

**Action Plan:  
Student Achievement  
2007-2008**

**School:** Nathanael Greene Elementary School

**Improvement Objective:** Student achievement levels in reading and mathematics on the Virginia Standards of Learning Test will meet or exceed 85% including all NCLB subgroups.

**Strategy:** Review and analyze disaggregated SOL data and initial local assessments to determine areas of focus in both reading and mathematics for the school as a whole and for all subgroups. Using this data, insure students receive effective, focused instruction daily in the most appropriate grouping, maximizing remediation and enrichment opportunities during and after school.

**Rationale:** Factors affecting student achievement include appropriate instructional placement, focused intervention, intense remediation and enrichment.

Objective	Strategy	Person Responsible	Persons Involved	Resources Needed	Timeline	Monitor/Evaluation
<b>1.</b> In all grades 3-5 implement new E/LA pacing guide and continue use of Math pacing guide implemented 2006-07	*All teachers will implement the E/LA pacing guide developed 7/07.	Classroom Teachers Special Education Teachers Title I Teachers	Grade Level Teams Administration	Pacing Guides	8/07 – 6/08	Team meeting notes Walk-throughs and classroom observations
<b>2.</b> Implement quarterly benchmark testing in reading and math to assess student progress on SOL's.	*Grade levels will implement common benchmark tests each nine weeks in these subject areas. Results to be disaggregated and returned promptly. Grade level teams and administration to review results for grade level as a whole and all appropriate subgroups; provide remediation to include additional focused tutorial support as well as change of instructional group and enrichment where appropriate.	Administration	Grade Level Teams Classroom Teachers Reading Specialists Administrators Central Office Administration	Effective scoring/disaggregation program  Central Office support	Reading - Initial benchmark test implemented end of the first 9 weeks. (Nov. 2007) continue at the end of the 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters.  Math – Initial benchmark testing implemented end of first 9 weeks; continue at the end of the 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters. Mid-quarter (4.5 wk.) snapshot assessments will begin during the 2 <sup>nd</sup> 9wks and continue at mid-point of 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters.	Review disaggregated results quarterly  Review grade level remediation/enrichment plans

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<p><b>3.</b> Adjust student placement in reading and math as appropriate to meet current instructional needs based on benchmark and classroom assessments.</p>	<p>*Grade Level Teams meet at least twice monthly to review student progress, assessments, student placement.</p>	<p>All teachers</p>	<p>Grade level teams; Reading Specialist, Special Ed teacher, Gifted Coordinator as appropriate</p>		<p>9/07 – 6/08</p>	<p>Report of student placement changes to the principal.</p> <p>Review of student progress/assessments</p>
<p><b>4.</b> Provide increasingly effective, high-quality instruction in reading and math using research-based strategies.</p>	<p>*Teachers will continue to implement quality literacy and writing programs appropriate to their students including, but not limited to, Word Study, Athena, Wilson Reading, Reading First, and Harcourt Trophies series.</p> <p>*Teachers will consistently incorporate hands-on, manipulative-based activities to develop key math concepts</p> <p>*Incorporate proven strategies such as mini-lessons, rapid reviews, bell ringers, skill games, and technology tools into daily teaching.</p>	<p>Teachers Administration</p> <p>Teachers Administration</p> <p>Administration</p>	<p>All teachers; TA's</p> <p>All teachers; TA's</p> <p>All teachers; TA's</p>	<p>Basal Materials Athena Materials Novel Sets/Unit guides Leveled Readers Tumblebooks</p> <p>Math manipulatives Teacher resource books Prof. Development Peer Observations</p> <p>Teacher resource books Prof. Development Peer Observations Software Games</p>	<p>8/07 - 6/08</p> <p>8/07 - 6/08</p> <p>8/07 - 6/08</p>	<p>Walk-through's Formal and informal observations Peer Observations</p> <p>Teacher feedback Walk-through data Formal and informal observations</p> <p>Teacher feedback Walk-throughs Formal and informal observations</p>

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<p><b>5.</b> Provide remediation and enrichment opportunities for students in reading and math</p>	<p>*Continue "Learning Center" extension program, focusing on Reading and/or Math concepts.</p>	<p>Classroom/Extension Teachers</p>	<p>All grade level teachers; special education and Reading Specialist as appropriate</p>	<p>Teacher Resource Books Leveled Readers/Novel Sets Math manipulatives Math Games</p>	<p>8/07 - 6/08</p>	<p>Learning Center Curriculum/Pacing Guide Data from classroom assessments, 9wk. tests.</p>
	<p>*Expand "push-in" model for intense, focused reading intervention to include 3 groups at each grade level.</p>	<p>Title I teacher Classroom Teachers</p>	<p>Title I TA's Administration</p>	<p>Reading Specialist to fill open position Leveled Readers/Novel Sets</p>	<p>8/07 - 6/08</p>	<p>Regular reading assessments including running records, flashed word lists, QRI, other teacher-selected instruments.</p>
	<p>*Continue tutorial reading blocks for targeted students within the school day.</p>	<p>Title I Teacher(s)</p>	<p>Title I TA's</p>		<p>8/07 - 6/08</p>	<p>Regular reading assessments including running records, flashed word lists, QRI, other teacher-selected instruments.</p>
	<p>*Insure full implementation of Saxon Math program for identified students at grades 3 and 4.</p>	<p>Administration Special Education Teachers</p>	<p>Special Education TA's</p>	<p>Saxon Math TeacherMaterials Student Texts Program specific math manipulatives</p>	<p>8/07 - 6/08</p>	<p>Regular math assessments including benchmark tests, mid-quarter "snapshots", and ongoing classroom tests and quizzes for targeted students</p>
	<p>*Expand implementation of Investigations Math Program to include targeted students at 3<sup>rd</sup>-5<sup>th</sup> grades and exposure for all students at 5<sup>th</sup> grade.</p>	<p>Administration Assigned Teachers</p>	<p>5<sup>th</sup> grade teachers Gifted Coordinator Curriculum Coordinator</p>	<p>Investigations materials for teachers and students Program specific math manipulatives</p>	<p>8/07 - 6/08</p>	<p>Regular math assessments including benchmark tests, mid-quarter "snapshots", and ongoing classroom tests and quizzes.</p>

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<b>5.</b> Provide remediation and enrichment opportunities for students in reading and math (cont'd)	*Provide weekly, after-school remediation program (E.A.G.L.E.S.) for 60 students focused on reading and mathematics for grades 3,4,and 5.	E.A.G.L.E.S Coordinator	E.A.G.L.E.S. staff	Math Manipulatives Computer Software Leveled Readers SOL Practice materials	Begin the first week in Oct., 2007. Continue into 1 <sup>st</sup> week of SOL testing, May 2008.	Regular reading assessments including running records, flashed word lists, other teacher-selected instruments. Student attendance 2008 SOL scores
	*Offer weekly reading tutorial/homework support group in a community setting through the Hope program serving 20 students grades 3-5.	Hope Coordinator	NGES teachers/TA's Community volunteers	Instructional supplies as needed to supply students	Beginning in Oct. 2007; Continuing until 1 <sup>st</sup> week of May, 2008	Performance data and observations from current classroom teachers. Student attendance 2008 SOL scores
	*Continue the 24 Challenge math enrichment program; available to all students grades 3-5.	24 Challenge Coordinator	NGES teachers/TA's		Beginning in Continuing until regional finals in February.	Student Participation Performance data and observations of current teachers.
	*Continue NGES Drama Club, an after school enrichment program available to all students.	Drama Club Coordinator	Music Teacher NGES volunteers Parent volunteers WMMS; WMHS student volunteers		Beginning mid-September, 2007. Continuing until production in March, 2008.	Student Participation Observations of Drama Club staff and classroom teachers.
	*Implement NGES Ecology Club, an after school enrichment program available to all students.	Ecology Club Coordinator	NGES volunteers		Beginning mid-September, 2008. Continuing through end of the school year.	Student Participation Observations of Club staff and classroom teachers. Progress on proposed club ecology project.

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<b>6.</b> Provide high-quality, focused professional development in reading, math and related instructional strategies.	*Professional Development w/Dan Mulligan focused on meeting the needs of our students to insure academic achievement and SOL success.	Central Office Administrators	All elementary administrators and teachers.		Admin training Aug. 2, 2007. Teacher training Oct. 5, 2007 with additional training dates to be determined	Teacher Feedback Walk-through data Formal and informal observations
	*Enable participation in select, focused professional development activities available during the year	Administration	Designated Teachers TA's as appropriate	Funding Materials/Supplies Resource Books	As available throughout the year	Teacher Feedback Info shared w/staff Walk-through data Formal and informal observations
	Formulate an in-house professional development calendar highlighting strategies, activities, and information pertinent to school initiatives and goals.	Administration	Presenting teachers Participating teachers/TA's	Resource Books Materials/Supplies	October, 2007 through May, 2008	Prof. Dev. Calendar Attendance Rosters Formal and Informal observations.