

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

School Improvement Plan for the Period 2006-09

School Name: Pulaski Middle School

Targeted Academic Area(s):
English

School Number: 077-0460

Division: Pulaski County

Grade Levels Served: 6-8

Amount of Time in School Day Devoted to Instruction in the Four Core Academic Areas: 4.5 hours
(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:

Standards of Learning Tests

Standardize Test

Division and School-Wide Assessment

Classroom Assessments

Student Report Cards

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: By the end of the 2007-08 School Year, 83% of all students will have passed the English SOL Test.

Objective: By the end of the 2005-06 School Year, 75% of all students will have passed the SOL Reading Comprehension and Writing Tests.

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
Writing Prompts Designed by each Grade level Language Arts Teachers	Pre-writing in Fall, Benchmark Tests: October, January and March	Student Scores on Pre-writing and Benchmark Tests
Performance Assessments	One assessment each grading period.	Correlation of Benchmark Test-SOL

ADD ROWS AS NEEDED TO ACCOMMODATE NUMBER OF ASSESSMENT TOOLS

Strategies and/or Action Steps	SOA/NCLB 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	Status Report: Monitoring and/or Completed Dates/Comments

Strategies and/or Action Steps	SOA/NCLB 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	Status Report: Monitoring and/or Completed Dates/Comments
STRATEGY: Analyze 5th grade SOL test data to determine specific problem areas for entering 6th grade students. (Sixth and Seventh Grade SOL Test data 2006-07)	XG.4 XG.5 XG.6 <input type="checkbox"/> G.7	Fall 2005 (Fall 2006): Bi-Weekly	Principal, 6th Grade Teachers, Glenda Patton (7 th and 8 th grade teachers); Oversight Committee	\$0	Fifth grade SOL English Tests Scores for Entering Sixth Graders (Sixth and Seventh Grade SOL English Test Scores 2006-07)	English SOL Scores 2005, 2006, 2007; Revisit the Data; Daily/Weekly Lesson Plans; SPBQ;CWT	August 2005; August 2006; Revisit the Data; Daily/Weekly Lesson Plans
Action Step #1: Contact Coordinator of Testing and Special Programs about process and expectations of analyzing scores.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 XG.6 <input type="checkbox"/> G.7	Summer 2005 (Summer 2006)	Principal, 6th Grade Teachers, Glenda Patton; Oversight Committee	\$0	Fifth grade SOL English Tests Scores for Entering Sixth Graders (Sixth and Seventh – 2006-07)	English SOL Scores 2005, 2006, 2007; CWT; Daily/Weekly Lesson Plans	August 2005; Not Necessary 2006; CWT; Daily/Weekly Lesson Plans

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Action Step #2: Site-based Staff Development on how to analyze data.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 XG.6 <input type="checkbox"/> G.7	Fall 2005; Revisit in Feb. 2007; Bi-Weekly	Principal, Coordinator of Testing; Oversight Committee		Fifth grade SOL English Tests Scores for Entering Sixth Graders, Staff Development Time	Completion of Staff Development, English SOL Scores 2005-2006; Daily/Weekly Lesson Plans	August 2005; Summer Institute: June 2006; Summer Institute 2007 (Scheduled)
STRATEGY: Reconfigure Daily Instructional Schedule	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall 2005, Spring 2006	Principal, Language Arts Teachers, Guidance Staff	\$0		Student Daily Schedules, English SOL Scores 2005-06, Student Scores - Unit Tests	August 2005; August 2006
Action Step #1: Language Arts classes are divided into Reading/Literature Component (add 20 minutes) and a Composition/Writing Component.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall 2005, Spring 2006	Principal, Language Arts Teachers, Guidance Staff			Student Daily Schedules	August 2005; Completed June 2006 Restructured to Remediation and Enrichment: (S.O.L.I.D.) August 2006

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STRATEGY: Plan and Implement S.O.L.A.R. (SOL Adventures with Reading) Reading Enrichment Program for after school bus-wait students.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	January 2006, School Year 2006,2007 (September-May)	Principal, School Improvement Team, Exploratory Teachers, all teachers with 5 th block students	\$5-Site-based Funds		Nine Weeks Test, English SOL Scores 2005, 2006, 2007; CWT	February-June 2006 August 25, 2006 -
Action Step #1: Plan S.O.L.A.R. (SOL Adventures with Reading) Reading Enrichment program for after school bus-wait students	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	January - 2006	Principal, School Improvement Team, Exploratory Teachers	\$0		English SOL Scores 2005-2006	January 2006 – Teachers have all materials in hand August 2006
Action Step #2: Implement S.O.L.A.R. (SOL Adventures with Reading) Reading Enrichment program for after school bus-wait students.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	January-February 2006/ Ongoing	Principal, School Improvement Team, Exploratory Teachers, all teachers with 5 th block students	\$5-Site-based Funds	Gymnasium, Teacher Information packet with SOL Practice Sheets	English SOL Scores 2005-2006; CWT	February –June 2006 August 25, 2006-

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STRATEGY: Design and Implement After School Remediation: Essential Skills	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	January 2006	Principal, Guidance Staff, Language Arts Teachers, Remediation Teachers	\$13,000 – SBO	Computer Labs- 3:30-4:30PM	English SOL Scores 2005-06	January 2006- April 2006; November 2006
Action Step #1: Meet with Guidance Staff/ Language Arts teachers to determine which students will benefit and suggested topics to cover in after-school remediation.	XG.4 XG.5 XG.6 <input type="checkbox"/> G.7	Fall 2005 /After each Nine Weeks Tests	Principal, Guidance Staff, Language Arts Teachers	\$0	Nine Weeks Test Scores for English and Math	Remediation Schedule, English SOL Scores 2005, 2006, 2007	January 2006; October 2006
Action Step #2: Provide SOL Practice Websites to supplement remediation classes.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	January 2006	School Technology Resource Teacher, Mike Grim	\$0	Websites provided to students; DOE Websites	List of SOL Practice Websites provided to Remediation Teachers, 2006, 2007 English SOL Scores	Provided January 18, 2006: SOL Testing Tutorials--Grades 6 & 7: Math, English; Grade 8: Math, Science, SS, English; October 2006

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STRATEGY: Prepare and Distribute Pulaski Middle School Newsletter to Parents	<input type="checkbox"/> G.4 XG.5 <input type="checkbox"/> G.6 XG.7	Fall 2005/ Ongoing	Principal, Dianne Dripps	\$80/Site-based Funds		Copy of each Newsletter on File	Provided with student report card each nine weeks 2005-06; Each Nine Weeks 2006-07
Action Step #1: Write articles to inform parents of at home activities that would enhance the child's SOL Scores, and parental information on student health and nutrition. Provide strategies for helping with homework and encourage reading at home.	<input type="checkbox"/> G.4 XG.5 <input type="checkbox"/> G.6 XG.7	Fall2005/ Ongoing	Principal	\$0	Research-based Resources	Copy of each Newsletter on File	Provided with student report card each nine weeks 2005-06; Each Nine Weeks 2006-07
Action Step #2: Printing and distribution of PMS Newsletter to parents.	<input type="checkbox"/> G.4 XG.5 <input type="checkbox"/> G.6 XG.7	Fall 2005/ Ongoing	Dianne Dripps , Homeroom Teachers; Secretary	\$80/ Site-based Funds	Paper, Copier	Copy of each Newsletter on File	Provided with student report card each nine weeks 2005-06; Each Nine Weeks 2006-07

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STRATEGY: Implement usage of Vocabulary Books in Language Arts Classes	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall 2005, 2006, 2007	Principal, Language Arts Teachers,	\$2,000/ Site-based Funds		Nine Weeks Tests, English SOL Scores 2005, 2006, 2007; Daily/Weekly Lesson Plans	August 2005; August 2006; Daily/Weekly Lesson Plans
Action Step #1: Language Arts teachers choose and purchase vocabulary books for each grade level .	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Spring/ Summer 2005, 2006, 2007 (September-May)	Language Arts Teachers, Guidance Staff	\$2,000/ Site-based Funds		Nine Weeks Tests, English SOL Scores 2005, 2006, 2007	June 2005; June 2006
Action Step #2: Implement Vocabulary Books.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September-May)	Principal, Language Arts Teachers	\$0		Nine Weeks Tests, English SOL Scores 2005,2006,2007	August 2005-June 2006; August 2006-
STRATEGY: Implement usage of SOL Practice Workbooks	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September-May)	Principal, Language Arts Teachers	\$1,000/ Site-based Funds		Nine Weeks Tests, English SOL Scores 2005, 2006, 2007; Daily/Weekly Lesson Plans; CWT	August 2005-June 2006; August 2006-

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Action Step #1: Choose and purchase SOL Practice Workbooks	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Summer 2005	Principal, Language Arts Teachers	\$1,000/ Site-based Funds		Workbooks	August 2005, 2006: Ordered and Received
Action Step #2: Implement SOL Practice Workbooks	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September-May)	Language Arts Teachers	\$0		English SOL Scores 2005, 2006, 2007; Daily/Weekly Lesson Plans	August 2005-June 2006; August 2006-
STRATEGY: F.A.T. Workshop Video on Special Needs	XG.4 XG.5 XG.6 <input type="checkbox"/> G.7	August 2005	Principal, All teachers	\$0	Video, VCR, TV	English SOL Scores 2005-06; Jig-Saw (Lit. Review on Motivating Students)	August 2005 – Excellent response from teachers
Action Step #1: Teachers will view F.A.T. (Frustration, Anxiety and Tension) video on what Special Needs Students deal with in the classroom according to their learning disability.	XG.4 XG.5 XG.6 <input type="checkbox"/> G.7	August 2005; March 2007	All teachers	\$0		Completion of Staff Development (Sign-In Sheet); Jig-Saw (Lit. Review on Motivating Students)	August 2005 – Excellent response from teachers); Jig-Saw (Lit. Review on Motivating Students)

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STRATEGY: Dan Mulligan Staff Development Workshop-Differentiation Toolkit	XG.4 XG.5 XG.6 <input type="checkbox"/> G.7	December 2005	Linda Hill, Volunteer Teachers	? - SBO		Completion of Staff Development Workshop (Sign-In Sheet); CWT; Daily/Weekly Lesson Plans	November/ December 2005 Excellent response Summer Institute June 2006; Summer Institute 2007 (Scheduled)
Action Step #1: Teachers sign up to attend Dan Mulligan, Differentiation Toolkit Workshop	XG.4 XG.5 XG.6 <input type="checkbox"/> G.7	Fall 2005	Linda Hill	? - SBO	Class Sign Up Sheets	Teacher and Staff Sign Up Sheets; CWT; Daily/Weekly Lesson Plans	October 2005
Action Step #2: Presentation of Staff Development (Dan Mulligan Differentiation Toolkit)	XG.4 XG.5 XG.6 <input type="checkbox"/> G.7	December 2005	Linda Hill, Teachers/Staff		PCHS Commons Area	Completion of Staff Workshop (Sign-In Sheet)	December 2005 /Excellent response
STRATEGY: Analyze and inform parents of results of 7th grade Gates-Macginitie Reading Tests for 8th grade student reading and vocabulary levels.	XG.4 XG.5 <input type="checkbox"/> G.6 XG.7	August – September 2005, 2006, 2007	8 th Grade Language Arts teachers	\$0	Gates-Macginitie Reading Tests student results during pre-school workshop Days.	English SOL Scores 2005,2006, 2007; Reading Retests	August-September 2005

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Action Step #1: 8 th Grade Language Arts teachers will analyze individual student results on the Gates-Macginitie Reading Tests.	XG.4 XG.5 <input type="checkbox"/> G.6 XG.7	August 2005, 2006, 2007	8 th Grade Language Arts teachers	\$0	Gates-Macginitie Reading Tests student results during pre-school workshop Days	English SOL Scores 2005, 2006, 2007; Reading Retests; CWT; Corrective Instruction	August 2005; August 2006

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<p>Action Step #2: 8th grade Language Arts teachers will send home Individual Student Reading Results and have parents send back Parent Information Sheet with parents' signatures. Teacher-student conferences are held to discuss results and strategies for success. Parent-teacher conferences or phone calls will be held to discuss results as requested by teacher or parent.</p>	<p>XG.4 XG.5 <input type="checkbox"/>G.6 XG.7</p>	<p>September 2005, 2006, 2007</p>	<p>8th Grade Language Arts teachers</p>	<p>\$0</p>	<p>Printed Parent Information Sheets</p>	<p>Returned parent signatures on Parent Information Sheets</p>	<p>September 2005 September 2006</p>

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STRATEGY: Student SOL Practice on Computers to prepare for this year's SOL Computer Tests.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September – April)	8 th Grade Language Arts and Math teachers	\$0	PMS Computer Labs, VDOE SOL Released Questions	English SOL Scores 2005, 2006, 2007; Students' Logs; Daily/Weekly Lesson Plans	Fall 2005; August 30, 2006
Action Step #1: 8 th grade Language Arts and Math teachers will sign up for Computer Lab time to have students take SOL Released Questions Practice Tests.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September – April)	8 th Grade Language Arts and Math teachers	\$0	Sign Up Sheet, Computer Lab	English SOL Scores 2005, 2006, 2007; Daily/Weekly Lesson Plans	Fall 2005; August 30, 2006
Action Step #2: Students will record progress in agenda or notebook throughout the year.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September – April)	8 th Grade Language Arts and Math teachers	\$0		Students' Logs	Student Logs: September 2005- June 2006; September 2006-

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STRATEGY: 8 th grade Language Arts teachers will assign 2 hours of at-home pleasure reading per week with parent's signature upon completion in student agenda.	XG.4 XG.5 <input type="checkbox"/> G.6 XG.7	School Year 2005, 2006, 2007 (September-May)	8 th Grade Language Arts	\$0	Language Arts Class Syllabus, student agendas	Parent-student log in agenda, English SOL Scores 2005, 2006, 2007	September 2005-June 2006; September 2006-
Action Step #1: Yearly reading assignment by Language Arts teachers of 2 hours of at-home pleasure reading per week.	XG.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 XG.7	School Year 2005, 2006, 2007 (September-May)	8 th Grade Language Arts	\$0	Language Arts Class Syllabus	Parent-student log in agenda, English SOL Scores 2005, 2006, 2007	September 2005-June 2006; September 2006-
Action Step #2: Teachers will check student's agenda for parent signature of completed assignment each week.	XG.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 XG.7	School Year 2005, 2006, 2007 (September-May)	8 th Grade Language Arts	\$0	Student agendas	Parent-student log in agenda, English SOL Scores 2005, 2006, 2007	September 2005-June 2006; September 2006-

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STRATEGY: Pulaski Middle School 8th Grade Language Arts teachers collaborate with Dublin Middle School 8th grade Language Arts teachers on teaching and testing techniques and materials.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 XG.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September-May); Monthly Meetings	8 th Grade Dublin and Pulaski Middle School Language Arts teachers	\$0	Computer Communication ; Subject Area Meetings	Nine Weeks Tests, English SOL Scores 2005-06; Monthly Meetings	Monthly 2005-06; Monthly 2006-07
Action Step #1: Teachers will meet once a month to brainstorm current research-based teaching and testing techniques for Language Arts at the beginning of the school year and monthly at subject meetings or through computer communications.	XG.4 XG.5 XG.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September-May)	8 th Grade Dublin and Pulaski Middle School Language Arts teachers	\$0	Computer	E-mails, Monthly Subject Area Meetings, Nine Weeks Tests, English SOL Scores 2005-06	Monthly 2005-06; Monthly 2006-07

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Action Step #2: Teachers will implement brainstormed ideas for teaching and testing students.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September-May)	8 th Grade Dublin and Pulaski Middle School Language Arts teachers	\$0	Brainstormed ideas and materials available	Nine Weeks Tests, English SOL Scores 2005-06; CWT; Daily/Weekly Lesson Plans	Monthly 2005-06
STRATEGY: Mentoring of new teachers and teachers new to building.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September-May)	Assigned teacher(s)	\$0	\$300 New/ \$100 New to building – Site-based Funds	(If Language Arts Teacher) English SOL Scores 2005-06	August 2005; August 2006
Action Step # 1: Assign mentors to first or new teachers to building.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall 2005, 2006, 2007	Principal	\$0		Mentor Assignment Sheet	August 2005; August 2006
Action Step #2: Mentoring Update meetings regularly.	XG.4 XG.5 XG.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September-May)	Principal	\$0		Attendance Sheet; Documentation of Meeting	Completed as Planned by School Board Office
STRATEGY: Test and analyze all 6th, 7th and 8th grade students for Personal Learning Styles.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall 2005	Exploratory teachers	\$5/Site-based Funds	Personal Learning Style Tests	Results of individual student test given to student/teachers ; Teachers indicate style in Plans	August 2005; August 2006

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Action Step # 1: Using research-based Learning Styles Tests, test each student at beginning of school.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall 2005	Exploratory teachers	\$5/Site-based Funds	Personal Learning Style Tests	Results of individual student test given to student; Daily/Weekly Lesson Plans	August 2005; September 2006
Action Step #2: Discuss individual results with each student and general information with all students.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall 2005	Exploratory teachers	\$0	Analysis of Personal Learning Styles Tests,	Results of individual student test given to student	August 2005; September 2006
STRATEGY: Implement “Writing Across the Curriculum”	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September-May)	8 th grade Language Arts, Science, Math, Social Science teachers	\$0	Class Syllabus, Paragraphing, Spelling, Punctuation and Grammar Rubrics	Class Syllabus, Student Essays, Nine Weeks Tests, English SOL Scores 2005-06; CWT; Daily/Weekly Lesson Plans	August 2005; August 2006
Action Step # 1: Choose essay timeline, and essay topics using subject areas and grading rubrics.	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Fall 2005, 2006, 2007; To be determined	8 th grade Language Arts, Science, Math, Social Science teachers	\$0	Meetings with team teachers in August.	Class Syllabus, Nine Weeks Tests, English SOL Scores 2005-06	August 2005; August 2006

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Action Step #2: Assign and grade student essays using subject content and essential writing skills rubrics	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September-May)	8 th grade Language Arts, Science, Math, Social Science teachers	\$0	Class Syllabus, Paragraphing, Spelling, Punctuation and Grammar Rubrics	Student Essays, Nine Weeks Tests, English SOL Scores 2005, 2006, 2007	Weekly 2005-06; Weekly 2006-07
STRATEGY: Subject area teachers from each grade level meet monthly for better coordination of classes	<input type="checkbox"/> G.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	March 2006 and School Year 2007/ Monthly	All Language Arts, Math, Science, Social Studies Teachers	\$0		Nine Weeks Tests, SOL Scores 2006, 2007	Monthly 2005-06; Monthly 2006-07
Action Step #1: Meet monthly to share ideas by subject areas	<input type="checkbox"/> G.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	March 2006 and School Year 2007/ Monthly	All Language Arts, Math, Science, Social Studies Teachers	\$0		Nine Weeks Tests, SOL Scores 2006, 2007	Monthly 2005-06; Monthly 2006-07

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Action Step #2: Assign and grade student essays using subject content and essential writing skills rubrics	XG.4 XG.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	School Year 2005, 2006, 2007 (September-May)	8 th grade Language Arts, Science, Math, Social Science teachers	\$0	Class Syllabus, Paragraphing, Spelling, Punctuation and Grammar Rubrics	Student Essays, Nine Weeks Tests, English SOL Scores 2005, 2006, 2007	Completed according to Class Syllabus and Curriculum Pacing Guide
STRATEGY: Provide nutritious snacks for all students during Math and English/Reading SOL Tests. (Also during Science and Social Science SOL tests if snacks are available.)	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Spring 2006	Principal, Exploratory teachers	\$200/site-based funds	Local Business Sponsorship (Food City)	English SOL Scores 2005-2006	May 2006
Action Step #1: Purchase, through the cafeteria, Shape Up juice bars and apply for Trail Mix from Food City.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Spring 2006	Principal, Exploratory Teachers	\$200/site-based funds	Local Business Sponsorship	English SOL Scores 2005-2006	April 2006; April 2007 (Proposed)

Action Step #2: Set up schedule to serve and monitor during SOL Testing time (AM/PM)	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	Spring 2006	Principal, Exploratory Teachers	\$200/site-based funds	Local Business Sponsorship	English SOL Scores 2005- 2006	May 10, 2006; May 2007 (Proposed)
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School Improvement Plan – English - Adopted : 10/05

**Revised: 12/08/05; 12/13/05; 02/03/06; 02/17/06; 02/21/06; 03/06/06; 03/24/06; 04/13/06; 05/09/06; 09/18/06; 09/22/06; 01/08/07;
02/19/07; 02/26/07**

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