

**Priority # 2** - Following a review of the 2010-2011 test data, student scores in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade reading are an area for growth. Reading proficiency for these students will increase from 78.3% to 85% as measured on the EOG tests to be given in May 2012.

**Justification:**  
(Based on  
Comprehensive  
Needs Assessment)

- Individual 2010-2011 test data for the school year showed an area for growth for all students in reading.
- Overall, reading scores for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades at Valdese Elementary School were lower than normal.

<i>Schoolwide Component</i>	<i>Action Steps</i>	<i>Timeline (including Benchmark assessment)</i>	<i>Person(s) Responsible</i>
<b><u>School Reform Strategies</u></b>	<ul style="list-style-type: none"> <li>- Inclusion model will continue to be followed in all grades to minimize the number of student pullouts throughout the day (EC, AIG, and Title I) in reading.</li> <li>- Instructional strategies will be utilized through various educational programs such as, but not limited to: Letterland, Words Their Way, Reading Eggs, Study Island, Renzulli, etc.</li> <li>- 5<sup>th</sup> grade teachers will provide 1 week of remediation following each 9-week assessment in Reading and Math after school.</li> <li>- 3<sup>rd</sup> and 4<sup>th</sup> grade teachers will provide 3 weeks of EOG skill building in Reading and Math every 9 weeks.</li> <li>- Responsiveness to Instruction (RTI) strategies will be utilized to ensure student success and growth on the EOG tests for students who may be referred to the SST ( Student Success Team)</li> </ul>	<p>Yearlong Timeline for Component to be Successfully Implemented-</p> <p>August 2011-June 2012</p>	<p>Principal Classroom teachers Specialty area teachers Title I/EC/ELL/AIG staff Instructional assistants SST/IEP team members Parents</p>
<b><u>Highly Qualified Staff</u></b>	<ul style="list-style-type: none"> <li>- Student assignments were made based on need of the child and teacher experience and history with working with different types of students. Grade levels will have leveled reading groups and inclusion teachers to assist during reading block.</li> <li>- Exceptional children and Title I staff will</li> </ul>	<p>Yearlong Timeline for Component to be Successfully Implemented-</p> <p>August 2011-June 2012</p>	<p>Principal Classroom teachers Specialty area teachers Title I/EC/ELL staff Instructional assistants SST /IEP team members Parents</p>

	continue inclusion in the morning and pullout schedule in the afternoons for those students needing extra help.		
<b><u>High quality and ongoing professional development</u></b>	<ul style="list-style-type: none"> <li>- Teachers will use the Responsiveness to Instruction (RTI) model each day to help students with interventions in reading.</li> <li>- RTI team members are assigned to each grade level to assist with any questions that grade levels may have about the intervention process.</li> </ul>	<p>Yearlong Timeline for Component to be Successfully Implemented-</p> <p>August 2011-June 2012</p>	<p>Principal Classroom teachers Specialty area teachers Title I /EC/ELL staff Instructional assistants Instructional coaches County level workshop presenters</p>
<b><u>Teacher Recruitment and Placement</u></b>	<ul style="list-style-type: none"> <li>- County level support for teachers who are pursuing a Masters Degree-internships/placement</li> <li>- County level support for those pursuing National Board certification</li> </ul>	<p>Yearlong Timeline for Component to be Successfully Implemented</p> <p>- August 2011-June 2012</p>	<p>Superintendent /Principal Teaching Staff Instructional Assistants</p>
<b><u>Teacher Involvement in Assessment Use</u></b>	<ul style="list-style-type: none"> <li>- Teachers will have assessment data quickly to make curriculum and instructional decisions for their classrooms</li> <li>- Teachers will disaggregate data and see priority areas for students and these areas can be focused on effectively and will make data driven decisions.</li> <li>- Teachers will administer 9-week assessments in Reading and Math.</li> <li>- Teachers will review students who fall into multiple categories in the AYP formula</li> <li>- Teachers will share EOG data with parents following school reporting timeframe</li> </ul>	<p>Yearlong Timeline for Component to be Successfully Implemented-</p> <p>August 2011-June 2012</p>	<p>Principal Classroom teachers Specialty area teachers Title I/ELL/EC staff Instructional assistants Parents Accountability Director-BCPS</p>
<b><u>Parent Involvement</u></b>	<ul style="list-style-type: none"> <li>- Title I will hold Family Reading Night and Book Fair in October 2011 and each grade level will present a parent training to show how to help their child at home with reading skills.</li> <li>- A DEP parent meeting will be held in October 2011 to inform parents of AIG guidelines.</li> </ul>	<p>Yearlong Timeline for Component to be Successfully Implemented-</p> <p>August 2011-June 2012</p>	<p>Principal Classroom teachers Specialty area teachers Title I /EC/ELL/AIG staff Guidance Counselor Instructional assistants</p>

	<p>- 5<sup>th</sup> Grade Teachers will hold a grade level Parent Night to inform parents of the curriculum, expectations, and procedures involved with 5<sup>th</sup> grade in September, 2011.</p> <p>- Parents will be kept up to date on Title I activities through newsletters, parent ALERTNOW messages, and PTO nights where activities can be announced and reviewed.</p>	<p>August 2011-June 2012</p>	
<p><u>Transition Plans (PreK-K)</u></p>	<p>- Teachers will meet with parents in November and at the end of the year for students in K-2 classes. All other grades will meet in November and as needed throughout the year to review test scores, grades, discipline, progress and to provide a forum for discussion of student achievement and progress for the year</p> <p>- Kindergarten teachers will hold “Kindergarten Transition Night” in April 2012 to meet the parents of incoming kindergarteners in the fall of 2012. This will give an opportunity for parents to ask questions and get more information about kindergarten.</p> <p>- Parents of students in 5<sup>th</sup> grade will review Individual Education Plans as scheduled by the EC staff and through positive discussion opportunities will be reviewed for a smooth transition to the middle school</p>	<p>Yearlong Timeline for Component to be Successfully Implemented-</p> <p>August 2011-June 2012</p>	<p>Principal Classroom teachers Specialty area teachers Guidance Counselor ELL staff Middle School Principals Title I staff Parents School Nurse</p>
<p><u>Instruction Activities for Identified Students</u></p>	<p>- Teachers serving exceptional children will meet with parents and update student Individual Education Plans that are due throughout the year</p> <p>- Exceptional children’s teachers use research based programs such as Wilson Language Systems in their classrooms with the children they serve</p> <p>- Teachers will meet with parents and update 504 plans that are due for any child. Accommodation</p>	<p>Yearlong Timeline for Component to be Successfully Implemented-</p> <p>August 2011-June 2012</p>	<p>Principal Classroom teachers Specialty area teachers Title I/EC/ELL/AIG staff Instructional assistants Parents</p>

	<p>plans for identified children will be followed throughout the year.</p> <p>- Teachers will follow the DEP's of all AIG students.</p>		
<p><b><u>Coordination and Integration of Federal, State and Local Services</u></b></p>	<p>- Throughout the school year, the plan will be reviewed by all stakeholders and progress will be charted and reviewed. Federal, state, and local mandates and initiatives will be followed by all stakeholders to ensure a proper and fulfilling education for all students at Valdese Elementary School.</p>	<p><b>Yearlong Timeline for Component to be Successfully Implemented-</b></p> <p><b>August 2011-June 2012</b></p>	<p><b>Principal</b>  <b>Classroom teachers</b>  <b>ELL staff</b>  <b>Specialty area teachers</b>  <b>Title I staff</b>  <b>Instructional assistants</b>  <b>Parents</b></p>

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