

North Tazewell Elementary

School Improvement Plan

2008-09

A description of how the school will meet the requirements to be fully accredited for each of the years covered by this plan

Goal: NTES students will achieve an 80% pass rate on all four core SOL tests by the end of the 2007-08 school year with increased fluency and comprehension in reading on grade level for long-term success.

Objective: To increase overall reading literacy by involving all stakeholders.

Specific measures of student achievement will be taken throughout the school year and used to monitor academic improvement over time.

Team Members: Karrie Kinder, Stephanie Deel, Donna Poskas, Angela Hinkle, Sarah Reid

Types of Assessments	Frequency of Measures & Data Collection	Evidence/Data to be Collected
Teacher-generated tests	Weekly, bi-weekly, 6 weeks test throughout the school year	Student scores on weekly, bi-weekly and six weeks tests.
PALS Testing	3 times a year; fall, mid-year, spring Quick-Checks used periodically as needed	Student performance showing phonemic awareness, phonics, spelling, etc...
STARS Reading	3 times a year; fall, mid-year, spring Up to 5 times a year	Student performance showing reading comprehension
STARS Math	Up to every 6 weeks	Student performance showing math understanding
SOLAR Benchmarks	Every 9 weeks	Students scores for 3 rd , 4 th & 5 th grades
SOL Tests	Once a year	Student scores, SPBQs and other data help to drive the curriculum
Surveys	Every 9 weeks	Input on various areas of concern to address

Strategy	8 VAC 20-131-310 Code (x placed by all that apply)	Projected Time Frame	Person (s) Responsible	Financial Resources	Other Resources Needed	Evidence of Implementation of the Strategy
1.) Provide staff development on various instructional strategies and classroom management.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	8/07 – 6/08	Administration Teachers	None	Marzano, Diller, Payne books, videos, programs and materials on research studies	Bi-weekly meetings
<u>Action Step #1:</u> Staff members will receive training on research-based instructional strategies to use in the classroom.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	8/07 – 6/08	Administration Teachers Central Office Supervisors Gifted Coordinators Special Ed Teachers	PD monies provided by Central Office	Book Studies, Research; Trainings	Weekly staff meetings to discuss strategies; PLCs;
<u>Action Step #2:</u> In crease Professional Learning Communities through Teach First	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	8/07 – ongoing	Teach First committee Administration	Resources provided by Teach First	None	Staff development meeting; PLCs meeting at least 2x's monthly

<u>Action Step #3:</u> Observe/Visit teachers and schools within the building to enhance collaboration and share ideas & techniques	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	8/07 – 6/08	Administration Teacher teams	None	Planning Times	Sharing of ideas/concepts with whole faculty complete with notes, handouts, data and/or other resources
<u>Action Step #4:</u> Open communication between staff & administration to enhance flow of effective ideas through common planning	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	8/07 – ongoing	Administration Staff Central Office	None	None	Emails, Memos, Announcements, weekly meetings with administration
<i>2.) Use data and research to drive instruction</i>	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	8/07 – ongoing	Teachers & Staff Administration	None	Assessment results	Lesson Plans
<u>Action Step #1:</u> Coordinate & collaborate in weekly common planning with administration, special education and Title 1 teachers	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Weekly	Teachers Administration	None	SOL, Enhanced Scope & Sequence, Test results (SOL, STARS, PALS, teacher-generated assessments,...)	Effective and specific lesson plans

<u>Action Step #2:</u> Schedule 90 minute blocks for math & 120 block for reading	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	8/08	Teachers & Staff Administration Central Office Staff	None	None	Master Schedule
<u>Action Step #3:</u> Develop RtI plans for individual students	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	8/07	Administration Teachers Parents/Guardians Student	None	Data, Special Ed resources	Individual RtI plans, Lesson Plans, testing data
<u>Action Step #4:</u> Incorporate math into the Title 1 program in 1 st – 5 th grades	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	8/07 – 6/08	Title 1 teachers Regular Ed teachers Administration	None	Additional math resources as provided by Title 1	Master Schedule
<u>Action Step #5:</u> Analyze data regularly to identify areas of need in curriculum	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Bi-weekly - monthly	Teachers, Staff Administration CO Staff Outside consultants	None	Assessment results	Lesson plans, pacing guides, curriculum framework
<i>3.) Develop an incentive program to motivate students academically, improve</i>	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	8/07 – 6/08	Teachers, Staff TTAC Administration Parents Community		Resources in effective school-wide discipline	A universal, school-wide behavioral management plan

<i>behavior and increase attendance</i>						
<u>Action Step #1:</u> Form an Effective School-wide Discipline committee to gather data on discipline and student performance.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	10/08 - ongoing	Teachers, Staff Administration ESD TTAC	None	Grant from ESD, TTAC trainings	A cohesive team with a common goal; School motto, acronym, purpose
<u>Action Step #2:</u> Analyze classroom and school-wide management procedures.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	11/07	Teachers, Staff ESD Team Administration	None	Classroom Management Plans; School-wide procedures	Data; Posted rules/procedures
<u>Action Step #3:</u> Communicate with home & community effectively to enhance parental involvement	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	9/07 – ongoing	Teacher, Staff Administration PTO Parents Volunteers Community Members	None	Informational resources, websites, newsletters, phone calls, etc... SURVEYS	Updated websites for ALL teachers; Monthly school newsletters, Community service projects; Monthly presentations by grade at PTO meetings; Parent Nights; Old library book giveaway at PTO meetings and other programs; Monthly (or

						9week) surveys; Involvement in tutoring, participating in school day
3.) Create a safe, attractive learning environment for our students and faculty.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	8/07 – 6/07	Teachers, Staff Custodial staff Administration Community Volunteers	\$7, 000	Volunteers, Overtime	A kid-friendly environment that is safe and prepared in the event of a crisis.
<u>Action Step #1:</u> Update and Exercise Crisis Plan through training	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	8/07	Teachers First Responders Nurse Administration Emergency Personnel	None	Crisis Management Plan	Update the Crisis Management Plan; Practice drills in case of emergency event (Fire, Tornado, Intruder...)
<u>Action Step #2:</u> Create a more aesthetic environment conducive to our student population and grade levels.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	7/07 – ongoing	Custodial Staff Maintenance Department Teachers, Staff Administration Parent Volunteers Community Members	\$3, 000	None	Painting stairwells and walls; Beautify the cafeteria; Paint murals on the walls; Enhance the entrance to the school; Secure the office and office procedures, etc...

<u>Action Step #3:</u> Construct a shelter to protect students, provide an outdoor classroom, and be a service to the community	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	2007-08 school year	Teachers Board of Supervisors Administration Maintenance TCCTC Central Office Staff	\$4,000	Any additional expenses over the allotment given by the BOS	A basic structure on the front lawn built in communion with students from the TCCTC, BOS, community members and faculty and staff for the benefit of the students and community.
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