

SCHOOL IMPROVEMENT PLAN
Rhea Valley Elementary
2017-2018

A. Two school-wide instructional goals indicated by Data.

OBJECTIVE 1: Rhea Valley Elementary School will improve student achievement in reading comprehension with a specific focus on vocabulary development.

Strategies

- Explicitly teach research-based strategies to improve vocabulary development including prefixes, suffixes, Latin roots, content vocabulary, and sight/high frequency words.
- Participate in professional development on research-based strategies for vocabulary instruction.
- Incorporate research-based strategies to improve comprehension skills: drawing conclusions, predictions, author’s purpose, summarizing, cause/effect relationships, and problem/solution relationships.
- Differentiate reading groups in all grade levels through data-based flexible grouping.
- Provide intensive one-on-one and/or small group instruction for at-risk students.
- Analyze data, summative and formative, to adjust instruction to student needs (data-driven instruction).
- Align the curriculum vertically through “Power Up” meetings for planning and discussion of data, interventions, and strategies.
- Share data with all teachers to provide a clear expectation that everyone plays a role in our students’ success.
- Increase students’ depth of knowledge through explicit instruction, effective questioning strategies, and critical thinking tasks.
- Implement the Tyner Reading Method in Grades K-5 (continuation).
- Increase the use of graphic organizers (Venn Diagrams, Writing Frames, Flow Charts, and Anchor Charts) across the curriculum, especially in writing.
- Utilize supplemental reading materials (CARS/STARS) to enhance reading instruction.
- Level reading instruction in K-2 using Reading Recovery text levels.
- Utilize Project Graduation tutors to provide targeted small group and individual instruction.

Indicators

- Classroom observation and evaluations
- Accelerated Reader Data
- STAR Reading Results
- Interactive Achievement Results
- Standards of Learning Results, including Pass Advanced and Medium/High Level questions

- PALS results, including PALS quick checks
- Lesson Plans—vocabulary instruction
- CARS and STARS Data
- Reading Recovery Levels
- “Power-Up” minutes and notes
- Professional Development Participation
- Flocabulary usage

OBJECTIVE 2: Rhea Valley Elementary will increase student achievement in mathematics with specific focus on increasing the pass percentage on medium/high level questions and Pass Advanced.

Strategies

- Utilize math manipulatives and hands-on activities.
- Increase math fluency through daily review of math facts.
- Explicitly teach math vocabulary using research-based strategies.
- Explicitly teach problem solving for single and multi-step questions, using models provided in the Math SOL Curriculum Framework.
- Improve instruction in graphs (bar, line plot, and pictograph), probability, decimal place value, addition/subtract of fractions with like/unlike denominators, and data set.
- Participate in professional development on the Virginia Math SOL Curriculum Framework and hands-on activities.
- Implement the use of Ruth Miles Daily Math Lesson format.
- Analyze data, summative and formative, to adjust instruction to student needs (data-driven instruction).
- Align the curriculum vertically through “Power Up” meetings for planning and discussion of data, interventions, and strategies.
- Share data with all teachers to provide a clear expectation that everyone plays a role in our students’ success.
- Increase students’ depth of knowledge through explicit instruction, effective questioning strategies, and critical thinking tasks (problem-solving models).
- Differentiate math groups in all grade levels through data-based flexible grouping.
- Utilize various technology programs to support mathematics.
- Utilize Project Graduation tutors to provide targeted small group and individual instruction.

Indicators

- Classroom observation and evaluations
- Interactive Achievement Results
- Standards of Learning Results, including Pass Advanced and Medium/High Level questions
- Lesson Plans - problem solving
- “Power-Up” minutes and notes
- IXL reports and usage

- CAMS and STAMS program
- Professional Development Participation

B. Professional Development goal to support instructional goals.

OBJECTIVE: Rhea Valley Elementary will participate in professional development with a focus on research-based strategies for vocabulary instruction in reading and problem-solving and use of the Curriculum Framework in math.

Strategies

- Teachers will study books and articles on vocabulary instruction.
- Teachers will incorporate explicit vocabulary instruction across the curriculum.
- Teachers will participate in “Power-Up” meetings for vertical alignment of curricula, discussion of data, and adjustment of instruction.
- Teachers will participate in grade group meetings to discuss the Math SOL Curriculum Framework and its use for planning instruction.
- Teachers will plan collaboratively to ensure horizontal alignment.
- Teachers will create vocabulary walls throughout the school.

Indicators

- Classroom observation and evaluations
- Faculty and grade level meeting agendas/minutes
- Power Up notes and agendas
- Participation in training on Flocabulary
- Exit Slips/Reflections from book studies and articles
- Lesson plans
- Student Assessment results