



IMPROVEMENT PLAN (2007-2015) COVER PAGE

Lowes Island Elementary School

Mission Statement

Lowes Island Elementary exists to provide a world-class education for each child in a personal, relevant, and caring environment. We strive to ensure that individual children feel valued and well prepared academically and socially. Our mission paves a successful path for each child's educational journey.

Bruce Shafferman

Signature of Principal/Director

Names and signatures of Plan Development Process Team

Date submitted to Director/Supervisor:
Date reviewed by Director/Supervisor:
Date reviewed by Director/Supervisor and Principal:
Date(s) of Revision:

PLAN for
Student Achievement

GOAL	CURRENT SITUATION (GAP ANALYSIS)	ROOT CAUSE(S)	ACTION PLAN
Improve reading achievement so a minimum of 87% of first grade students meet the DRA benchmark	We have some students not meeting benchmarks. 80.56% of first grade students met the DRA benchmark in 2010-2011.	Private kindergarten students come from schools with standards different from Lowes Island and LCPS standards, therefore, students may not be prepared. Students have to proceed from DRA levels 3-16 in one grade level.	Improve grade level sight word recognition
	We have some students not meeting benchmarks. 80.56% of first grade students met the DRA benchmark in 2010-2011.	Private kindergarten students come from schools with standards different from Lowes Island and LCPS standards, therefore, students may not be prepared. Students have to proceed from DRA levels 3-16 in one grade level.	Increase phonemic awareness
	We have some students not meeting benchmarks. 80.56% of first grade students met the DRA benchmark in 2010-2011.	Private kindergarten students come from schools with standards different from Lowes Island and LCPS standards, therefore, students may not be prepared. Students have to proceed from DRA levels 3-16 in one grade level.	Kindergarten students will participate in a literacy or guided reading group based on assessments
Improve student achievement by demonstrating reading proficiency across all grade levels K-5	Given the Developmental Reading Assessment (DRA), 90.48% of students in grades K-5 demonstrate reading proficiency by meeting the benchmark. 9.52% of K-5 students are not meeting the DRA benchmark.	1st grade students coming to Lowes Island from private kindergarten may have experienced different reading instruction.	Prepare students for assessment format
	Given the Developmental Reading Assessment (DRA), 90.48% of students in grades K-5 demonstrate reading proficiency by meeting the benchmark. 9.52% of K-5 students are not meeting the DRA benchmark.	1st grade students coming to Lowes Island from private kindergarten may have experienced different reading instruction.	Administration will support teachers in meeting the needs of students not meeting reading benchmarks
	Given the Developmental Reading Assessment (DRA), 90.48% of students in grades K-5 demonstrate reading proficiency by meeting the benchmark. 9.52% of K-5 students are not meeting the DRA benchmark.	1st grade students coming to Lowes Island from private kindergarten may have experienced different reading instruction.	Collaborate with grade level teams and focus on instruction during team meetings
	Given the Developmental Reading Assessment (DRA), 90.48% of students in grades K-5 demonstrate reading proficiency by meeting the benchmark. 9.52% of K-5 students are not meeting the DRA benchmark.	1st grade students coming to Lowes Island from private kindergarten may have experienced different reading instruction.	Improve students' comprehension and fluency

PLAN for
Student Achievement

GOAL	CURRENT SITUATION (GAP ANALYSIS)	ROOT CAUSE(S)	ACTION PLAN
<p>Improve student achievement so 92% of all students in grades 3-5, including all AYP subgroups, pass the math SOL</p>	<p>SOL math scores improved last year, specifically within the AYP subgroups. In grade 3, 99.15% of all students passed. 100% of students in the ELL, special education, and economically disadvantaged subgroup passed. In grade 4, 97.17% of all students passed the math SOL. All ELL students passed, 77.75% of the special education population passed, and 75% of the economically disadvantaged students passed. In grade 5, 95.65% of all students passed. We want to continue to increase the achievement of our AYP subgroups. Of students receiving ELL services, 50% passed. 80% of all students receiving special education services passed, and 80% of students who are economically disadvantaged passed.</p>	<p>Some students aren't at grade level in the area of math.</p>	<p>Develop lesson plans to move from concrete to representative to abstract</p>

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GOAL	CURRENT SITUATION (GAP ANALYSIS)	ROOT CAUSE(S)	ACTION PLAN
<p>Improve student achievement so 92% of all students in grades 3-5, including all AYP subgroups, pass the math SOL</p>	<p>SOL math scores improved last year, specifically within the AYP subgroups. In grade 3, 99.15% of all students passed. 100% of students in the ELL, special education, and economically disadvantaged subgroup passed. In grade 4, 97.17% of all students passed the math SOL. All ELL students passed, 77.75% of the special education population passed, and 75% of the economically disadvantaged students passed. In grade 5, 95.65% of all students passed. We want to continue to increase the achievement of our AYP subgroups. Of students receiving ELL services, 50% passed. 80% of all students receiving special education services passed, and 80% of students who are economically disadvantaged passed.</p>	<p>Some students aren't at grade level in the area of math.</p>	<p>Use differentiated instruction</p>
<p>Improve student achievement so 92% of ALL students pass the reading SOL test</p>	<p>The overall pass rate for students in grades 3-5 is 96.73%. We want to increase the achievement of the AYP subgroups. ELL students are below this target of 92% pass rate with an 87.5% pass rate. Special education students have a 84.62% pass rate. Hispanic students have a 95% pass rate, and economically disadvantaged students have a 75% pass rate.</p>	<p>The students are functioning below grade level in reading based on DRA assessments. The reading SOL cannot be read aloud as an accommodation. Lack of exposure resulting in less background knowledge and/or limited reading opportunities may play a role.</p>	<p>Devise a remediation plan for all students reading below grade level</p>

PLAN for
Student Achievement

GOAL	CURRENT SITUATION (GAP ANALYSIS)	ROOT CAUSE(S)	ACTION PLAN
Improve student achievement so 92% of ALL students pass the reading SOL test	The overall pass rate for students in grades 3-5 is 96.73%. We want to increase the achievement of the AYP subgroups. ELL students are below this target of 92% pass rate with an 87.5% pass rate. Special education students have a 84.62% pass rate. Hispanic students have a 95% pass rate, and economically disadvantaged students have a 75% pass rate.	The students are functioning below grade level in reading based on DRA assessments. The reading SOL cannot be read aloud as an accommodation. Lack of exposure resulting in less background knowledge and/or limited reading opportunities may play a role.	Prepare students for the test format of the reading SOL
Teachers will provide students an opportunity to demonstrate higher order thinking skills through assessments	Students have a good understanding of curriculum but we want to provide them an opportunity to deepen their understanding and think outside the box.	Teachers need to provide students an opportunity to deepen their learning by tapping into their higher order thinking skills.	Develop learning progression scales
	Students have a good understanding of curriculum but we want to provide them an opportunity to deepen their understanding and think outside the box.	Teachers need to provide students an opportunity to deepen their learning by tapping into their higher order thinking skills.	Use formative assessment to inform instruction

DO for
Student Achievement

GOAL	ACTION PLAN	PRIORITY	STATUS	PERSON(S) / OFFICE RESPONSIBLE	AUTHORIZED CENTRAL OFFICE RESOURCES	START DATE	END DATE	BUDGET (\$)
Improve reading achievement so a minimum of 87% of first grade students meet the DRA benchmark	Improve grade level sight word recognition		In-Progress	Jennifer Meres /		9/12/2011	6/8/2012	
	Increase phonemic awareness		In-Progress	Jennifer Meres /		9/12/2011	6/8/2012	

GOAL	ACTION PLAN	PRIORITY	STATUS	PERSON(S) / OFFICE RESPONSIBLE	AUTHORIZED CENTRAL OFFICE RESOURCES	START DATE	END DATE	BUDGET (\$)
Improve reading achievement so a minimum of 87% of first grade students meet the DRA benchmark	Kindergarten students will participate in a literacy or guided reading group based on assessments		In-Progress	Jennifer Meres /		9/12/2011	6/8/2012	
Improve student achievement by demonstrating reading proficiency across all grade levels K-5	Administration will support teachers in meeting the needs of students not meeting reading benchmarks		In-Progress	Jennifer Meres /		8/29/2011	6/8/2012	
	Collaborate with grade level teams and focus on instruction during team meetings		In-Progress	Jennifer Meres /		8/29/2011	6/8/2012	
	Improve students' comprehension and fluency		In-Progress	Jennifer Meres /		10/3/2011	6/8/2012	
	Prepare students for assessment format		In-Progress	Jennifer Meres /		9/30/2011	5/11/2012	
Improve student achievement so 92% of all students in grades 3-5, including all AYP subgroups, pass the math SOL	Develop lesson plans to move from concrete to representative to abstract		In-Progress	Jennifer Meres /		9/19/2011	6/8/2012	
	Use differentiated instruction		In-Progress	Jennifer Meres /		9/19/2011	6/8/2012	
Improve student achievement so 92% of ALL students pass the reading SOL test	Devise a remediation plan for all students reading below grade level		Completed	Jennifer Meres /		8/29/2011	11/22/2011	
	Prepare students for the test format of the reading SOL		In-Progress	Jennifer Meres /		11/22/2011	5/11/2012	
Teachers will provide students an opportunity to demonstrate higher order thinking skills through assessments	Develop learning progression scales		In-Progress	Jennifer Meres /		8/29/2011	4/30/2012	

GOAL	ACTION PLAN	PRIORITY	STATUS	PERSON(S) / OFFICE RESPONSIBLE	AUTHORIZED CENTRAL OFFICE RESOURCES	START DATE	END DATE	BUDGET (\$)
Teachers will provide students an opportunity to demonstrate higher order thinking skills through assessments	Use formative assessment to inform instruction		In-Progress	Jennifer Meres /		9/5/2011	1/31/2012	

Waiver Needed: Yes No
If Yes, attach request form.

One Year PLAN with STUDY & ACT for each action plan for Student Achievement

Demonstrate reading proficiency (End of 1st Grade)
Measure: Improve reading achievement so a minimum of 87% of first grade students meet the DRA benchmark
Strategic Improvement: Kindergarten students will participate in a literacy or guided reading group based on assessments
Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
At a minimum of every three weeks, use running records to assess reading proficiency, or, for students not yet at a DRA 3, assess students' letter-sound relationships and concept of word	Kindergarten staff	12/21/2011	Leveled readers		Regular assessment will inform instruction and allow students to make continual and steady reading progress
Form groups based on students' instructional levels	Kindergarten staff	9/30/2011	Leveled readers		Improve student reading levels in kindergarten so they are well prepared for first grade

Waiver Needed: __Yes __No

If Yes, attach request form.

**One Year PLAN with STUDY & ACT for each action plan for
 Student Achievement**

Demonstrate reading proficiency (End of 1st Grade)

Measure: Improve reading achievement so a minimum of 87% of first grade students meet the DRA benchmark

Strategic Improvement: Increase phonemic awareness

Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Directly teach phonemic awareness during reading groups	K and 1 teachers; reading specialist	1/27/2012	Leveled readers		Increased phonemic awareness
Use Earobics to teach phonemic awareness	K and 1 teachers	6/8/2012	Earobics Licenses		Increased phonemic awareness

Waiver Needed: __Yes __No
 If Yes, attach request form.

**One Year PLAN with STUDY & ACT for each action plan for
 Student Achievement**

Demonstrate reading proficiency (End of 1st Grade)
Measure: Improve reading achievement so a minimum of 87% of first grade students meet the DRA benchmark
Strategic Improvement: Improve grade level sight word recognition
Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Collaborate with specialists to reinforce sight words in their subject area	K and 1 teachers; specialists	11/22/2011	sight word lists		Enhanced sight word recognition
Provide more opportunities for repetition	K and 1 teachers; specialists; reading teacher	4/9/2012	sight word lists		Enhanced sight word recognition

Waiver Needed: __Yes __No
 If Yes, attach request form.

**One Year PLAN with STUDY & ACT for each action plan for
 Student Achievement**

Reduce disparity in student achievement by closing achievement gaps (CAG)
Measure: Improve student achievement by demonstrating reading proficiency across all grade levels K-5
Strategic Improvement: Improve students' comprehension and fluency
Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Access professional development opportunities (school-based PD, PD360, outside workshops, individual PD)	Reading specialist; grade level teams	6/8/2012	Texts supporting reading instruction and literacy; conferences		Increased knowledge of how to teach reading comprehension strategies and strengthen reading fluency
Read across the content areas	Grade level teams	6/8/2012			Enhance opportunities for reading comprehension and fluency practice
Record formative assessments in CLARITY	Classroom teachers	6/8/2012	CLARITY		Informed instructional decisions to build comprehension and fluency
Use strategy ideas from the reading specialist	Reading specialist; grade level teams	12/22/2011			Enhance reading fluency and knowledge of comprehension strategies

Waiver Needed: __Yes __No
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**One Year PLAN with STUDY & ACT for each action plan for
 Student Achievement**

Reduce disparity in student achievement by closing achievement gaps (CAG)
Measure: Improve student achievement by demonstrating reading proficiency across all grade levels K-5
Strategic Improvement: Collaborate with grade level teams and focus on instruction during team meetings
Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Discuss how to reach students reading below level	Grade level teams and specialists	6/8/2012			Enhanced collaboration will result in professional learning communities sharing ideas to improve students' reading skills
Share instructional strategies	Grade level teams and specialists	1/20/2012			Enhanced collaboration regarding instructional strategies resulting in more instructional ideas shared

Waiver Needed: __Yes __No
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**One Year PLAN with STUDY & ACT for each action plan for
 Student Achievement**

Reduce disparity in student achievement by closing achievement gaps (CAG)
Measure: Improve student achievement by demonstrating reading proficiency across all grade levels K-5
Strategic Improvement: Prepare students for assessment format
Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Provide practice assessment opportunities that reflect a variety of test formats	Classroom teachers	5/11/2012	Sample assessments		Enhanced assessment scores due to a better understanding of the test format
Record formative assessments in CLARITY	Classroom teachers	5/11/2012	Assessments		Informed instructional practices

Waiver Needed: __Yes __No

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One Year PLAN with STUDY & ACT for each action plan for Student Achievement

Reduce disparity in student achievement by closing achievement gaps (CAG)

Measure: Improve student achievement by demonstrating reading proficiency across all grade levels K-5

Strategic Improvement: Administration will support teachers in meeting the needs of students not meeting reading benchmarks

Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
1. Analyze the list of students below reading benchmark provided by administration, and determine how to best help those students make benchmark	Grade level teachers; administration; reading specialist	10/3/2011	List of students; instructional strategies		Enhanced reading proficiency
2. Conduct running record assessments to track progress at a minimum of every three weeks with students reading below grade level	Grade level teachers; reading specialist	12/22/2011	Running records; assessment tools		Up-to-date assessment data will allow teachers to appropriately group and instruct students at their instructional levels resulting in better reading instruction
3. Enter assessment data into Below Level Reader Summary Sheet	Grade level teachers; reading specialist	1/20/2012	Running records; assessment tools; summary sheet		Student progress will be monitored and communicated
4. Use running record assessments to inform reading instruction	Grade level teachers	6/8/2012	Running records; assessment tools		Student progress will be monitored and communicated

Waiver Needed: __Yes __No
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**One Year PLAN with STUDY & ACT for each action plan for
 Student Achievement**

92% of students will pass all SOL tests
Measure: Improve student achievement so 92% of all students in grades 3-5, including all AYP subgroups, pass the math SOL
Strategic Improvement: Develop lesson plans to move from concrete to representative to abstract
Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Build students' critical thinking skills so they can explain mathematical processes, further enhancing understanding	Classroom teachers; special education teachers	6/8/2012			Deeper understanding of math concepts
Use manipulatives to model math processes and allow students hands-on opportunities to manipulate	Classroom teachers; special education teachers	6/8/2012			Deeper understanding of math concepts

Waiver Needed: __Yes __No
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**One Year PLAN with STUDY & ACT for each action plan for
 Student Achievement**

92% of students will pass all SOL tests
Measure: Improve student achievement so 92% of all students in grades 3-5, including all AYP subgroups, pass the math SOL
Strategic Improvement: Use differentiated instruction
Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Group students in fluid groups according to assessments in each concept area	Classroom teachers; special education teachers	10/3/2011			Deeper understanding of math concepts
Provide students material at their instructional level	Classroom teachers; special education teachers	10/31/2011			Deeper understanding of math concepts
Use a variety of instructional strategies	Classroom teachers; special education teachers	11/22/2011			Deeper understanding of math concepts

Waiver Needed: __Yes __No
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**One Year PLAN with STUDY & ACT for each action plan for
 Student Achievement**

92% of students will pass all SOL tests
Measure: Improve student achievement so 92% of ALL students pass the reading SOL test
Strategic Improvement: Devise a remediation plan for all students reading below grade level
Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Analyze and implement best practices in reading instruction	Grade level teachers	9/19/2011			Enhanced reading instruction resulting in enhanced student performance
Implement: multiple groups, appropriate material, fluency and comprehension, and decoding and phonemic awareness.	Grade level teachers	9/19/2011			Enhanced reading instruction resulting in enhanced student performance

Waiver Needed: __Yes __No
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**One Year PLAN with STUDY & ACT for each action plan for
 Student Achievement**

92% of students will pass all SOL tests
Measure: Improve student achievement so 92% of ALL students pass the reading SOL test
Strategic Improvement: Prepare students for the test format of the reading SOL
Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Teachers provide practice opportunities for SOL test format	Classroom teachers	5/4/2012	Released test items; computer		Enhanced knowledge of the SOL test format resulting in student certainty and higher performance

Waiver Needed: __Yes __No
 If Yes, attach request form.

**One Year PLAN with STUDY & ACT for each action plan for
 Student Achievement**

Exceed NCLB and VDOE requirements
Measure: Teachers will provide students an opportunity to demonstrate higher order thinking skills through assessments
Strategic Improvement: Develop learning progression scales
Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Develop four learning progression scales per quarter--one per content area	Classroom teachers; specialists; special education teachers; ELL teacher	4/30/2012	Curriculum map		Clear understanding of curricular demands; precise assessment of student skills
Hold a parent workshop to explain the use of learning progression scales	Administration; parents; teachers	10/7/2011	Learning progression scales		Clear communication between school staff and parents regarding assessment and student learning
Utilize learning progression scales to assess student progress	All teacher	4/30/2012	Learning progression scales		Precise assessment of student skills

Waiver Needed: __Yes __No
 If Yes, attach request form.

**One Year PLAN with STUDY & ACT for each action plan for
 Student Achievement**

Exceed NCLB and VDOE requirements
Measure: Teachers will provide students an opportunity to demonstrate higher order thinking skills through assessments
Strategic Improvement: Use formative assessment to inform instruction
Person(s) / Office Responsible: Jennifer Meres /

TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Develop formative assessment measures based on the learning progression scales	All teachers	11/14/2011	Learning progression scales		Better informed instructional practices
Incorporate higher order thinking skills in classroom assessments	All teachers	1/31/2012	Assessments		Deeper student understanding

BALANCED SCORECARD

School: Lowes Island Elementary School

STRATEGIC PLAN	Date	Value	Target	Progress
Student Achievement				
<i>Demonstrate reading proficiency (End of 1st Grade)</i>				
Improve reading achievement so a minimum of 87% of first grade students meet the DRA benchmark				
% 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark	8/29/2011	80.6	100.0	Off Target
% 1st grade students at/above PALS Spring Benchmark	8/30/2011	86.1	94.0	On Target

STRATEGIC PLAN	Date	Value	Target	Progress
92% of students will pass all SOL tests				
Exceed school board SOL pass rate target (Unadjusted)				
% All 3rd grade students passing English SOL (Unadjusted)	8/26/2011	97.4	90.0	On Target
% All 3rd grade students passing Math SOL (Unadjusted)	8/26/2011	99.1	100.0	On Target
% All 3rd grade students passing Science SOL (Unadjusted)	8/26/2011	98.3	100.0	On Target
% All 3rd grade students passing Social Science SOL (Unadjusted)	8/26/2011	97.4	100.0	On Target
% All 4th grade students passing English SOL (Unadjusted)	7/12/2011	94.0	100.0	On Target
% All 4th grade students passing Math SOL (Unadjusted)	7/12/2011	97.0	100.0	On Target
% All 4th grade students passing Social Science SOL (Unadjusted)	7/12/2011	98.0	100.0	On Target
% All 5th grade students passing English SOL (Unadjusted)	7/12/2011	98.0	100.0	On Target
% All 5th grade students passing Math SOL (Unadjusted)	7/12/2011	96.0	100.0	On Target
% All 5th grade students passing Science SOL (Unadjusted)	7/12/2011	95.0	100.0	On Target
% All 5th grade students passing Writing SOL (Unadjusted)	7/12/2011	98.0	100.0	On Target
Improve student achievement so 92% of all students in grades 3-5, including all AYP subgroups, pass the math SOL				
% All 3rd grade students passing Math SOL (Unadjusted)	8/26/2011	99.1	100.0	On Target
% All 4th grade students passing Math SOL (Unadjusted)	7/12/2011	97.0	100.0	On Target
% All 5th grade students passing Math SOL (Unadjusted)	7/12/2011	96.0	100.0	On Target
% All students passing Math SOL tests (AYP)	7/25/2011	97.3	79.0	On Target
% Black students passing the Math SOL test (AYP)	7/25/2011	100.0	79.0	On Target
% Economically Disadvantaged students passing the Math SOL test (AYP)	7/25/2011	84.6	79.0	On Target
% Gr 3-5 passing Math SOL (Accreditation)	8/31/2011	97.0	75.0	On Target
% Hispanic students passing the Math SOL test (AYP)	7/25/2011	90.9	79.0	On Target
% Limited English Proficient students passing the Math SOL test (AYP)	7/25/2011	92.3	79.0	On Target
% Special Education students passing the Math SOL test (AYP)	7/25/2011	85.2	79.0	On Target
% White students passing the Math SOL test (AYP)	7/25/2011	98.0	79.0	On Target
Improve student achievement so 92% of ALL students pass the reading SOL test				
% Economically Disadvantaged students passing the Reading SOL test (AYP)	7/25/2011	76.9	81.0	Off Target
% Hispanic students passing the Reading SOL test (AYP)	7/25/2011	95.5	81.0	On Target
% Special Education students passing the Reading SOL test (AYP)	7/25/2011	85.2	81.0	On Target

STRATEGIC PLAN	Date	Value	Target	Progress
<i>All schools will meet AYP (NCLB) requirements</i>				
Exceed federal required SOL pass rates (AYP)				
% All students passing Math SOL tests (AYP)	7/25/2011	97.3	79.0	On Target
% All students passing Reading SOL tests (AYP)	7/25/2011	96.8	81.0	On Target
% Average Daily Attendance (ADA) for schools (AYP)	8/9/2010	96.4	94.0	On Target
% Black students passing the Math SOL test (AYP)	7/25/2011	100.0	79.0	On Target
% Black students passing the Reading SOL test (AYP)	7/25/2011	100.0	81.0	On Target
% Economically Disadvantaged students passing the Math SOL test (AYP)	7/25/2011	84.6	79.0	On Target
% Economically Disadvantaged students passing the Reading SOL test (AYP)	7/25/2011	76.9	81.0	Off Target
% Hispanic students passing the Math SOL test (AYP)	7/25/2011	90.9	79.0	On Target
% Hispanic students passing the Reading SOL test (AYP)	7/25/2011	95.5	81.0	On Target
% Limited English Proficient students passing the Math SOL test (AYP)	7/25/2011	92.3	79.0	On Target
% Limited English Proficient students passing the Reading SOL test (AYP)	7/25/2011	92.3	81.0	On Target
% Special Education students passing the Math SOL test (AYP)	7/25/2011	85.2	79.0	On Target
% Special Education students passing the Reading SOL test (AYP)	7/25/2011	85.2	81.0	On Target
% White students passing the Math SOL test (AYP)	7/25/2011	98.0	79.0	On Target
% White students passing the Reading SOL test (AYP)	7/25/2011	96.8	81.0	On Target
<i>Reduce disparity in student achievement by closing achievement gaps (CAG)</i>				
Improve student achievement by demonstrating reading proficiency across all grade levels K-5				
% 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark	8/29/2011	80.6	100.0	Off Target
<i>Exceed NCLB and VDOE requirements</i>				
Exceed state required pass rates for SOL tests (Accreditation)				
% Gr 3 & Gr 5 passing English SOL (Accreditation)	8/31/2011	97.0	75.0	On Target
% Gr 3 passing History SOL (Accreditation)	8/31/2011	97.0	75.0	On Target
% Gr 3 passing Science SOL (Accreditation)	8/31/2011	98.0	75.0	On Target
% Gr 3-5 passing Math SOL (Accreditation)	8/31/2011	97.0	75.0	On Target
% Gr 4 passing History SOL (Accreditation)	8/31/2011	98.0	75.0	On Target
% Gr 5 passing Science SOL (Accreditation)	8/31/2011	95.0	75.0	On Target
Improve student achievement in reading				
% Average Daily Attendance (ADA) for schools (AYP)	8/9/2010	96.4	94.0	On Target
Increase SOL Advanced Proficiency pass rates(Governor's VIP)				
% ALL students who scored at the advanced level on SOL History tests (Unadjusted)	7/22/2010	74.1	70.0	On Target

STRATEGIC PLAN	Date	Value	Target	Progress
Health, Safety, and Wellness				
<i>Strengthen safe learning environments</i>				
Improve school climate				
Student Relations Average	4/30/2011	44.7	52.0	Off Target
Teacher Relations with Students and Home Average	4/30/2011	58.7	55.0	On Target