

SCHOOL IMPROVEMENT PLAN  
Wallace Middle  
2014-2015

- A. *Work to improve one of the four core areas as outlined in Objective 2 under Curriculum & Instruction in the Comprehensive Plan.*

OBJECTIVE: Wallace Middle School will implement block scheduling at all three grade levels. The primary reason for implementing block classes is to provide teachers more instructional time in the areas of language arts and math.

Strategies

- At the eighth grade level, all core subjects will be taught in 90-minute block classes. This change will give our language arts and math classes an additional 90 hours of instruction over the course of the school year.
- Sixth and seventh grade will teach the four core subjects in classes blocked at 80-minutes. Science and history classes will switch after the first semester. Students will received an additional 75 hours of instruction in both language arts and math over the course of the year.

Indicators

- SOL test scores in reading and math will improve.
- Students' performance on daily assignments, STAR tests, and nine-week benchmark scores will improve throughout the school year.
- Classroom observations will reveal more time for classroom activities and group learning in all subject areas.

Professional Development

- Dr. Doug Arnold provided professional development training at the end of the 2013-14 school year on block scheduling.
- August in-service will provide training to equip teachers with the knowledge and skills to be successful in the extended time classes.
- Collaboration at TA meetings throughout the school year will focus on improving lesson plans and creating classrooms that are engaging and challenging for students.

- B. *Select one of the remaining five categories of the Comprehensive Plan and incorporate it into the School Improvement Plan.*

OBJECTIVE: Wallace Middle School teachers will use the lesson plan template that the division has adopted for the 2014-15 school year.

### Strategies

- Teachers will highlight or color code the verbs in each standard to ensure we are teaching and assessing at the correct cognitive level. Lesson plans should reflect what we are doing in the classroom.
- Teachers will keep their weekly lesson plans in a notebook binder and will be reviewed.
- At monthly faculty and TA meetings we will discuss progress towards meeting this goal.

### Indicators

- Classroom observations will reveal that teachers are teaching at all cognitive levels. Feedback will be provided to teachers from administrators.
- Lesson plans will be used as evidence that teachers are planning activities and assessments that require students to do more than understand and recall.
- We will see improved student performance on daily assignments, benchmark tests, and SOL tests.

### Professional Development

- The faculty will participate in a book study during the school year (“*Teach Like a Pirate*”) that will focus on improving student engagement and creativity in the classroom.
- At the opening faculty meeting, we will discuss expectations for keeping lesson plans.
- There will be collaboration throughout the year at our faculty and TA meetings on lesson planning.

C. *Choose one goal based on providing professional development in your building.*

OBJECTIVE: Faculty members will participate in a book study during the school year (“*Teach Like a Pirate*” by Dave Burgess).

### Strategies

- Teachers will participate in the book study during the school year.
- There will be discussion regarding instructional practices and “hook questioning” at our monthly faculty and team meetings.

### Indicators

- Faculty and team meetings agendas.
- Classroom observations should showcase some of the instructional strategies discuss in the book. Student engagement on a daily basis will improve.

D. *Meet all local, state, regional, and federal accreditation standards.*

OBJECTIVE: Improve student performance for our special education population on the math SOL test at all three grade levels. We did not meet AMO requirements in this subgroup area. Our goal is for 50% of our special education students to pass their math SOL test.

### Strategies

- We will increase instructional time in all math classes.
- Teachers will use a pre-assessment at the beginning of the year to determine weaknesses in their students.
- We will target between 55-65 students who need additional support in mathematics and will assign them to a year-long Algebra Readiness class. The class will meet daily for 40 minutes.
- Teachers will provide tutoring before and after school.
- We will have two Project Graduation tutors who will work with students during the school day throughout the year.
- We will add an Algebra Readiness instructional aide to work with four additional classes daily.
- Teachers will use Interactive Achievement often throughout the year to assess student learning.
- Math teachers and school administration will participate in meaningful professional development during the course of the year.
- The pacing guide for Math 7 has been adjusted.
- Collaboration among teachers division-wide will occur to discuss best instructional practices and assessments.
- Students will practice daily their multiplication facts until they are fluent in these skills.

### Indicators

- Sixth and seventh grade math classes will increase daily by 25 minutes. Eighth grade class time will increase by 30 minutes.
- Student data will be reviewed to determine student weaknesses and to identify students who need additional math support.
- We will use Project Graduation funds to provide math tutoring before and after school.
- We will use Project Graduation funds to hire math tutors to work with students during the school day.
- Math teachers and school administrators will attend professional development activities. PD will include participation in the following workshops/conferences: Anita Archer's Explicit Classroom Instruction Three-Day Conference, T/TAC Improving Math Instruction workshops, AMLE National Conference, SWVA Leadership Conference, etc.
- Meeting agendas for math meetings (school and division-wide).
- Students will practice and be assessed on simply multiplication facts (up to 12) until they are fluent.