

## **DIRECTIONS FOR COMPLETING THREE-YEAR SCHOOL IMPROVEMENT PLANS**

Your three-year school improvement plan is due to the Office of School Improvement in the Department of Education 60 business days after the completion of your Academic Review. The division superintendent and the local school board must approve your plan. (see 8 VAC 20-131-310.F.-G.)

For guidance in developing your school improvement plan, visit the OSI web page:

<http://www.pen.k12.va.us/VDOE/SchoolImprovement/>

Scroll down to “School Improvement Planning.”

### Using the Three-year School Improvement Plan Format

You may use the template for the School Improvement Plan (SIP) at the OSI website. **You must use the cover sheet and include the SOA/NCLB checklist found at** <http://www.pen.k12.va.us/VDOE/SchoolImprovement/supportteams.html>

Scroll to “School Improvement Planning Resources for School Support Team members.”

When using this template, duplicate the second page and complete one of these pages for each goal in your plan. Fill in all appropriate cells in the table, adding additional rows to accommodate additional information. *Leave the OCTOBER 1 STATUS column of the table blank.* This will be submitted on or before October 1 next school year. Complete the cover page and the checklist. After approval by the division superintendent and local school board, submit the plan, the completed coversheet, and the completed checklist to Marsha Owens, Office of School Improvement, in the Department of Education. The plan may be transmitted electronically to [Marsha.Owens@doe.virginia.gov](mailto:Marsha.Owens@doe.virginia.gov). When sending plans by e-mail, put “School Improvement Plan” on the subject line. A signed cover page (original or copy) must be mailed to Marsha Owens or faxed to the OSI office at 804-786-9763.

You may use your own locally developed format or any other format for developing the three-year school improvement plan, but the requirements listed above for the cover sheet, checklist, and submission must be followed.

**THREE-YEAR SCHOOL IMPROVEMENT PLAN**  
**(8 VAC 20-131-310.F; 8 VAC 20-131-310.G)**

School Improvement Plan for the Period **2011 – 2014**

School Name: Dublin Middle School\_\_\_\_\_

Targeted Academic Area(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

School Number:

\_\_\_\_\_ **0770530** \_\_\_\_\_

Division: Pulaski County Schools\_\_\_\_\_

Grade Levels Served: \_\_\_\_\_ **6, 7, 8** \_\_\_\_\_

Amount of Time in School Day Devoted to Instruction in the Four Core Academic Areas: \_\_\_\_\_  
(8 VAC 20-131-310.G.3)

Plan Developed with Assistance from (check all that apply):  
(8 VAC 20-131-310.F.1.)

- Teachers
- Building Administrators
- Central Office Administrators
- Parents
- Community Members
- Students
- Other (specify): \_\_\_\_\_

Description of Data Reviewed Supporting Need for Improvement in Each Warned Area:

Waiver(s) Needed and Request(s) Attached (check one):  
(8 VAC 20-131-310.G.8.)

- Yes
- No

Date Approved by Local School Board/Superintendent: \_\_\_\_\_  
(8 VAC 20-131-310.F.3.)

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Principal Signature

**Three-Year School Improvement Plan**

A Description of How the School will Meet the Provisional Accreditation Benchmarks, or the Requirements to be Fully Accredited, for Each of the Years Covered by the Plan (8 VAC 20-131-310.G.1)

**Goal Statement:** 90% of all students in English classes with end of level SOL tests will score 400 or higher

**Objective:** To increase the overall understanding of reading as shown by a 90% pass rate of the SOL test

**Comprehensive Plan Reference:** Teaching and Evaluating Today’s Learners and Tomorrow’s Leaders; Goal Statements 2.1b., 2.1c., 2.5c., and 2.8b.

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
SOL correlated pre/post tests	Per unit	Student achievement/remediation needs
Reading portion of nine weeks tests	End of each nine weeks	Item analysis/test scores
SOL tests	One time at end of year	Item analysis/test scores

Strategies and/or Action Steps	8 VAC 20-131-310 Code (place x by any that apply)	Projected Time Frame	Person (s) Responsible	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: Ensure correlation of reading/English objectives with VA SOLs	G.6	2011 – 2014	Faculty – language arts teachers	None	Copies of SOLs PCPS Pacing Guide Enhanced Scope & Sequence	Lesson plans Attendance records at county meetings Continually updated county curriculum and pacing guide	

Strategies and/or Action Steps	8 VAC 20-131-310 Code (place x by any that apply)	Projected Time Frame	Person (s) Responsible	Financial Resources Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	<b>OCTOBER 1 STATUS</b> (If not implemented according to projected time frame, provide explanation.)
Action Step #1: Review curriculum and pacing guides for reading objectives	G.6	2011 – 2014	Faculty – language arts teachers Central Office Academic Support	None	Blueprints Essential knowledge Online teacher toolkit PLC meetings	Lesson plans Attendance records at county meetings Continually updated county curriculum and pacing guide	Ongoing
Action Step #2: Examine SPQ data and adjust instruction accordingly	G.6	2011 – 2014	Administrators Teachers	None	Existing	SPQ data	In progress
STRATEGY: Teachers will use targeted instructional strategies to build background knowledge and enhance comprehension	G.4 G.5	2011 – 2014	Faculty – all teachers Administration Central Office Academic Support	None	Instructional materials Online teacher toolkit Teacher made materials IEP & 504 plans Library books Textbooks Marzano strategies Bloom’s taxonomy Mulligan techniques	Lesson plans Observations School calendar	
Action Step #1: Focused vocabulary instruction	G.4 G.5	2011 – 2014	Faculty – all teachers	None	Instructional materials Pacing guides	Lesson plans Observations	In progress
Action Step #2: Utilize cross curricular reading activities	G.4 G.5	2011 – 2014	Faculty – all teachers	None	Instructional materials Extended Learning Block	Lesson plans Observations	In progress

Strategies and/or Action Steps	8 VAC 20-131-310 Code (place x by any that apply)	Projected Time Frame	Person (s) Responsible	Financial Resources Needed (estimate amount and cite sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	<b>OCTOBER 1 STATUS</b> (If not implemented according to projected time frame, provide explanation.)
Action Step #3: Differentiate lessons to accommodate various learning styles	G.4 G.5	2011 – 2014	Faculty – language arts teachers	None	Online teacher toolkit Instructional materials Teacher made materials IEP & 504 plans	Lesson plans Observations	In progress
Action Step #4: Promote reading through learning celebrations	G.4	2011 – 2014	Faculty – language arts teachers Gilmore Administration	None	AR program	Lesson plans School calendar	In progress
Action Step #5: Focus on reading comprehension skills for nonfiction reading	G.4 G.5	2011 – 2014	Faculty – language arts teachers Librarian	None	Instructional materials AR nonfiction articles Library materials Newspapers	Lesson plans Observations	In progress
Action Step #6: Provide time for increased sustained silent reading	G.5	2011 – 2014	Faculty - all teachers	None	Library books Textbooks STAR reading Existing materials	Lesson plans Extended Learning Block	In progress
STRATEGY: Offer remediation programs to strengthen basic reading skills	G.4 G.5	2011 – 2014	Faculty – all teachers Administration Central Office Academic Support R.U. faculty	Funding provided by county Paid for by R.U.	Instructional materials Triand data	Attendance records Progress reports	

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Action Step #1: Use the PALS program offered by R.U.	G.5	2011 – 2014	Faculty – all teachers Administration R.U. faculty	Paid for by R.U.	None	Attendance/participation	In progress
Action Step #2: Individualized/one-on-one classroom instruction	G.4 G.5	2011 – 2014	Faculty – all teachers	None	Service learning students	Lesson plans Observations	In progress
Action Step #3: Peer tutoring in the classroom	G.4 G.5	2011 – 2014	Faculty – all teachers	None	None	Lesson plans Observations	In progress
Action Step #4: Summer School	G.4 G.5	2011 – 2014	Faculty – language arts teachers Administration Central Office Academic Support	Funding provided by county	None	Pre and post tests Attendance records	Planning in process
Action Step #5: Remediation through resource and collaborative teaching	G.4 G.5	2011 – 2014	Faculty – language arts teachers Special education teachers Administration	None	Extended Learning Block  Scheduled times for subject/grade level meetings	Lesson plans Observations	In progress

