

DUBLIN ELEMENTARY SCHOOL

Dublin Elementary



SHAMROCKS

DUBLIN ELEMENTARY SCHOOL
600 DUNLAP ROAD
DUBLIN, VIRGINIA 24084
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**SCHOOL
IMPROVEMENT PLAN
2016-2017**

DES
“DEDICATION EQUALS SUCCESS”

Dublin Elementary School

School Leadership/School Improvement Planning Team 2016 – 2017

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Dublin Elementary Demographics

Dublin Elementary (DES) has been fully accredited according to State and Federal Standards for the past three years. We strive to continually improve upon the academic and social success of ALL students and recognize the need to provide extra support to students who face economic, societal, emotional, or physical challenges. Dublin Elementary School has a very active PTO which sponsors many activities to support our students and staff. DES enjoys the support of our parents and community. Of particular note is the Dublin Elementary Backpack Program. Sponsored by 13 churches in our area and housed at Dublin United Methodist Church, the backpack program currently provides food every Friday to send home to 110 families. Dublin Elementary also benefits from being a recipient of a 21st Century Community Learning Center Grant which is used to provide before and after- school academic and MicroSociety opportunities through our Rocking After School Program which will serve approximately 80 students this year.

Dublin Elementary School is located in the geographic center of Pulaski County. The school presently serves preschool through grade 5, with 455 students currently enrolled. The school serves students in the Dublin area, including the subdivisions in and around Dublin and Newbern and communities in the outlying area as far away as Little Creek. The longest bus route is across Cloyd's Mountain to Little Creek, a trip of 22 miles each way.

Dublin Elementary School, built in 1969, originally had 21 classrooms. Kindergarten classes were added in 1991. A new addition was added to the school in 2015. This addition houses the music and art classroom, a new conference room, and seven classrooms for fourth and fifth grades. The racial, gender, and socioeconomic status has fluctuated slightly through the years. Approximately 12% of students are minorities. The ratio of male to female is currently 52% to 48%.

All employees are highly qualified. Approximately 50% of our certified staff hold a Bachelor's Degree; 50% of certified staff hold a Master's degree. The 2015-2016 staff includes 26 classroom teachers, 1 media specialist, 3 special educators, 2 physical education teachers, 3 T1 teachers (one of whom is ½ time PALS), 1 guidance counselor, 4 itinerate teachers (art, music, technology resource and gifted), 1 nurse, 1 principal, and 1 assistant principal. Our staff further includes a secretary, an office assistant/bookkeeper, 13 para-educators, a cafeteria manager, an assistant manager, and 4 ½ workers, and 3 custodians. We also have 3 in-school clinicians onsite. The classroom pupil/teacher ratio is approximately 18:1.

The discipline policy is explained in the Student/Parent Handbook. School-wide expectations have been established and are posted throughout each area of the school building. The school uses the motto, "Shamrocks ROCK" to remind students of the 4 expectations: **R**espect ourselves and others, **O**wn our attitudes, **C**hoose to be responsible, and **K**eep it safe. Each common area of the building has expectations for student behavior that fall under each of those headings.

DES is a School-Wide Title 1 program. T1 serves students in grades K-5 in English and Math.

The Wysor Observatory is housed on the Dublin Elementary Campus.

The poverty level in our school is approximately 55%.

Attendance averages are reported on the School Report Card and are approximately 95%.

DUBLIN ELEMENTARY SCHOOL

Goal Statement: 83.5% of all students will score pass proficient or pass advanced on the English SOL assessment in grades 3-5. *Corresponds to Pulaski County Schools Comprehensive Plan Goals – 2.1a,b,c,d,;2.3c, j ; 2.5g,i,j,k; 2.6 a, b ,c ,d ,k, 2.7d,2.8 b;2.9h; AdvanceED SOQ Indicators 1.1-1.4,2.5, 2.6,3.1-3.12,4.2, 4.5, 5.1-5.5*

Performance Indicators: SOL released test activities, 9 weeks tests, in class assessments, progress monitoring, informal class assessments	Rationale: The AMO benchmark for reading will increase every year. Strategies need to be implemented to increase success for all students.		Target Performance: All students to demonstrate growth as evidenced by SOL assessments as well as other formal and informal assessments.
<u>Operational Strategy</u> <ol style="list-style-type: none"> 1. Increase focus on higher level comprehension during reading instruction using research based strategies. 2. Increase differentiation of reading instruction to meet needs of struggling readers. 3. Increase fluency through word search, chunking, pocket words, and echo reading, round robin reading, choral reading. 	<u>Personnel Responsible</u> Administration, teachers Administration, teachers, VTSS County Coordinator Administration, teachers, VTSS County Coordinator	<u>Resources Needed</u> <u>Strategies That Work</u> for 3-5 teachers, <u>Reading With Meaning</u> for PK-2 teachers, Staff Development, VTSS Resources, Novel Units, A-Z Reading , AR, Fountas and Pinnell (F&P) Staff Development, VTSS Resources, A-Z Reading, WTW, differentiated reading groups, Novel units , AR, F&P VTSS Resources, A-Z Reading, AR, sight word lists, (Dolch and/or Frye) F&P for grades K-2	<u>Evidence/Evaluation</u> Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development

4. Use of Word Study and research based vocabulary activities.	Administration, teachers	<u>Words Their Way</u> resources, PALS resources, Fountas and Pinnell (F&P) Vocabulary Models (Marzano, Frayer, etc.). Modeling by CO staff	2016 - 2017	Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development
5. Progress monitoring at-risk students with documentation of intervention strategies.	Administration, Teachers	VTSS Resources, 2016-17 Flexible model, Edmark Parent support, brochure/packet, webpage	2016-2017	Purple folders, Intervention cards (yellow)
6. Provide parents with SOL resources including but not limited to lists of Internet resources that can be used to practice for Spring Standards of Learning Assessments.	Administration, Teachers		2016 - 2017	Copy of materials sent home to parents each nine weeks
7. Hold SOL Parent Nights in the lab/gym to show parents computer sites, resources, and strategies.	Administration, teachers	School Personnel	2016 - 2017	Parent night agenda, feedback
8. Weekly/Daily Reading in school remediation block scheduled into the day.	Administration, teachers	None	2016 - 2017	Teacher schedules, master schedule
9. Before and After school (RAS) and during school remediation (Power Up) designed to target reading instruction/students identified by 2015-16 SOL Assessment scores, STAR, 15-16 watch lists as well as in class assessments, observation, and teacher referral.	Administration, teachers	21 st CCLC Grant funding to pay tutors and purchase needed resources	2016 - 2017	Attendance, Lesson Plans, observation, improved test results
10. Use of VDOE SOL Practice Items, including Technology Enhanced Items, in each classroom in grades 3-5 to prepare students for the format and vocabulary found on the SOL assessment.	Administration, Teachers	TestNav, VDOE Website	2016-2017	Student work, observation, improved test scores
11. PLC meetings to analyze pre and post test data to build watch lists, develop instructional strategies, and create flexible small groups.	Administration, Teachers	Post test data, SOL data, PALS, STAR	2016-2017	Effective remediation groups, increased student success

DUBLIN ELEMENTARY SCHOOL

Goal Statement: Pass rates for economically disadvantaged students will increase from current 78 % to 80% on the reading SOL assessment in grades 3-5 *Corresponds to Pulaski County Schools Comprehensive Plan Goals – 2.1a,b,c,d,;2.3c, j ; 2.5g,i,j,k; 2.6 a,b,c,d,k; 2.7d,2.8 b;2.9h; AdvanceEd SOQ Indicators 1.1-1.4,2.5, 2.6,3.1-3.12,4.2, 4.5, 5.1-5.5*

Performance Indicators: SOL released test activities, 9 weeks tests, in class assessments, progress monitoring, informal class assessments	Rationale: The AMO benchmark for the reading assessment will increase every year. Strategies need to be implemented to increase success for all students.		Target Performance: All students to demonstrate growth as evidenced by SOL assessments as well as other formal and informal assessments in order to close the achievement gap.	
<u>Operational Strategy</u> 1. Increase focus on higher level comprehension during reading instruction using research based strategies. 2. Progress monitoring at-risk students with documentation of intervention strategies 3. Increase differentiation of reading instruction to meet needs of struggling readers.	<u>Personnel Responsible</u> Administration, teachers Administration ,Teachers Administration, teachers, VTSS County Coordinator	<u>Resources Needed</u> Staff Development Opportunities, VTSS Resources, A-Z Reading , novel units, AR, F&P (K-2) VTSS Resources, flexible grouping, Edmark Staff Development, A-Z Reading, Differentiated reading groups AR, F&P (K-2)	<u>Timeline</u> 2016 - 2017 <u>2016-2017</u> 2016 - 2017	<u>Evidence/ Evaluation</u> Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development Purple Folders, intervention cards (yellow) Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development

<p>4. Increase fluency through word search, chunking, pocket words, and echo reading.</p>	<p>Administration, teachers, VTSS County Coordinator</p>	<p>VTSS Resources, A-Z Reading, AR, sight word lists (Dolch and/or Frye) F&P for grades K-2</p>	<p>2016 - 2017</p>	<p>Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development</p>
<p>5. Use of Word Study and research based vocabulary activities.</p>	<p>Administration, teachers</p>	<p><u>Words Their Way</u> resources, PALS resources, Vocabulary Models (Marzano, Frayer, etc.)F&P</p>	<p>2016 - 2017</p>	<p>Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development</p>
<p>6. Provide parents with SOL resources including but not limited to lists of Internet resources that can be used to practice for Spring Standards of Learning Assessments.</p>	<p>Administration, teachers</p>	<p>Parent support, brochure/packet, PCPS bookmarks page</p>	<p>2016 - 2017</p>	<p>Copy of materials sent home to parents each nine weeks</p>
<p>7. Hold SOL Parent Nights in the lab/gym to show parents computer sites and resources.</p>	<p>Administration, teachers</p>	<p>RAS Personnel</p>	<p>2016 - 2017</p>	<p>Parent night agenda, feedback</p>
<p>8. Weekly/Daily Reading in school remediation block scheduled into the day.</p>	<p>Administration, teachers</p>	<p>None</p>	<p>2016 - 2017</p>	<p>Teacher schedules, master schedule</p>
<p>9. Before and After school and during school remediation designed to target reading instruction/students identified by 2015-16 SOL Assessment scores, STAR, Watch Lists, as well as in class assessments, observation and teacher referral..</p>	<p>Administration, RAS personnel</p>	<p>Grant funding to after school portion</p>	<p>2016 - 2017</p>	<p>Attendance, Lesson Plans, observation, improved test results</p>

DUBLIN ELEMENTARY SCHOOL

Goal Statement: Pass rates for students with disabilities will increase from current 65.5% to 67% on the SOL reading assessment or alternative assessment. *Corresponds to Pulaski County Schools Comprehensive Plan Goals – 2.1a,b,c,d;;2.3c, j ; 2.5g,i,j,k; 2.6 a,b,c,d,k; 2.7d,2.8 b;2.9h; AdvanceEd SOQ Indicators 1.1-1.4,2.5, 2.6,3.1-3.12,4.2, 4.5, 5.1-5.5*

Performance Indicators: SOL released test activities, 9 weeks tests, in class assessments, progress monitoring, informal class assessments	Rationale: In order to meet the AMO benchmark, students with disabilities must have a 54% pass rate on the reading test.		Target Performance: All students to demonstrate growth as evidenced by SOL assessments as well as other formal and informal assessments to close the achievement gap.	
<u>Operational Strategy</u> <ol style="list-style-type: none"> 1. Increase focus on higher level comprehension during reading instruction using research based strategies. 2. Increase differentiation of reading instruction to meet needs of struggling readers. 3. PLC mtgs. to analyze pre and posttest data to build watch lists, determine instructional strategies, and create flexible Power Up small groups 	<u>Personnel Responsible</u> Administration, teachers Administration, teachers, VTSS County Coordinator Administration, Teachers	<u>Resources Needed</u> Staff Development Opportunities, VTSS Resources, novel units, A-Z Reading, AR , F&P Staff Development Opportunities, WTW, VTSS Resources, A-Z Reading, AR, Edmark, Failure Free, differentiated reading groups, F&P, Power Up VDOE Website and PCPS Website	<u>Timeline</u> 2016 - 2017 2016 - 2017 2016-2017	<u>Evidence/Evaluation</u> Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development Effective differentiated instruction as measured by increased student success

4. Increase fluency through word search, chunking, pocket words, and echo reading.	Administration, teachers, VTSS County Coordinator	VTSS Resources, A-Z Reading, F&P	2016 - 2017	Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development
5. Use of Word Study and researched based vocabulary activities.	Administration, teachers	<u>Words Their Way</u> resources, PALS resources, Vocabulary Models (Marzano, Frayer, etc.), F&P	2016 - 2017	Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development
6. Use of portfolio assessments to help students demonstrate success if they are unable to do so through traditional multiple choice formats.	Teachers	Assessment resources, IA	2016 - 2017	VAAP checklists, VAAP scores
7. Provide parents with SOL resources including but not limited to lists of Internet resources that can be used to practice for Spring Standards of Learning Assessments.	Administration, teachers	Parent support, brochure/packet, PCPS bookmark page	2016 - 2017	Copy of materials sent home to parents each nine weeks
8. Hold SOL Parent Nights in the lab/gym to show parents computer sites and resources.	Administration, teachers	Staff	2016 - 2017	Parent night agenda, feedback
9. Weekly/Daily Reading in school remediation block scheduled into the day.	Administration, teachers	Rotating teacher duty schedule	2016 - 2017	Teacher schedules, master schedule
10. After school and during school remediation designed to target reading instruction/students identified by 2015-16 SOL Assessment scores, STAR, Watch lists, as well as in class assessments, observation and teacher referrals.	Administration, teachers	Grant funding to pay for afterschool portion	2016 - 2017	Attendance, Lesson Plans, observations, improved test results
11. Progress monitoring at-risk students with documentation of intervention strategies	Administration, Teachers	VTSS Resources, flexible grouping model, Edmark	2016-2017	Purple Folders, Intervention cards (yellow)

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Goal Statement: Pass rates for White students will increase from current 84% to 85% on the SOL reading assessment or alternative assessment *Corresponds to Pulaski County Schools Comprehensive Plan Goals – 2.1a,b,c,d,;2.3c, j ; 2.5g,i,j,k; 2.6 a,b,c,d,k; 2.7d,2.8 b;2.9h; AdvanceEd SOQ Indicators 1.1-1.4,2.5, 2.6,3.1-3.12,4.2, 4.5, 5.1-5.5*

Performance Indicators: SOL released test activities, 9 weeks tests, in class assessments, progress monitoring, informal class assessments	Rationale: In order to meet the AMO benchmark, students with disabilities must have a 76% pass rate on the reading test.		Target Performance: All students to demonstrate growth as evidenced by SOL assessments as well as other formal and informal assessments to close the achievement gap.	
<u>Operational Strategy</u> <p>1. Increase focus on higher level comprehension during reading instruction using research based strategies.</p> <p>2. Increase differentiation of reading instruction to meet needs of struggling readers.</p> <p>3. Increase fluency through word search, chunking, pocket words, and echo reading, choral reading, round robin reading</p>	<u>Personnel Responsible</u> <p>Administration, teachers</p> <p>Administration, teachers, VTSS County Coordinator</p> <p>Administration, teachers, VTSS County Coordinator</p>	<u>Resources Needed</u> <p>Staff Development Opportunities, VTSS Resources novel units, A-Z Reading, AR , F&P</p> <p>Staff Development Opportunities, VTSS Resources, A-Z Reading, differentiation book group, AR, F&P</p> <p>VTSS Resources, A-Z Reading, F&P</p>	<u>Timeline</u> <p>2016 - 2017</p> <p>2016 - 2017</p> <p>2016 - 2017</p>	<u>Evidence/Evaluation</u> <p>Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development</p> <p>Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development</p> <p>Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development</p>

4. Use of Word Study and researched based vocabulary activities.	Administration, teachers	<u>Words Their Way</u> resources, PALS resources, Vocabulary Models (Marzano, Frayer, etc.), F&P	2016 - 2017	Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development
5. Use of portfolio assessments to help students demonstrate success if they are unable to do so through traditional multiple choice formats.	Teachers	Assessment resources, IA	2016 - 2017	VAAP checklists, VAAP scores
6. Provide parents with SOL resources including but not limited to lists of Internet resources that can be used to practice for Spring Standards of Learning Assessments.	Administration, teachers	Parent support, brochure/packet, PCPS bookmarks page	2016 - 2017	Copy of materials sent home to parents each nine weeks
7. Hold SOL Parent Nights in the lab/gym to show parents computer sites and resources.	Administration, teachers	RAS Personnel	2016 - 2017	Parent night agenda, feedback
8. Weekly/Daily Reading in school remediation block scheduled into the day.	Administration, teachers	None	2016 - 2017	Teacher schedules, master schedule
9. After school and during school remediation designed to target reading instruction/students identified by 2015-16 SOL Assessment scores, STAR, Watch lists, PALS, as well as in class assessments, observation, and referrals.	Administration, teachers	Grant funding to pay for afterschool portion	2016 - 2017	Attendance, Lesson Plans, observations, improved test results
10. Progress monitoring at-risk students with documentation of intervention strategies.	Administration, Teachers	VTSS Resources, Flexible grouping, Edmark	2016-2017	Purple Folders, Intervention cards (yellow)

DUBLIN ELEMENTARY SCHOOL

Goal Statement: Pass rates for Gap Group 2 (black) students will increase from current 66.6% to 72% on the SOL reading assessment or alternative *Corresponds to Pulaski County Schools Comprehensive Plan Goals – 2.1a,b,c,d,;2.3c, j ; 2.5g,i,j,k; 2.6 a,b,c,d,k; 2.7d,2.8 b;2.9h; AdvanceEd SOQ Indicators 1.1-1.4,2.5, 2.6,3.1-3.12,4.2, 4.5, 5.1-5.5*

Performance Indicators: SOL released test activities, 9 weeks tests, in class assessments, progress monitoring, informal class assessments	Rationale: In order to meet the AMO benchmark, students with disabilities must have a 64% pass rate on the reading test.		Target Performance: All students to demonstrate growth as evidenced by SOL assessments as well as other formal and informal assessments to close the achievement gap.	
<u>Operational Strategy</u> 1. Increase focus on higher level comprehension during reading instruction using research based strategies. 2. Increase differentiation of reading instruction to meet needs of struggling readers.	<u>Personnel Responsible</u> Administration, teachers Administration, teachers, VTSS County Coordinator	<u>Resources Needed</u> Staff Development Opportunities, VTSS Resources, novel units, A-Z Reading, AR , F&P Staff Development Opportunities, VTSS Resources, A-Z Reading, differentiated reading groups, AR, F&P	<u>Timeline</u> 2016 - 2017 2016 - 2017	<u>Evidence/Evaluation</u> Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development

3. 4. Increase fluency through word search, chunking, pocket words, and echo reading, choral reading, round robin reading	Administration, teachers, VTSS County Coordinator	VTSS Resources, A-Z Reading, F&P	2016 - 2017	Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development
5. Use of Word Study and researched based vocabulary activities.	Administration, teachers	<u>Words Their Way</u> resources, PALS resources, Vocabulary Models (Marzano, Frayer, etc.),F&P	2016 - 2017	Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development
6. 7. Progress monitoring at-risk students with documentation of intervention strategies	Administration, Teachers	VTSS Resources, Flexible Grouping model, Edmark	2016-2017	Purple folders, Intervention cards (yellow)
8. Use of portfolio assessments to help students demonstrate success if they are unable to do so through traditional multiple choice formats.	Teachers, Administrators	Assessment resources, Triand	2016 - 2017	VAAP checklists, VAAP scores
9. Provide parents with SOL resources including but not limited to lists of Internet resources that can be used to practice for Spring Standards of Learning Assessments.	Administration, teachers	Parent support, brochure/packet, PCPS bookmarks page	2016 - 2017	Copy of materials sent home to parents each nine weeks
10. Hold SOL Parent Nights in the lab/gym to show parents computer sites and resources.	Administration, teachers	RAS Personnel	2016 - 2017	Parent night agenda, feedback
11. Weekly/Daily Reading in school remediation block scheduled into the day.	Administration, teachers	None	2016 - 2017	Teacher schedules, master schedule
12. After school and during school remediation designed to target reading instruction/students identified by 2015-16 SOL Assessment scores, STAR, PALS, Watch Lists, as well as in class assessments, observation and referrals.	Administration, RAS personnel	Grant funding to pay for afterschool portion	2016 - 2017	Attendance, Lesson Plans, observations, improved test results

DUBLIN ELEMENTARY SCHOOL

Goal Statement: 84% of all students will score pass proficient or pass advanced on the math SOL assessments in grades 3-5. *Corresponds to Pulaski County Schools Comprehensive Plan Goals – 2.1a,b,c,d;;2.3c; 2.6a,b,c,d; 2.7d; AdvanceEd SOQ Indicators 1.1-1.4,2.5, 2.6,3.1-3.12,4.2, 4.5, 5.1-5.5*

Performance Indicators: SOL released test activities, 9 weeks tests, in class assessments, progress monitoring, informal class assessments, SOL scores	Rationale: The AMO benchmark for math will be 68%. Students must meet this goal in order to make AMO.		Target Performance: All students demonstrate growth as evidenced by SOL assessments as well as other formal and informal assessments.	
<u>Operational Strategy</u> 1. Use of Interactive Achievement (IA) and VDOE SOL Practice Items in each classroom in grades 3-5 to prepare students for the format and vocabulary found on the SOL assessment. 2. Weekly/Daily Math in school remediation block (Power Up) scheduled into the day. 3. After school and before school tutoring designed to target students identified by 2015-16 SOL Assessment scores (STAR data, 15-16 Watch List) as well as in class assessments, observation and teacher referrals. 4. Use of PCPS pacing guides, VDOE curriculum frameworks, Test Blueprints, and VDOE Mathematics Modules to align instruction with Standards of Learning for math. 5. Use of 2015-16 SOL data to plan and guide instruction.	<u>Personnel Responsible</u> Administration, teachers Administration, teachers Administration, RAS Personnel Administration, teachers Administration, teachers	<u>Resources Needed</u> Workbooks None Grant funding to pay afterschool portion. VDOE website SOL data, SDBQ	<u>Timeline</u> 2016 - 2017 2016 - 2017 2016 - 2017 2016 - 2017 2016 - 2017	<u>Evidence/Evaluation</u> Student work, observation, improved test scores Teacher schedules, master schedule Attendance, Lesson Plans, observation, improved test results Lesson plans, observation, instructional calendars Grade level meeting minutes, lesson plans, observation

6. Teach test taking strategies and vocabulary, including practice with multi-step word problems.	Administration, teachers	Test taking resources, <u>Twelve Words That Trip Up At-Risk Learners</u>	2016 - 2017	Improved test scores, observation, lesson plans
7. Provide parents with SOL resources including but not limited to lists of Internet resources that can be used to practice for Spring Standards of Learning Assessments.	Administration, teachers	Parent support, brochure/packet, PCPS bookmarks page	2016 - 2017	Copy of materials sent home to parents each nine weeks
8. Hold a SOL Parent Night in the lab/gym to show parents computer sites and resources.	Administration, teachers	RAS Personnel	2016 - 2017	Parent night agenda, feedback
9. Utilize math-related resources, e.g., Fraction Nation, Fast Math, STAR Math, Math Madness, Go Solve, and Study Island	Administration, teachers	Central Office and School-based funding	2016- 2017	Program generated reports, computer lab logs
10. PLC mtgs. to analyze pre and posttest data to build watch lists, develop instructional strategies, and create flexible small groups	Administration, teachers	Post-test data, SOL data, PALS, STAR	2016-2017	Effective remediation groups, increased student academic success
11. Utilize VDOE Performance analyses	Administrators, teachers	Individual, Class, and Grade-level SDPBQ	2016-2017	Effective differentiated instruction as measured by increased student success
12. Purple folders for progress monitoring of at-risk students w/documentation of strategies used.	Administration, Teachers	Yellow progress monitoring sheet w/ strategies used	2016-2017	Pre – Post Test scores, observation, improved test scores, CORE team evidence

DUBLIN ELEMENTARY SCHOOL

Goal Statement: Pass rates for economically disadvantaged students will increase from a pass rate of 81.8 % to 83% on the math SOL assessment in grades 3-5 *Corresponds to Pulaski County Schools Comprehensive Plan Goals – 2.1a,b,c,d;;2.3c; 2.6a,b,c,d; 2.7d; AdvanceEd SOQ Indicators 1.1-1.4,2.5, 2.6,3.1-3.12,4.2, 4.5, 5.1-5.5*

Performance Indicators: SOL released test activities, 9 weeks tests, in class assessments, progress monitoring, informal class assessments, SOL scores	Rationale: In order to make the AMO benchmark, this subgroup must meet a 63% pass rate in the area of mathematics.		Target Performance: All students demonstrate growth as evidenced by SOL assessments as well as other formal and informal assessments.	
<u>Operational Strategy</u>	<u>Personnel Responsible</u>	<u>Resources Needed</u>	<u>Timeline</u>	<u>Evidence/Evaluation</u>
1. Use of VDOE Practice items in each classroom in grades 3-5 to prepare students for the format and vocabulary found on the SOL assessment.	Administration, teachers	Workbooks	2016 - 2017	Student work, observation, improved test scores
2. Weekly/Daily Math in school remediation block scheduled into the day.	Administration, teachers	None	2016 - 2017	Teacher schedules, master schedule
3. After- school tutoring designed to target math instruction/students identified by 2015-16 SOL Assessment scores, STAR data, 15-16 watch lists, as well as in class assessments, observation, teacher referral.	Administration, RAS Personnel	Grant funding to pay afterschool portion.	2016 - 2017	Attendance, Lesson Plans, observation, improved test results
4. Use of pacing guides, curriculum frameworks, and Mathematics Modules to align instruction with SOLs.	Administration, teachers	VDOE website	2016 - 2017	Lesson plans, observation, instructional calendars
5. Use of 2015-16 SOL Data to plan and guide instruction.	Administration, teachers	SOL data	2016 - 2017	Grade level meeting minutes, lesson plans, observation

6. Model and teach test taking strategies and vocabulary in small group instruction.	Administration, teachers	Test taking resources, <u>Twelve Words That Trip Up At-Risk Learners</u>	2016 - 2017	Improved test scores, observation, lesson plans
7. Utilize technology-based, math-related resources, e.g., Fraction Nation, Fast Math, STAR Math	Administration, teachers	Central Office and School-based funding	2016 - 2017	Program generated reports, computer lab logs
8. PLC mtgs. to analyze posttest data, build watch lists, and create instructional strategies	Administration, teachers	Post-test data, SOL data, PALS, STAR	2016-2017	Effective remediation groups, increased student academic success
9. Utilize VDOE Performance analyses	Administration, teachers	Individual, Class, and Grade-level SPBQ	2016-2017	Effective differentiated instruction as measured by increased student success
10. Purple folders for progress monitoring of at-risk students w/documentation of strategies used.	Administration, Teachers	Yellow progress monitoring sheets with strategies used	2016-2017	Pre – Post Test scores, observation, improved test scores, CORE team evidence

DUBLIN ELEMENTARY SCHOOL

Goal Statement: Pass rates for students with disabilities will increase from a current pass rate of 58.6% to 65 on the math SOL assessments or alternative assessments in grades 3-5. *Corresponds to Pulaski County Schools Comprehensive Plan Goals – 2.1a,b,c,d,;2.3c; 2.6a,b,c,d; 2.7d; AdvanceEd SOQ Indicators 1.1-1.4,2.5, 2.6,3.1-3.12,4.2, 4.5, 5.1-5.5*

Performance Indicators: SOL released test activities, 9 weeks tests, in class assessments, progress monitoring, informal class assessments	Rationale: In order to make AMO, this subgroup of students must achieve a 57% pass rate in the area of mathematics.		Target Performance: All students demonstrate growth as evidenced by SOL assessments as well as other formal and informal assessments.	
<u>Operational Strategy</u> 1. Use of VDOE SOL Practice Items in each classroom in grades 3-5 to prepare students for the format and vocabulary found on the SOL assessment. 2. Weekly/Daily Math in school remediation block scheduled into the day. 3. After school tutoring designed to target students identified by 2015-16 SOL Assessment scores, STAR data, 15-16 Watch Lists, as well as in class assessments ,observation and teacher referral. 4. PLC mtgs. to analyze posttest data, build watch lists, and create instructional strategies 5. Utilize VDOE Performance analyses	<u>Personnel Responsible</u> Administration, Teachers Administration, Teachers Administration, RAS Personnel Administration, Teachers Administration, Teachers	<u>Resources Needed</u> TestNav, VDOE Website None Grant funding to pay after school portion Post-test data, SOL data, PALS, STAR Individual, Class, and Grade-level SDPBQ	<u>Timeline</u> 2016 - 2017 2016 - 2017 2016 - 2017 2016-17 2016-2017	<u>Evidence/Evaluation</u> Student work, observation, improved test scores Teacher schedules, master schedule Attendance, Lesson Plans, observation, improved test results Effective remediation groups, increased student academic success Effective differentiated instruction as measured by increased student success

6. Use of pacing guides, curriculum frameworks, and Mathematics Modules to align instruction with Standards of Learning for math.	Administration, Teachers	VDOE website	2016 - 2017	Lesson plans, observation
7. Use of 2015-16 SOL Data to plan and guide instruction.	Administration, Teachers	SOL data	2016 - 2017	Grade level meeting minutes, lesson plans, observation
8. Model and teach test taking strategies and vocabulary in small groups.	Administration, Teachers	Test taking resources, <u>Twelve Words That Trip Up At-Risk Learners</u>	2016 - 2017	Improved test scores, observation, lesson plans
9. Use of alternative assessments for students who are not able to demonstrate success using traditional multiple choice format assessments.	Administrators, Teachers	SPED assessment resources	2016 - 2017	VAAP checklists and scores
10. Utilize technology-based, math-related resources, e.g., Fraction Nation, Fast Math, STAR Math	Administration, Teachers	Central Office and School-based funding	2016 - 2017	Program-generated reports and computer lab logs
11. Purple folder for progress monitoring of at-risk students with documentation of strategies used.	Teachers, Administration	Yellow progress monitoring sheets with strategies used	2016-2017	Pre-Post Test scores, improved test scores, CORE team evidence

DUBLIN ELEMENTARY SCHOOL

Goal Statement: Pass rates for students in Gap Group 2 (black students) will increase the current pass rate of 69% to 75% on the math SOL assessments or alternative assessments in grades 3-5. *Corresponds to Pulaski County Schools Comprehensive Plan Goals – 2.1a,b,c,d;;2.3c; 2.6a,b,c,d; 2.7d; AdvanceEd SOQ Indicators 1.1-1.4,2.5, 2.6,3.1-3.12,4.2, 4.5, 5.1-5.5*

Performance Indicators: SOL released test activities, 9 weeks tests, in class assessments, progress monitoring, informal class assessments	Rationale: In order to make AMO, this subgroup of students must achieve a 62% pass rate in the area of mathematics.		Target Performance: All students demonstrate growth as evidenced by SOL assessments as well as other formal and informal assessments.	
<u>Operational Strategy</u> <ol style="list-style-type: none"> 1. Use of VDOE SOL Practice Items in each classroom in grades 3-5 to prepare students for the format and vocabulary found on the SOL assessment. 2. Weekly/Daily Math in school remediation block scheduled into the day. 3. After school and before school tutoring designed to target students identified by 2015-16 SOL Assessment scores, STAR data, 15-16 Watch List, as well as in class assessments, observation, and teacher referral 	<u>Personnel Responsible</u> Administration, teachers Administration, teachers Assistant Principal, teachers	<u>Resources Needed</u> Workbooks None Grant funding (RAS) to pay tutors and purchase needed resources.	<u>Timeline</u> 2016 - 2017 2016 - 2017 2016 - 2017	<u>Evidence/Evaluation</u> Student work, observation, improved test scores Teacher schedules, master schedule Attendance, Lesson Plans, observation, improved test results

4. Use of pacing guides, curriculum frameworks, and Mathematics Modules to align instruction with Standards of Learning for math.	Administration, Teachers	VDOE website	2016 - 2017	Lesson plans, observation, instructional calendars
5. Use of 2015-2016 SOL Data to plan and guide instruction.	Administration, Teachers	SOL data	2016 - 2017	Grade level meeting minutes, lesson plans, observation
6. Model and teach test taking strategies and vocabulary in small groups.	Administration, Teachers	Test taking resources, <u>Twelve Words That Trip Up At-Risk Learners</u>	2016 - 2017	Improved test scores, observation, lesson plans
7. Use of alternative assessments for students who are not able to demonstrate success using traditional multiple choice format assessments.	Administration, Teachers	SPED assessment resources	2016 - 2017	VAAP checklists and scores
8. Utilize technology-based, math-related resources, e.g., Fraction Nation, Fast Math, STAR Math	Administration, teachers	Central Office and School-based funding	2016 - 2017	Program-generated reports and computer lab logs
9. PLC mtgs. to analyze posttest data, build watch lists, and create instructional strategies	Administration, Teachers	Post-test data, SOL data, PALS, STAR	2016-2017	Effective remediation groups, increased student academic success
10. Utilize VDOE Performance analyses	Administration, Teachers	Individual, Class, and Grade-level SPBQ	2016-2017	Effective differentiated instruction as measured by increased student success
11. Purple folder for progress monitoring of at-risk students with documentation of strategies used.	Administration, Teachers	Yellow progress monitoring sheets with strategies used	2016-2017	Pre-Post Test Scores, observation, improved test scores, CORE team evidence

DUBLIN ELEMENTARY SCHOOL

Goal Statement: Faculty will increase use of research based instruction, strategies, and interventions.

Corresponds to Pulaski County Schools Comprehensive Plan Goals – 2.1a,b,c,d,;2.3a,b,c,e,i,j;2.4a,j; 2.6a,b,c,d; 2.7d;2.8b, Corresponds to AdvancED SOQ Indicators 1.1-1,4, 2.4, 2.6, 3.1-3.12,4.2, 4.4, 4.5, 5.1-5.5

<p>Performance Indicators: Informal/formal class assessments, Assessment data, observation, progress monitoring</p>	<p>Rationale: Analysis of data suggests that content is adequately taught; however the weaknesses in scores are a result of not all students being able to master the skills and vocabulary, students not being able to perform at the critical thinking level required, and a deficiency in test taking strategies.</p>		<p>Target Performance: Close the achievement gap for all subgroups and ensure success for all students as shown by state mandated testing.</p>	
<p><u>Operational Strategy</u></p> <ol style="list-style-type: none"> 1. Faculty will attend workshops offered by VTSS coaches, participate in faculty discussions, and read VTSS resources materials as identified. 2. Grade levels will meet weekly (PLC) to discuss data, concerns, strategies, and interventions. Purple folders will follow students through DES. Yellow progress monitoring cards will document intervention and progress of at risk students. 3. Faculty meetings will be used to share researched based strategies and resources for implementing strategies in classrooms. 4. Faculty will increase use of Marzano strategies during instruction to teach higher level thinking skills as required by Standards of Learning. 	<p><u>Personnel Responsible</u></p> <p>Administration, teachers, VTSS Coaches</p> <p>Administration, teachers</p> <p>Administration</p> <p>Administration, teachers</p>	<p><u>Resources Needed</u></p> <p>VTSS resources and books</p> <p>Data, resources</p> <p>Researched based strategies</p> <p>Dan Mulligan and Marzano Resources, PCPS website</p>	<p><u>Timeline</u></p> <p>2016 - 2017</p> <p>2016 - 2017</p> <p>2016 - 2017</p> <p>2016 - 2017</p>	<p><u>Evidence/Evaluation</u></p> <p>Observations, Faculty Meeting agendas, Grade Level Meeting Agendas, documentation of attended Staff Development</p> <p>Grade level meeting schedule, minutes from meetings. Data in purple folders and on yellow progress monitoring cards</p> <p>Faculty meeting agendas</p> <p>Lesson plans, observations, faculty meeting agendas</p>

<p>5. Test taking strategies will be taught and practiced throughout the year including but not limited to ePats and basic test taking strategies.</p>	<p>Administration, teachers</p>	<p>Test taking resources, Computer Labs, Test Nav software</p>	<p>2016 - 2017</p>	<p>Computer Lab schedule, lesson plans, observation</p>
<p>6. Faculty will increase the use of modeling and explicitly teaching skills (particularly WTW and Reading Strategies such as story-boarding, warm/cold reads, echo reading, pair reading, active questioning, writing workshop) to students before gradually releasing the responsibility to the students.</p>	<p>Administration, teachers</p>	<p>none</p>	<p>2016 - 2017</p>	<p>Observations, lesson plans</p>

DUBLIN ELEMENTARY SCHOOL

Goal Statement: Improve behavior in all areas of the school to create a safe environment conducive to learning.

Corresponds to Pulaski County Schools Comprehensive Plan Goals – 1.2a,c,d,h,i;1.3b,f;2.3c

Corresponds to AdvancED SOQ Indicators – 1.4, 2.4, 4.3, 4.7, 5.3

Performance Indicators: Number of classroom discipline and bullying reports, number of office referral reports	Rationale: Student behavior can positively impact the learning environment, the safety, and the well being of each student at Dublin Elementary School.		Target Performance: Reduction in the number of office discipline referrals by 15%. Reduce incidents of bullying and increase student awareness of bullying intervention strategies.	
<u>Operational Strategy</u>	<u>Personnel Responsible</u>	<u>Resources Needed</u>	<u>Timeline</u>	<u>Evidence/Evaluation</u>
1. Posters will be posted reminding students of expectations in each area of the school.	PBIS Committee, teachers	Funding to purchase posters	2016 - 2017	Posters displayed in cafeteria, classrooms, hallway, restrooms, bus wait, and buses.
2. Educate all faculty and staff including paraeducators, custodial staff, school nutrition workers, and bus drivers on the implementation of Positive Behavior Intervention Support (PBIS) and Olweus Bullying Prevention Program plan.	PBIS Committee, PLC Teams, Core Team, Grade –level Teams	None	2016 - 2017	Faculty meeting agendas, PBIS and OBPPCC agendas, observation, feedback
3. Educate parents about the PBIS and OBPP Program through newsletters, PTO meeting, and parent conferences.	Administration, teachers	None	2016 - 2017	Copies of newsletters, documentation of parent conferences, feedback, student handbook, brochure for families
4. Reinforce meeting/exceeding expectations with Shamrockers in all areas of the school and by all members of the faculty.	All faculty	Shamrock dollars and pouches	2016 - 2017	Shamrock accounts, student feedback, faculty feedback, observations
5. Incentives awarded and recognition given for the class and student of the day.	All faculty, administration, guidance counselor	Good character jugs and slips, Shamrockers, certificates.	2016 - 2017	Bulletin board, counselor’s records, posted certificates

6. Evaluate and modify the PBIS Plan to better meet needs of preschool and kindergarten students.	Primary Teachers, PBIS team	To Be Determined	2016 - 2017	Modified PBIS Plan
7. Continue Olweus Bullying Prevention Program	OBPPCC, Administration, Faculty and Staff	School Based - \$500	2016 - 2017	Student Survey of 4 th and 5 th grade students
8. School-wide Anti-Bullying Presentation (TBD)	OBPPCC, Administration, Faculty and Staff	School-based \$600	2016 - 2017	Student survey of 4 th and 5 th graders. Comments received from all students.
9. Two SPED staff will attend Community of Learning Autism (COLA) workshop sponsored by VCU/VT. Share at faculty meeting.	Teachers, Administration, CO SPED	SPED CO	2016-2017	Reduced office referrals for autistic students.
10. PCPS FBA Workshop - Staff member will attend and share with faculty	Teachers, Administration, CO SPED	SPED CO	2016-2017	Increased use of FBA in Core Team and other deliberations on students
11. Pertinent courses and workshops offered through VT, UVA Wise, RU, TTAC, NRVC Reading Council.	Teachers, Administration	As available	2016-2017	Teacher participation
12. School-wide participation and observance of October Bully Prevention Month	Teachers, Administration	Site-based and School funds	2016-2017	Daily activities, Poster Contest, Morning announcements, Blue Shirt Day participation

