

**Priority #3 - Following a review of test data, overall Math proficiency is an area for growth for Valdese Elementary School. Math proficiency will increase from 88.5% to 90%.**

***Justification:***  
***(Based on Comprehensive Needs Assessment)*** - Review of test data for 2010-2011 showed an area for growth in Math among 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students at VES

<b><i>Schoolwide Component</i></b>	<b><i>Action Steps</i></b>	<b><i>Timeline (including Benchmark assessment)</i></b>	<b><i>Person(s) Responsible</i></b>
<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 and AIG) in math.</li> <li>- Instructional strategies will be utilized through various educational programs such as, but not limited to: Study Island, Renzulli, Accelerated Math, 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><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>Specialty area teachers</b>  <b>Instructional assistants</b>  <b>Parents</b>  <b>Volunteers</b>  <b>SST and IEP teams</b></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 a 60 - 90 minute block of math daily.</li> <li>- Exceptional children's staff will continue inclusion in the morning and pullout schedule in</li> </ul>	<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>Specialty area teachers</b>  <b>Title I staff</b>  <b>Instructional assistants</b>  <b>SST and IEP teams</b></p>

	the afternoons for those students needing extra help in Reading and Math.		
<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 and Math.</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>	<b>Yearlong Timeline for Component to be Successfully Implemented-</b>  <b>August 2011-June 2012</b>	<b>Principal</b> <b>Classroom teachers</b> <b>Specialty area teachers</b> <b>Title I staff</b> <b>Instructional assistants</b> <b>Instructional coaches</b> <b>County level workshop presenters</b>

<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 sessions for those pursuing National Board certification</li> </ul>	<b>Yearlong Timeline for Component to be Successfully Implemented-</b>  <b>August 2011-June 2012</b>	<b>Superintendent</b> <b>Principal</b> <b>Teaching Staff</b> <b>Instructional Assistants</b>
<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 Math data with parents following school reporting timeframe</li> </ul>	<b>Yearlong Timeline for Component to be Successfully Implemented-</b>  <b>August 2011-June 2012</b>	<b>Principal</b> <b>Classroom teachers</b> <b>Specialty area teachers</b> <b>Title I staff</b> <b>Instructional assistants</b> <b>Parents</b> <b>Accountability Director-BCPS</b>
<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 speak to parents and prepare a workshop for parents to show how to help child at home with</li> </ul>	<b>Yearlong Timeline for Component to be Successfully Implemented-</b>	<b>Principal</b> <b>Classroom teachers</b> <b>Specialty area teachers</b> <b>Title I /EC/ELL/AIG</b>

	<p><b>Reading skills/Math skills/Science skills.</b></p> <ul style="list-style-type: none"> <li>- A DEP parent meeting will be held in October 2011 to inform parents of AIG guidelines.</li> <li>- 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.</li> <li>- 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</li> </ul>	<p><b>August 2011-June 2012</b></p>	<p><b>staff</b>  <b>Guidance Counselor</b>  <b>Instructional assistants</b>  <b>Parents</b></p>
<p><b><u>Transition Plans (PreK-K)</u></b></p>	<ul style="list-style-type: none"> <li>- 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</li> <li>- 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.</li> <li>- Parents of students in 5<sup>th</sup> grade will review IEP’s as scheduled by the EC staff and through positive discussion opportunities will be reviewed for a smooth transition to the middle school</li> </ul>	<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>Specialty area teachers</b>  <b>Guidance Counselor</b>  <b>Middle School Principals</b>  <b>Title I staff</b>  <b>Parents</b>  <b>School Nurse</b></p>
<p><b><u>Instruction Activities for Identified Students</u></b></p>	<ul style="list-style-type: none"> <li>- Exceptional children’s teachers will meet with parents and update student IEP that is due for a child throughout the year</li> <li>- Exceptional children’s teachers use research based programs such as Wilson Language Systems</li> </ul>	<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>Specialty area teachers</b>  <b>Title I staff</b>  <b>Instructional assistants</b>  <b>Parents</b></p>

	<p><b>in their classrooms with the children they serve</b></p> <ul style="list-style-type: none"> <li>- Teachers will meet with parents and update 504 plans that are due for any child</li> <li>- Teachers will follow accommodation plans for identified children.</li> <li>- Teachers will follow the DEP's of all AIG students.</li> </ul>		
<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 education for all students at VES</p>	<p><b>Yearlong Timeline for Component to be Successfully Implemented-</b></p> <p><b>August 2011-June 2012</b></p>	<p><b>Principal and Parents Classroom teachers Specialty area teachers Title I staff Instructional assistants</b></p>