3 will develop lessons with emphasis on fluency, vocabulary, storyboarding, sequencing events, context clues, drawing conclusions, simple abbreviations, identifying details in passages, summarizing, interpreting, and using graphic organizers.
- Small group instruction will be used within K-3 classrooms

- Pals, Title I, and special education instructors will coordinate instruction with K-3 classroom teachers.
- Differentiated learning centers, as part of the Response to Intervention (Rtl) effort, will be accessible to students on a routine basis.
- Inclusion and pullout Title I Reading services will continue. As a part of student reading progress, iStation will be used weekly by students.
- The teacher will use the data from iStation to plan instructional needs of students.
- The classroom teacher and Title I teacher will collaborate to provide additional instruction and assistance to students during Power Up.

## Method of Ongoing Assessment

Programs that have been used for the past three years and that will be used in 2011-2012 to improve learning in reading include the following:

- PALS testing and tutoring, Title I reading, Response to Intervention (Rtl) tutoring, STAR Reading, benchmark testing each nine weeks, end-of-unit tests, Interactive Achievement, Accelerated Reading tests, and Study Island.

### Math – 3

**Goal:** Increase passage rate on the Virginia 3<sup>rd</sup> Grade Math SOL test.

Eighty-three percent of 24 students passed the third grade math Standards of Learning (SOL) test for 2010-2011. Scores did not exceed the Adequate Yearly Progress (AYP) pass rate of 85%. One-hundred percent (three) special needs students did not pass the Virginia Grade Level Assessment (VGLA) for math. No VGLA or VAAP assessments were given.

Students performed well on the 2011 math SOL test last year because instruction targeted items that students did not perform well on from 2010 SOL test results as evidenced in the SPBQ. Students tended to display similar problems in graphing practices similar to those associated with reading (graphic organizers) and History and Social Science (analyzing the information in a graph). Struggling students were afforded the opportunity to participate in after school tutoring and remediation earlier in the school year. Planning and remediation were developed to accommodate areas of concern after benchmark testing and end of unit tests were given.

After school tutoring, SOL PASS benchmark testing at the end of each nine weeks, end of unit tests, Interactive Achievement, and Study Island have been used to increase SOL test scores in math for the past three years.

The grade 3 Math Standards of Learning (SOL) Reporting Category with Description of Question by item that were scored below 75% on the 2010-2011 SOL end-of-year tests included:

Reporting Category: Computation and Estimation

- Solve a problem by estimating the sum of two 3-digit numbers (67%).
- Identify the quotient of a division fact (67%).
- Solve a problem by adding two 4-digit numbers with regrouping (67%).
- Find the sum of two decimal numbers (67%).

## Reporting Category: Measurement and Geometry

- Measure the length of an object to the nearest centimeter (67%).
- Given a calendar, identify the actual date of a specified day of the month (71%).

## Reporting Category: Probability and Statistics

- Identify all possible combinations of a 2-by-3 array of objects (67%).
- Identify missing data from a graph (71%).

## Intervention/Remediation Strategies

Continued practice of the following strategies for improving math learning in 2011-2012 will be accomplished through the following:

- Planning and remediation will concentrate on areas of weakness from unit tests, observation, and benchmark testing.
- K-3 teachers will provide instruction that targets categorical items that scored below 70%.
- Instruction will focus on inverse operations, the sum of two 3-digit, and two 4-digit numbers with and without regrouping, identifying the quotient of a division fact, sum of decimal numbers, and measuring the length of objects to the nearest centimeter.
- Small group instruction will be provided within K-3 classrooms.
- The Title I Math specialist and special education instructors will coordinate instruction with K-3 classroom teachers.

## Method of Ongoing Assessment

Programs that have been used for the past three years and that will be used in 2010-2011 to improve learning in math include the following:

- Tutoring, Title I math, Response to Intervention (RTI), benchmark testing each nine weeks, end-of-unit tests, Interactive Achievement, and Study Island.

## History and Social Science – 3

**Goal:** Increase passage rate on the Virginia 3<sup>rd</sup> Grade History and Social Science SOL test.

Sixty-seven percent of 24 students passed the third grade History and Social Science Standards of Learning (SOL) test for 2010-2011. Scores did not exceed the Virginia Standards of Learning pass rate of 70%. No VGLA or VAAP assessments were given.

It is our belief that students had difficulty passing the 3<sup>rd</sup> grade history test because of weaknesses in reading fluency, reading comprehension, and application of facts.

The grade 3 History and Social Science Standards of Learning (SOL) Reporting Category with Description of Question by item that was scored below 75% on the 2010-2011 SOL end-of-year tests included:

### Reporting Category: History

- Identifying a historical figure from his accomplishments (54%).
- Identify the accomplishments of a historical figure (46%).
- Identify a historical figure from his accomplishments (67%).
- Analyze the information in a graph (67%).
- Identify as American holiday (67%).
- Understand change over time (54%).

### Reporting Category: Geography

- Identify a designated ocean on a world map (54%).
- Identify a major United States river (42%).
- Analyze characteristics of ancient societies (58%).
- Identify the specific location of a specific country (63%).
- Identify the location of an early civilization (58%).
- Describe the location of a geographic feature (46%).
- Analyze a map to determine a location (54%).
- Compare or contrast different locations (63%).

### Reporting Category: Economics

- Identify an example of a producer (63%).
- Identify actions to identify a consumer (63%).
- Identify an example of an economic concept (63%).
- Analyze an economic concept (67%).

### Reporting Category: Civics

- Identify a cultural concept that unites people (38%).
- Recognize a patriotic action (63%).
- Identify a historical figure from an accomplishment (63%).
- Understand the purposes of government (63%).
- Understand basic American principles (71%).
- Identify the accomplishment of a historical figure (50%).

### **Intervention/Remediation Strategies:**

An increase in history scores that were below 75% in the areas of history, geography, economics and civics will be accomplished by doing the following:

- Grades K-3 will develop and implement lessons with emphasis on fluency, vocabulary, context clues, drawing conclusions, identifying details in passages, summarizing, interpreting information from maps, charts and graphs.
- PALS, Title I, and Special Education Instructors will coordinate instruction with K-3 classroom teachers.

**Method of Ongoing Assessment:**

Programs that have been used in the past and that will be used in 2011-2012 to improve learning in history to include the following:

- PALS testing and tutoring, Title I reading, Response to Intervention (RTI) tutoring, STAR Reading, benchmark testing each nine weeks, end-of-unit tests, Interactive Achievement, Accelerated Reading tests, and Study Island.

## Strategies for Improvement

### Specific Instructional Initiatives for English and Math in grade four

#### English – 4

**Goal:** Increase passage rate on the Virginia 4<sup>th</sup> Grade English SOL test.

Seventy-six percent of the 29 fourth grade students passed the Virginia Standards of Learning (SOL) reading test for 2010-2011. Scores did not exceed the Adequate Yearly Progress (AYP) pass rate of 86%. Fifty percent or one of two special needs students passed. No VGLA or VAAP assessments were given.

Student independent reading levels were assessed three times through STAR testing. The 2010-2011 STAR Reading test results indicated that reading performance was below grade. Teachers used intervention methods to assist students in raising their reading levels.

Student performance was assessed to identify areas of weakness. Remediation of individual students or groups that performed low on tests was provided periodically throughout the school year. After-school tutoring was offered to students. Individualized remediation plans were developed for students that attended after-school tutoring. Title I Reading Services were available to qualifying students. Title I services were provided during inclusion and in pull-out programs based upon the need of the student.

Released SOL test items were used in the spring to help students become adjusted to the SOL testing format. Interactive Achievement was used to design assessments in the same format as the SOL test. Teachers used PALS, STAR, Study Island, and other diagnostic programs to determine the instructional placement of students.

Multi-grade collaborative teams organized by subject area and met to identify specific areas of concern that span multiple grade levels, such as fluency, comprehension, and meaning of unfamiliar words. Action plans were devised and implemented during the 2010-2011 school year.

The grade 4 Reading Standards of Learning (SOL) Reporting Category with Description of Question by item that were scored below 80% on the 2010-2011 SOL I end-of-year tests included:

Reporting Category: Use word analysis strategies and information resources

- Choose correct definition from a dictionary entry (69%).
- Use context of an informational text to infer meaning of unfamiliar words (79%).
- Apply knowledge of homophones (72%).

Reporting Category: Demonstrate comprehension of printed materials

- Draw conclusions from a story (69%).
- Identify which question is answered in a given paragraph (66%).
- Determine an appropriate heading for notes (79%).
- Analyze the author's purpose for including specific information in a text (79%).
- Make inferences based on a text (72%).
- Identify important details (66%).

- Identify which paragraph answers a question (66%).
- Identify important details (76%).
- Make inferences based on information contained in a text (72%).
- Analyze the author's purpose for writing a narrative (72%).

### **Intervention/Remediation Strategies**

Small group remediation will continue to be provided to students, and individualized remediation plans will be developed. Areas of concern will be noted and special consideration given to teaching concepts that support improved student achievement. Focus will be given to dictionary skills, context clues, homophones, text structure, identifying important details, and making inferences.

Differentiated learning centers, as part of the Response to Intervention (RtI) effort, will be accessible to students on a routine basis. Inclusion and pullout Title I Reading services will continue. As a part of student reading progress, iStation will be used weekly by students. The teacher will use the data from iStation to plan instructional needs of students. The classroom teacher and Title I teacher will collaborate to provide additional instruction and assistance to students during Power Up.

### **Method of Ongoing Assessment**

Programs that have been used for the past three years and that will be used in 2011-2012 to improve learning in math include the following:

- Tutoring, Title I reading, PALS, Star Reading, Response to Intervention (RtI), benchmark testing each nine weeks, end-of-unit tests, Interactive Achievement, and Study Island.

### **Math – 4**

**Goal:** Increase passage rate on the Virginia 4<sup>th</sup> Grade Math SOL test.

Seventy-one percent of the 28 fourth grade students passed the Virginia Standards of Learning (SOL) reading test for 2010-2011. Scores did not exceed the Adequate Yearly Progress (AYP) pass rate of 85%. Fifty percent or one of two special needs students passed. No VGLA or VAAP assessments were given.

Virginia Standards of Learning (SOL) test results for 2011 are reflective of the specific instruction that has occurred over the past three years. Virginia Standards of Learning (SOL) PASS benchmark tests were administered at the end of a nine week instructional period to assess student progress. Individual student performance was evaluated to determine areas of weakness on specific test items that correlated to SOL standard test items. Students who needed remediation were provided small group instruction. This pattern was followed at the end of each nine week instructional period.

Individualized remediation plans were developed for students who opted to attend after school tutoring.

Students who met the criteria qualifying them for Title I math services were provided remediation in the classroom or in resource depending on the needs of the students.

Interactive Achievement was designed to test students on computers under SOL-like testing conditions. Teachers assessed student performance using an SOL end-of-course-like testing format

Teachers developed benchmark, above grade level, and below grade level test results using Interactive Achievement. Remediation was provided to students when interpretation of the data indicated that students were weak on specific test items.

In a similar manner, students were assessed using Study Island in the computer room. Remediation was developed through teacher interpretation of diagnostic information yielded by the Study Island program test results.

The grade 4 Math Standards of Learning (SOL) Reporting Category with Description of Question by item that were scored below 80% on the 2010-2011 SOL end-of-year tests included:

#### Reporting Category: Number and Number Sense

- Identify digit in a designated place (71%).
- Round decimal number to a designated place (64%).
- Round a 7-digit number to a designated place (68%).
- Identify the word form of a decimal given in standard form (71%).
- Identify equivalent fraction using a number line (36%)

#### Reporting Category: Computation and Estimation

- Estimate the quotient of a 3-digit number divided by a 1-digit divisor (75%).
- Find the difference of two fractions with unlike denominators (64%).
- Find the product of 2-digit numbers (61%).
- Find the quotient of a 3-digit number and a 1-digit divisor (50%).
- Estimate the product of two 2-digit numbers (71%).
- Estimate the difference between two whole numbers (57%).
- Solve a problem involving the sum of 2 fractions with unlike denominators (64%).

#### Reporting Category: Measurement and Geometry

- Determine perimeter of a given figure using non-standard units (75%).
- Identify equivalent measurements of weight within the US Customary system (46%).
- Identify container for specified liquid volume (64%).
- Use approximate comparisons to estimate conversion between US Customary and metric units of length (64%).
- Identify models of lines in a specified relationship (61%).
- Analyze and compare the properties of 2-dimensional shapes/figures (71%).
- Estimate the weight/mass of a specified object (64%).
- Identify a pair of congruent shapes/figures (71%).

#### Reporting Category: Probability and Statistics

- Determine the probability of a given simple event (50%).
- Extract information from a bar graph to solve a problem (50%).
- Interpret information from a line graph to solve a problem (71%).
- Predict probability of an event as certain, likely, unlikely, or impossible (68%).

#### Reporting Category: Patterns, Functions, and Algebra

- Identify missing parts of a number sentence to show understanding of equality (79%).
- Identify equivalent expressions (79%).
- Evaluate and extend a numeric pattern (32%).
- Determine rule used in a numerical pattern (75%).
- Identify equivalent expressions (75%).
- Extend a pattern in a table (71%).
- Identify equivalent expressions (79%).

### **Intervention/Remediation Strategies**

Small group remediation will be provided to students using individualized remediation plans. Areas of concern will be identified throughout the intervention and remediation process. Special consideration will be given to targeted concepts on which students have difficulty learning. Items of specific interest will include place value, division, fractions, patterns, and estimation.

Differentiated learning centers will be provided. Title I math services will continue to be offered as inclusion and pullout remediation strategies. The classroom teacher, Title I math specialist, and special education teacher will collaborate to develop specific interventions for students participating in the special services programs. Response to Intervention (RtI) processes will be used to monitor student performance using test data, instructional strategies that will meet the needs of the individual learner, and ongoing assessment of student progress.

### **Method of Ongoing Assessment**

Programs that have been used for the past three years and that will be used in 2011-2012 to improve learning in math include the following:

- Tutoring, Title I math, Response to Intervention (RtI), benchmark testing each nine weeks, end-of-unit tests, Interactive Achievement, and Study Island.

## Strategies for Improvement

### Specific Instructional Initiatives for English and Math in Grade Five

#### English – 5

**Goal:** Increase passage rate on the Virginia 5<sup>th</sup> Grade English SOL test.

Eighty-nine percent of 26 fifth grade students passed the Virginia Standards of Learning (SOL) reading test for 2010-2011. Scores exceeded the Adequate Yearly Progress (AYP) pass rate of 86%. Seventy-five percent (three of four) students identified as special needs passed their VGLA. No VGLA or VAAP assessments were given.

Benchmark testing and immediate remediation lead to the pass rate in Reading. Pacing guides were implemented and used daily. Benchmark tests were administered once every nine instructional weeks.

Benchmark testing, unit testing, weekly testing, Accelerated Reader (AR) testing, Interactive Achievement activities, Study Island software, and immediate remediation supported the 2010-2011 fifth-grade reading program. Benchmark tests were implemented every nine weeks. Special education teachers provided Inclusion for students with special needs and worked with the class for 30 minutes a day, five days a week.

The grade 5 Reading Standards of Learning (SOL) Reporting Category with Description of Question by item that were scored below 80% on the 2010-2011 sol end-of-year tests included:

Reporting Category: Use word analysis strategies and information resources

- Use context in a passage to determine word meaning (73%).

Reporting Category: Demonstrate comprehension of printed materials

- Determine character motivation in a text (77%).
- Determine main idea (50%).
- Determine the effect of a given event in a story (69%).
- Identify the appropriate source of a given text (65%).
- Determine author's reason for including specific information (77%).
- Identify character traits (73%).

#### Intervention/Remediation Strategies

The action steps used in the School Improvement Plan for 2010-2011 will also be used in 2011-2012 with the objective of attaining the AYP future goal of 100%. As we realize 100% is difficult to attain, we will still strive for perfection. No new action steps will be written at this time as we have seen an increase in all items for improvement in the action plan for fifth grade reading contained in the School Improvement Plan. Response to Intervention (RtI) will be used more extensively in the classroom to develop intervention and instructional techniques to assist low performing students in their reading and writing efforts.

Small group remediation will be provided to students using individualized remediation plans. Areas of concern will be identified throughout the intervention and remediation process. Special consideration will be given to targeted concepts on which students have difficulty learning. Items of specific interest will include place value, division, fractions, patterns, and estimation.

Differentiated learning centers will be provided. Title I math services will continue to be offered as inclusion and pullout remediation strategies. The classroom teacher, Title I math specialist, and special education teacher will collaborate to develop specific interventions for students participating in the special services programs. Response to Intervention (RtI) processes will be used to monitor student performance using test data, instructional strategies that will meet the needs of the individual learner, and ongoing assessment of student progress.

### **Method of Ongoing Assessment**

Programs that have been used for the past three years and that will be used in 2011-2012 to improve learning in math include the following:

- Maintain benchmark testing and use of Interactive Achievement software to enhance learning. Continue using [www.studyisland.com](http://www.studyisland.com) software, released SOL tests, and continue remediation in and out of the classroom daily or as needed. Establish Response to Intervention (RtI) as a method for assessing student performance and providing remediation and intervention strategies for helping low performing students. Build student writing skills using the Four Square method of writing, writing rubrics, and online writing assessment programs.
- Tutoring, Title I math, benchmark testing each nine weeks, end-of-unit tests, Interactive Achievement, and Study Island.
- Benchmark testing, released SOL tests and test items, and use of above-mentioned resources will be used to further enhance learning and learning assessment.
- Teachers will take advantage of assessment and remediation strategies available through RtI.
- Establish a fifth-grade reading goal of scoring above the projected AYP pass rate of 91%.

## Strategies for Improvement

### Specific Instructional Initiatives for English and Math in Grade Six

#### English – 6

**Goal:** Increase passage rate on the Virginia 6<sup>th</sup> Grade English SOL test.

Seventy- five percent of 32 sixth grade students passed the Virginia Standards of Learning (SOL) reading test for 2010-2011. Scores did not exceed the Adequate Yearly Progress (AYP) pass rate of 85%.

Interactive Achievement, Word Explorer books, released SOL tests, and Study Island were used to reinforce instruction in 2010-2011. Students were afforded the opportunity to become familiar with the SOL testing format through games and programs provided on the smart board. Virginia Standards of Learning Pacing guides, Blueprints, Enhanced Scope and Sequence, and released test items were used to reinforce instructional and adaptive teaching methods to enhance student learning.

#### Intervention/Remediation Strategies

Improvements will be accomplished through several means. Benchmark testing will occur every nine weeks. More frequent testing will be given depending on overall student performance. Student test results from Virginia Standards of Learning end-of-course test items will be used to assess student performance and gauge which items need specific attention when developing instructional methods for re-teaching low performing students, development of individualized remediation plans, such as after school tutoring and classroom remediation. Response to Intervention (RtI) will be implemented with the purpose of targeting those students who perform below grade level in reading.

The grade 6 Reading Standards of Learning (SOL) Reporting Category with Description of Question by item that were scored below 80% on the 2010-2011 SOL end-of-year tests included:

Reporting Category: Use word analysis strategies and information resources

- Interpret figurative language (66%).
- Evaluate the best website for a given purpose (66%).
- Identify the type of figurative language (72%).
- Use context in a passage to determine word meaning (66%).
- Use context to determine the specific meaning of multiple-meaning words (78%).
- Apply knowledge of prefixes (69%).
- Use context to determine the specific meaning of multiple-meaning words (78%).
- Interpret figurative language (75%).

Reporting Category: Demonstrate comprehension of printed materials

- Identify character traits (69%).
- Determine a character's feelings in a given text
- Describe how an author reveals information about a character (59%).
- Draw conclusions based on information stated in a text (78%).
- Make an inference based on details of a narrative (53%).
- Identify the theme of a selection (72%).

- Analyze use of text features in a passage (69%).
- Determine the character's feelings in a given text (63%).
- Compare and contrast information in a passage (72%).
- Determine the cause for a given effect (66%).
- Describe how an author reveals information about a character (59%).
- Identify important details in a narrative (75%).
- Determine main idea of a portion of an informational text (72%).
- Locate information in a passage to support conclusions (78%).
- Determine the purpose of headings (53%).
- Determine the author's purpose for writing an informational text (78%).

## **Methods of Ongoing Assessment**

Programs that have been used for the past three years and that will be used in 2011-2012 to improve learning in math include the following:

- Use measuring up books, Word Explorer books, Interactive Achievement, Benchmark testing, released SOL tests, and Study Island.
- Use Rtl data to identify low level performance.
- Continued collaboration with the special education teacher to individualize and modify instruction as needed for students receiving special services.

## **Math – 6**

**Goal:** Increase passage rate on the Virginia 6<sup>th</sup> Grade Math SOL test.

Seventy-five percent of 32 sixth grade students passed the Virginia Standards of Learning (SOL) math test for 2010-2011. Scores did not exceed the Adequate Yearly Progress (AYP) pass rate of 85%.

These results are reflective of the specific instruction that has occurred over the last three years. Benchmark tests for assessing student mastery of the content were conducted every nine weeks using Virginia Standards of Learning PASS initiatives. Assessments of each student's test results identified areas of weakness in learning. Evaluations of each child's test results identified weakness in learning by SOL. This prompted teacher development of individualized remediation plans which included classroom remediation and after school tutoring.

Title I math instruction was available to qualifying students. Pull out and inclusion were used to individualize instruction.

Interactive Achievement software and Study Island were used to reinforce instruction and remediation. After all SOLs had been taught, laptop computers from a mobile lab were used to access Interactive Achievement for additional practice and re-teaching of information.

Released SOL tests were used from the past three 3 years. Students were afforded the opportunity to familiarize themselves with the SOL questions format on Smart Board. Students demonstrated their understanding of targeted questions provided by the teacher on dry erase boards. Students were asked to explain strategies that would help them with certain types of questions and isolate specific items important to solving specific math problems.

The grade 6 Math Standards of Learning (SOL) Reporting Category with Description of Question by item that were scored below 80% on the 2010-2011 SOL end-of-year tests included:

#### Reporting Category: Number and Number Sense

- Determine the ratio in a given situation (72%).
- Order a set of decimals (75%).
- Identify a description of a composite number (75%).

#### Reporting Category: Computation and Estimation

- Use estimation to solve a multi-step practical problem (53%).
- Solve a multi-step problem involving whole numbers (72%).
- Solve a multi-step problem involving decimals (38%).
- Find a quotient of two decimals numbers (78%).
- Use estimation to solve a multi-step practical problem (78%).
- Use estimation to solve a multi-step practical problem (44%).

#### Reporting Category: Measurement and Geometry

- Determine the perimeter of a rectangle (56%).
- Use properties of plane figures to classify an angle (47%).
- Describe a method for approximating pi (19%).
- Identify the 3-D figure with a given characteristic (63%).
- Estimate the measure of an angle (69%).

#### Reporting Category: Probability and Statistics

- Identify a list of all possible outcomes for a given situation (78%).
- Determine the probability of an event, given the sample space (66%).

#### Reporting Category: Patterns, Functions, and Algebra

- Solve a one-step equation (75%).
- Solve a one-step equation using a model (66%).
- Identify a method to solve a one-step equation (63%).
- Identify the missing element in a number pattern (72%).

### **Intervention/Remediation Strategies**

Individualized remediation will be developed using benchmark test results. Plans and practices will be implemented in the classroom. The previous year's SOL scores will be examined to help determine where each student is the weakest. Multiplication facts will be emphasized to all grades. The teacher will collaborate with the Title I math specialist) and special education teacher to modify the instruction for low performing and special needs students. Tutoring will be provided after school. Response to Intervention (RtI) will be used to assess and evaluate student performance with the purpose of improving the performance of low performing students.

## **Methods of Ongoing Assessment**

Programs that have been used for the past three years and that will be used in 2011-2012 to improve learning in math include the following:

- Measuring Up Workbook, Interactive Achievement, PASS Benchmarks, Released SOL tests, Study Island, and Rtl.

## Strategies for Improvement

### Specific Instructional Initiatives for English Seven

#### English – 7

**Goal:** Increase passage rate on the Virginia 7<sup>th</sup> Grade English SOL test.

Ninety percent of 38 sixth grade students passed the Virginia Standards of Learning (SOL) math test for 2010-2011. Scores exceeded the Adequate Yearly Progress (AYP) pass rate of 86%. One-hundred percent (two) identified as special needs passed their VGLA.

Students who are achieving poorly in reading tend to struggle across all content areas. These students need to be identified early in the school year so that intervention may be appropriately implemented.

The results of the 2010-2011 SOL test results in seventh grade reading indicate a need for improvement. Adequate Yearly Progress for 2011-2012 is 91%. In the past year, RGES has implemented a School Improvement Team and has been very proactive in the facilitation of new programs. A variety of resource and practice test materials, a Smartboard, Internet, and professional development opportunities were accessible to enhance instruction.

The grade 7 Reading Standards of Learning (SOL) Reporting Category with Description of Question by item that were scored below 80% on the 2010-2011 SOL end-of-year tests included:

Reporting Category: Use word analysis strategies and information resources

- Use context to infer the meaning of unfamiliar words (71%).
- Identify best internet source to locate information (63%).
- Use context clues to define a word (74%).

Reporting Category: Demonstrate comprehension of printed materials:

- Identify purpose of organizational words and phrases (66%).
- Identify the effect of an author's word choice (79%).
- Organize and synthesize information (63%).
- Draw conclusion based on implicit information (79%).
- Identify the main conflict of story (74%).
- Summarize a narrative text (68%).
- Identify paragraphs to fit under a given heading (76%).
- Draw conclusion based on implicit information (79%).
- Identify text that reveals character information (76%).
- Summarize an informational text (45%).
- Analyze the author's purpose for writing an informational text (79%).
- Draw conclusion based on explicit information (76%).
- Identify the theme of a story (74%).
- Analyze the author's purpose for writing a narrative text (74%).

## **Intervention/Remediation Strategies**

Small group remediation will continue to be provided to students, and individualized remediation plans will be developed. As part of the Response to Intervention (RtI) effort, the STAR Reading program will be used to initially assess the grade level performance of students and to develop remediation and intervention strategies for providing the appropriate instruction needed in assisting low level students. The areas of concern will be noted and special consideration given to teaching concepts that will enhance student overall achievement. Particular attention will be paid to categories and items that indicate low performance on past testing. Differentiated instruction will be provided to at-risk students to reinforce targeted items.

Students will be monitored closely as data is collected identifying at risk students. Based upon data from iStation, benchmark tests, and other assessments students will receive remediation as needed.

Students will participate in the Accelerated Reader Program. Reading will be emphasized in all content subject areas. A variety of high interest level reading material will be used.

## **Methods of Ongoing Assessment**

In order to improve 7<sup>th</sup> Grade Math SOL scores, the following actions will be taken:

- Implementation of a Remediation Group – Students who are targeted for risk, either through failing Benchmark Tests, or through failing classroom grades, will be placed in remediation groups. In cooperation with the other 7<sup>th</sup> Grade Teacher, these students will receive extra one on one instruction and remediation, either during recess time after lunch or any free time available.
- Increased Use of Technological Resources – Making sure that every student is reached is paramount. Not all students learn in the same way. Use of review games on the Smartboard and SOL practice through websites such as Jefferson Lab will be instigated immediately, both during remediation time and in regular classroom instruction time.
- Implementation of Rewards System – To offer some student incentive for the extra effort and attention that will be required of them, a rewards system will be implemented. This will include a Fun Friday for students who pass SOL practice material.