

Fairfax County Public Schools

School Improvement Plan

2005 – 2007

Buzz Aldrin Elementary School

Cluster One

J. Martin Marinoff, Jr., Principal

School Mission Statement

Virginia Board of Education Mission

The primary mission of Virginia's public education system is to educate students in the fundamental knowledge and academic subjects that they need to become capable, responsible, and self-reliant citizens. Therefore, the mission of the Board of Education and the Superintendent of Public Instruction, in cooperation with local school boards, is to increase student learning and academic achievement.

Fairfax County Public Schools Vision and Mission Statement:

The vision of Fairfax County Public Schools is "to provide a gifted-quality education to every child in an instructional setting appropriate for his or her need." The vision is supported by a mission "to educate all students to meet high academic standards and to prepare all students to be responsible citizens in the 21st century."

School Vision and Mission Statement:

The vision of Aldrin Elementary is to have all Aldrin students meet or exceed current Virginia Standards of Learning and Fairfax County Program of Studies grade-level expectations. To accomplish this, the mission of the Aldrin instructional staff and resource specialists, working within the framework of a Professional Learning Community, is to collaborate with each other and our parents to: keep our children safe and open to learning; remain child-centered, collaborative, and flexible; promote critical / higher level thinking skills; teach spiraling skills and concepts; integrate curriculum content with the arts; utilize differentiated instructional strategies that are matched to students' unique needs; and develop effective communication and computation skills for each of our students. Parents will support our mission by consistently monitoring their child's learning at home, serving as volunteers through an active PTA, and providing a wide variety of supplemental resources throughout the year. Further, we believe in order to accomplish our vision and mission, it will require the joint responsibility of parents and the Aldrin staff to maintain frequent communication with one another that remains focused on children and the process of teaching and learning.

FAIRFAX COUNTY PUBLIC SCHOOLS School Demographics by Cluster and School

CLUSTER 1
ALDRIN ELEMENTARY

Category	June 2003		June 2004		June 2005	
	#	%	#	%	#	%
ETHNICITY						
ASIAN OR PACIFIC ISLANDER	101	14.39	85	13.00	77	13.05
BLACK (NOT OF HISPANIC ORIGIN)	59	8.40	72	11.01	60	10.17
HISPANIC	67	9.54	46	7.03	46	7.80
WHITE (NOT OF HISPANIC ORIGIN)	437	62.25	404	61.77	361	61.19
OTHER	38	5.41	47	7.19	46	7.80
	702		654		590	
GENDER						
FEMALE	340	48.43	320	48.93	287	48.64
MALE	362	51.57	334	51.07	303	51.36
	702		654		590	
ENGLISH PROFICIENCY						
ENGLISH PROFICIENT	583	83.05	568	86.85	486	82.37
LIMITED ENGLISH	119	16.95	86	13.15	104	17.63
	702		654		590	
LIMITED ENGLISH LEVELS						
A-BEGINNING ESOL-NOT PROF IN ENG	37	31.09	18	20.93	18	17.31
B1-INT ESOL - LIMITED PROF IN ENG	26	21.85	30	34.88	39	37.50
B2-ADV ESOL-LIMITED ENG RD/WRT SKL	31	26.05	25	29.07	23	22.12
B3-ACHIEVING ENGLISH PROFICIENCY	25	21.01	13	15.12	24	23.08
	119		86		104	
FEE WAIVER						
NO FEE WAIVER	616	87.75	578	88.38	521	88.31
FREE OR REDUCED FEES	86	12.25	76	11.62	69	11.69
	702		654		590	
EDUCATIONAL DESIGNATION						
GENERAL EDUCATION	461	65.67	438	66.97	355	60.17
GIFTED SCHOOL-BASED	105	14.96	100	15.29	107	18.14
SPECIAL EDUCATION LEVEL 1	49	6.98	34	5.20	54	9.15
SPECIAL EDUCATION LEVEL 2	89	12.68	85	13.00	81	13.73
SPECIAL EDUCATION SERVICE*						
EMOTIONAL DISABILITIES	1	0.72	0	0.00	0	0.00
LEARNING DISABILITIES	58	42.03	51	42.86	65	48.15
NONCATEGORICAL	15	10.87	17	14.29	11	8.15
PHYSICAL DISABILITIES	3	2.17	0	0.00	0	0.00
PRESCHOOL CLASS-BASED PROGRAM	38	27.54	40	33.61	42	31.11
SPEECH/LANGUAGE IMPAIRMENT	23	16.67	11	9.24	17	12.59
	138		119		135	
MOBILITY						
MOBILITY RATE		16.31		18.18		20.31

*Information is provided from the Special Education Database, Department of Special Services and represents the primary service only.

Adequate Yearly Progress (AYP) Report

Not yet available from the State of Virginia, however, preliminary scores indicate that Aldrin Elementary has once again met all AYP requirements.

Divisionwide Strategic Goals 2004-2006

The Fairfax County School Board is committed to increasing the academic achievement of all students, including the achievement of students with disabilities, and reducing the gap between students who are Black, Hispanic, or economically disadvantaged and the total student population.

STRATEGIC GOAL 1: All students will meet academic performance standards at benchmarked grade levels.				
Target #	Divisionwide Strategic Target	Target Measure #	2004-2005 Measure	2005-2006 Measure
1	All students will be reading at or above grade level by the end of second grade.	1.1	94 percent or more of second graders, excluding students with disabilities and limited English proficient (LEP) students, will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).	94 percent or more of second graders, excluding students with disabilities and limited English proficient (LEP) students, will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).
		1.2	54 percent of second grade limited English proficient (LEP) students will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).	55 percent of second grade limited English proficient (LEP) students will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).
		1.3	51 percent of second grade students with disabilities will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).	52 percent of second grade students with disabilities will be reading at or above grade level by the end of second grade as defined by scores on the Developmental Reading Assessment (DRA).
		1.4	The gap between economically disadvantaged second grade students reading at or above grade level and other students will be lowered by 5 percent.	The gap between economically disadvantaged second grade students reading at or above grade level and other students will be lowered by 5 percent.
2	All schools will meet Virginia accreditation and No Child Left Behind Adequate Yearly Progress standards.	2.1	95 percent of general education schools will meet or exceed the Virginia Standards of Accreditation.	96 percent of general education schools will meet or exceed the Virginia Standards of Accreditation.
		2.2	60 percent of non-Title I schools will meet Adequate Yearly Progress (AYP) as determined by the No Child Left Behind standards.	65 percent of non-Title I schools will meet Adequate Yearly Progress (AYP) as determined by the No Child Left Behind standards.
		2.3	50 percent of Title I schools will meet Adequate Yearly Progress.	55 percent of Title I schools will meet Adequate Yearly Progress.
		2.4	Provide student academic achievement and demographic data to FCPS teacher leaders in support of No Child Left Behind, by expanding access and training of the Education Decision Support Library (EDSL) to 2,000 teachers and staff.	Provide student academic achievement and demographic data to FCPS teacher leaders in support of No Child Left Behind, by expanding access and training of the Education Decision Support Library (EDSL) to 3,000 teachers and staff.

STRATEGIC GOAL 1: All students will meet academic performance standards at benchmarked grade levels.				
Target #	Divisionwide Strategic Target	Target Measure #	2004-2005 Measure	2005-2006 Measure
4	All grade 11 students will have the required verified credits for graduation by the end of 11th grade.	4.1	90 percent of the class of 2006 will have the required verified credits for graduation by the end of 11th grade.	92 percent of the class of 2007 will have the required verified credits for graduation by the end of 11th grade.
8	The reading and mathematics Standards of Learning (SOL) scores for all grade eight students will increase.	8.1	All subgroup reading scores below the FCPS average SOL reading score will increase by 2 percent.	All subgroup reading scores below the FCPS average SOL reading score will increase by 2 percent.
		8.2	All subgroup reading scores at or above the FCPS average SOL reading score will increase by 1 percent.	All subgroup reading scores at or above the FCPS average SOL reading score will increase by 1 percent.
		8.3	All subgroup mathematics scores below the FCPS average SOL mathematics score will increase by 2 percent.	All subgroup mathematics scores below the FCPS average SOL mathematics score will increase by 2 percent.
		8.4	All subgroup mathematics scores at or above the FCPS average SOL mathematics score will increase by 1 percent.	All subgroup mathematics scores at or above the FCPS SOL average mathematics score will increase by 1 percent.
10	All schools will increase their ability to serve students with disabilities in general education classrooms.	10.1	80 percent of all high schools will serve 50 percent or more of their base school students with low incidence disabilities.	85 percent of all high schools will serve 50 percent or more of their base school students with low incidence disabilities.
		10.2	95 percent of all middle schools will serve 50 percent or more of their base school students with low incidence disabilities.	100 percent of all middle schools will serve 50 percent or more of their base school students with low incidence disabilities.
		10.3	80 percent of all elementary schools will serve 50 percent or more of their base school students with low incidence disabilities.	85 percent of all elementary schools will serve 50 percent or more of their base school students with low incidence disabilities.
STRATEGIC GOAL 2: Students will demonstrate exceptional performance via completion of advanced coursework.				
Target #	Divisionwide Strategic Target	Target Measure #	2004-2005 Measure	2005-2006 Measure
3	The participation and performance of juniors and seniors in Advanced Placement and International Baccalaureate courses will increase.	3.1	The percent of juniors and seniors enrolled and passing Advanced Placement (AP) or International Baccalaureate (IB) courses will increase.	The percent of juniors and seniors enrolled and passing Advanced Placement (AP) or International Baccalaureate (IB) courses will increase.
		3.2	The percent of juniors and seniors taking an Advanced Placement or International Baccalaureate exam and scoring at least a 3 on the Advanced Placement exam or at least a 4 on the International Baccalaureate will increase.	The percent of juniors and seniors taking an Advanced Placement or International Baccalaureate exam and scoring at least a 3 on the Advanced Placement exam or at least a 4 on the International Baccalaureate will increase.
		3.3	All subgroups below the FCPS average participation rate will increase participation by 5 percent.	All subgroups below the FCPS average participation rate will increase participation by 5 percent.
		3.4	All subgroups above the FCPS average participation rate will increase participation by 1 percent.	All subgroups above the FCPS average participation rate will increase participation by 1 percent.

STRATEGIC GOAL 2: Students will demonstrate exceptional performance via completion of advanced coursework.

Target #	Divisionwide Strategic Target	Target Measure #	2004-2005 Measure	2005-2006 Measure
5	The achievement of all students taking the SAT in their senior year will increase.	5.1	All subgroups scoring below the national average on the SAT exam will increase achievement by 3 percent.	All subgroups scoring below the national average on the SAT exam will increase achievement by 3 percent.
		5.2	All subgroups scoring above the national average on the SAT exam will increase achievement by 2 percent.	All subgroups scoring above the national average on the SAT exam will increase achievement by 2 percent.
6	The participation of Black, Hispanic, and economically disadvantaged students in gifted and talented programs will increase.	6.1	The number of Black and Hispanic students participating in gifted and talented programs will increase by 5 percent over the preceding year.	The number of Black and Hispanic students participating in gifted and talented programs will increase by 5 percent over the preceding year.
		6.2	The number of economically disadvantaged students participating in gifted and talented programs will increase by 3 percent over the preceding year.	The number of economically disadvantaged students participating in gifted and talented programs will increase by 3 percent over the preceding year.
7	The percent of students in professional technical courses who pass the corresponding industry certification tests will increase.	7.1	The number of students in professional technical studies courses receiving certifications or licensure in their chosen field of study will increase by 5 percent.	The number of students in professional technical studies courses receiving certifications or licensure in their chosen field of study will increase by 5 percent.

STRATEGIC GOAL 3: The climate in all FCPS facilities will be safe and secure.

Target #	Divisionwide Strategic Target	Target Measure #	2004-2005 Measure	2005-2006 Measure
9	All schools will be safe and secure.	9.1	Achieve a divisionwide secondary suspension rate no higher than 9 percent.	Achieve a divisionwide secondary suspension rate no higher than 8.5 percent.
		9.2	Achieve a divisionwide suspension rate for Black and Hispanic students no higher than 10 percent.	Achieve a divisionwide suspension rate for Black and Hispanic students no higher than 9.5 percent.
		9.3	Decrease by 2 percent the behaviors that lead to student expulsion recommendations.	Decrease by 2 percent the behaviors that lead to student expulsion recommendations.

Special Programs

Fairfax County Public Schools (FCPS), in conjunction with Marymount University, has expanded the Marymount PDA Program from two schools (Aldrin Elementary and Sunrise Valley Elementary) to ten FCPS schools beginning next school year. The eight new schools are Hutchison Elementary, Dogwood Elementary, Silverbrook Elementary, Woodlawn Elementary, Timber Lane Elementary, Newington Forest Elementary, Hayfield Middle School, and Herndon High School. This is being done to ensure that FCPS has a greater number of schools training the twenty-four interns that Marymount University provides each year; that fifty-percent of those trained become teacher-certified in regular and special education; and so that all twenty-four interns are afforded teaching experiences in “high academic needs” schools as part of their year experience as an intern. The FCPS ultimate goal is to be able to hire all twenty-four of these highly trained interns and have many of these new teachers accept jobs in “high academic needs” schools or as special education teachers.

This means that Aldrin Elementary will no longer have twelve interns working and learning in our school for an entire school year. Beginning in January, 2006 we will have six interns assigned to our school. Three of these interns will leave Aldrin approximately in mid-March to work at Herndon High School in special education. The remaining three interns will continue working / learning at Aldrin until the end of school in June. Although I will miss having twelve rising professionals in our building for an entire year, supporting the teaching-learning process in so many valuable ways, I see this change serving our school system and the needs of many more children in a much greater manner.

Title I Program Budget and Justification Report

(If applicable)

Spring – Pre-Planning*
School Improvement Planning
Beginning the Conversation about Results

Complete the chart below to begin evaluating the work done this year and to start planning for the next school year.			
SIP Areas	Did you meet the timelines established for the work plans?	Are there work plans that should be dropped due to completion or due to ineffectiveness? If so, identify those plans.	Based on teacher knowledge, formative assessments, and any other data available, tentatively identify what the priorities for areas of focus will be for next year.
English			
History and Social Studies			
Math			
Science			
Global/Other Objectives			

*This pre-planning should occur in May-June of the school year.

Fall – Pre-Planning*
School Improvement Planning
Reflecting on Results

After examining the results of the Spring SOL tests and other relevant data, answer the following questions:			
SIP Areas	Did you achieve the goals as stated in your indicators?	If you did achieve the goals, what were the critical factors that made this happen?	If you did not achieve the goals, what were the critical factors that inhibited achievement?
English	3 rd and 5 th grade did not increase the percent of student passing the English test. 3 rd grade did increase the percent of students with a Pass Advanced score. 5 th grade did increase the Percent of students with a Pass Proficient score.	<ul style="list-style-type: none"> • More specific instruction on Planning and Composing, Editing, and Writing Mechanics 	<ul style="list-style-type: none"> • Time • Common Language and Assessments not in place across all grade levels. • Not all teachers have been trained in a Guided Reading course.
History and Social Studies	3 rd , 4 th , and 6 th grade did increase the percent of students passing the SOL test.	<ul style="list-style-type: none"> • Teaching Essential Knowledge • More content trade books to be incorporated into guided reading lessons. 	<ul style="list-style-type: none"> • Geography terminology is not the same across grade levels which leads to fractured connections made by students. • Not enough geography visuals for students in the building.
Math	3 rd and 5 th grade did not increase the percent of students passing. The percent of students passing the Limited English test did increase.	<ul style="list-style-type: none"> • Flexible grouping is a new concept for Aldrin. 	<ul style="list-style-type: none"> • Not enough time to develop work plans.
Science	3 rd grade did increase the percent of students passing. 5 th grade did not increase the percent of student passing.	<ul style="list-style-type: none"> • Technology integrated into the classrooms 	<ul style="list-style-type: none"> • Not enough time to develop work plans.
Global/Other Objectives	<p>A common language was not fully established across all grade levels</p> <p>After-school homework help club was established for at-risk students.</p> <p>4 teachers were not given access to EDSL during the 2005-2006 SY.</p> <p>SOL Data was distributed to team leaders and specific grade levels.</p>	<ul style="list-style-type: none"> • Students identified quickly, teachers volunteered to support club, letters sent home to parents. • School Plan Chairpersons gathered data during the summer to be distributed in August. 	<ul style="list-style-type: none"> • More time is needed. Not all teachers have taken the same courses. (SY 2005-2006 all teachers are taking a Guided Reading Course) • More time was needed. The process went slowly.

GLOBAL INFORMATION

Information common to more than one objective

Work Plan	Data Sources	Person(s) Responsible	Staff Development	Materials Needed	Time Line 2005-2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for this work plan?	Is staff development required? If so, briefly describe.	What materials will be used to implement work plan?	What are the projected dates for putting the plan into practice over the next two years? 2005-06 2006-07		Will parents or the community be involved? If so, how?
<p>The following steps will be taken to ensure that all community stakeholders are aware of the SIP process and that there is an ongoing process for receiving community input into the SIP:</p> <ul style="list-style-type: none"> • Identify parent liaisons on each of the four curriculum committees of the SIP. • Meet with each of the parent liaisons to overview the SIP process and his/her role. • Plan with parent liaisons, committee chairpersons, PTA president, and the Aldrin administration to determine how to best provide an overview of the SIP process to the larger parent community (possibly at a PTA meeting or special night meeting). 	Feedback from parents and knowledge by the principal that this is an area of need.	Principal, Assistant Principal, PTA President, SIP and Committee Chairpersons, and Parent Liaisons serving on each of the core SIP curriculum committees.	N/A	<ul style="list-style-type: none"> • None • Meeting Agendas • SIP documents that overviews the two-year process • Meeting Agendas 	<ul style="list-style-type: none"> • Aug. / Sept. 2005 • Sept. 2005 • Dec. 2005 • January 2006 - Hold parent meeting to overview SIP process 	<ul style="list-style-type: none"> • Aug. / Sept. 2006 • Sept. 2006 • Dec. 2006 • January 2007 - Hold parent meeting to overview SIP process 	<ul style="list-style-type: none"> • Yes (note work plan) • Yes (note work plan) • Yes (note work plan)

<ul style="list-style-type: none"> Plan with parent liaisons, committee chairpersons, PTA president, and the Aldrin administration to determine a process for receiving SIP input from the larger parent community for committee consideration for inclusion in the SIP document. Share the SIP and all related Fall and Spring Pre-planning information on the Aldrin Web site. Use the principal's Aldrin Advisory newsletter to communicate information to the parent community about the SIP process and the entire work plan efforts noted above. 				<ul style="list-style-type: none"> Meeting Agendas Survey-type instrument to receive community input. Fall and Spring Pre-planning Documents Aldrin Web Site Aldrin Advisory - principal's newsletter Aldrin Advisory - principal's newsletter 	<ul style="list-style-type: none"> Dec. 2005 Dec.2005 May 2006 January 2006 May 2006 	<ul style="list-style-type: none"> Dec. 2006 Dec. 2006 May 2007 Sept. 2006 January 2007 May 2007 	<ul style="list-style-type: none"> Yes (note work plan) Yes (note work plan) Yes (note work plan)
<p>Individual SOL item analysis data will be distributed horizontally and vertically among grade levels for analysis and appropriate action.</p>	EDSL	All Staff	At monthly meetings, as needed.	No	Data Analysis by October 2005; follow-up action will be ongoing		Yes. Each curricular committee (Language Arts, Math, Science, Social Studies) will have a parent member to provide input.

Provide one teacher per grade level with access to EDSL Library (increase % trained to 25%)	N/A	SBTS, SIP Committee Reps, and Administration	Yes. Teachers will need to be trained on how to access and navigate through data.		Nov. - Four teachers given access to EDSL 3 rd Quarter – Trained on EDSL by FCPS employee or current staff member	1 st Quarter – Provide access to four more teachers. Trained by current Aldrin users/FCPS	N/A
Through data analysis, identify Black and Hispanic students, Learning Disabled, and economically disadvantaged students that are at risk. Continue after-school remediation and SOL review club.	66.7 % failing rate for African American students on 3 rd Grade English SOL test 75% failing rate for Hispanic students on 5 th Grade Social Studies SOL test	All staff, faculty, and parent volunteers. Child Study Committee.	No	Funding from PTA, and TSA funding from FCPS Business partners and other community sources for homework club	Ongoing Child Study throughout student career at Aldrin. Continue club during the 2005-2006 school year Dec. - Establish after-school bus transportation.	Reevaluate effectiveness of program, write more grants for funding.	Continue use of mentors and volunteers The Aldrin Parent Liaison will continue to communicate with families to provide support as needed.
Implement BART (a set of electronically scored test questions to develop test-taking skills and as a data base of necessary curriculum emphasis)	SOL test item analysis	Classroom teachers in collaboration with special education and ESOL teachers	Train teachers and administrators to access data and reports online, how to effectively analyze data, and how to use BART to affect instruction and student learning.	Student bubble sheets Pencils Rulers Calculators Formula Sheets	November – grade levels administer tests December – Staff and administration trained	1 st Quarter – Use BART data to fuel instruction	Share with parents where they can access BART scores and the websites where released test items may be accessed.
Identify all Black and Hispanic non-ESOL and non-LD students who have an SOL score that falls below one standard deviation below the mean score of White students. Refer these students to the Child Study Committee.	60% of Hispanic students failed the 5 th grade science SOLs 13% of Black students scored Pass Advanced on the 5 th grade SOLs 14% of Hispanic student scored Pass Advanced on the 3 rd grade SOLs 50% of LEP students failed the 6 th grade	Classroom teachers and Child Study Committee	No	No	Aug/Sept. – Identify students. Notify teachers and Child Study Chairperson. Sept – June – Monitor through Child Study Committee which meets two times each month.		Parents may be recruited as mentors for identified students

	<p>social studies SOL test</p> <p>43% of the Hispanic and LD students failed the 6th grade social studies SOL test</p> <p>60% of the Hispanic students failed the 4th grade social studies SOL test</p> <p>43% of the Blacks and LEP students failed the 4th grade social studies SOL test</p>						
<p>Librarian to collaborate with K-6 teachers to:</p> <ul style="list-style-type: none"> • develop appropriate library skills • integrate the curriculum • support classroom lessons • locate/use a variety of books <p>through the use of library technology. (i.e. use of online databases and other online resources.)</p>	<p>SOL and BART test item analysis and SOL Curriculum Framework and POS Curriculum</p>	<p>Librarian with collaboration from classroom teachers.</p>	<p>Informal mini-sessions as necessary</p>	<p>Use existing software and other resources to develop instructional material. Costs would involve those for duplication of student materials.</p>	<p>Librarian to attend one grade level team meeting each month, beginning Sept. 2005 through May 2006</p>	<p>Librarian to attend one grade level team meeting each month, beginning Sept. 2006 through May 2007</p>	<p>Parents to assist during lesson activities as needed.</p>
<p>Grade levels to develop ongoing formative assessments across curriculum areas.</p>	<p>SOL and BART test item analysis and SOL Curriculum Framework and POS Curriculum</p>	<p>Classroom teachers, Special Education teachers, and ESOL teachers</p>	<p>Grade level team meetings.</p>	<p>Professional resources ie.,</p> <ol style="list-style-type: none"> 1. STRATEGIES THAT WORK 2. CURRICULUM FRAMEWORK 3. GUIDED READING AND WRITING 	<p>On-going</p>	<p>On-going</p>	<p>N/A</p>
<p>Incorporate interactive notebooks into science and social studies instruction.</p>	<p>52% of students with disabilities failed 5th grade Scientific Investigation SOL strand</p> <p>25% of students with disabilities failed 3rd grade Scientific Investigation SOL strand</p> <p>50% of LEP students failed the</p>	<p>Classroom teachers in collaboration with special education and ESOL teachers</p>	<p>Aug. 2005 - teaching staff to attend Dan Mulligan inservice to feature use of interactive notebooks</p> <p>Sept. 2005 Staff Meeting - Susie Orr training on use of interactive</p>	<p>Spirals / folders / composition books / glue / scissors / notebook paper for disadvantaged students.</p>	<p>2nd Quarter – Follow-up in-service</p>	<p>Ask staff for follow-up in-service ideas to further interactive notebook implementation.</p>	<p>Xeroxing and paper cutting</p>

	<p>6th grade social studies SOL test</p> <p>43% of the Hispanic and LD students failed the 6th grade social studies SOL test</p> <p>60% of the Hispanic students failed the 4th grade social studies SOL test</p> <p>43% of the Blacks and LEP students failed the 4th grade social studies SOL test</p>		<p>notebooks in social studies.</p> <p>Follow-up in-services at future staff meetings</p>				
<p>Compile and share common science and social studies Essential Knowledge / vocabulary throughout the school in grades K-6</p>	<p>60% of Hispanic students failed the 5th grade science SOLs</p> <p>13% of Black students scored Pass Advanced on the 5th grade SOLs</p> <p>14% of Hispanic student scored Pass Advanced on the 3rd grade SOLs</p>	<p>Classroom teachers in collaboration with special education and ESOL teachers</p>		<p>Find SOL vocabulary and essential knowledge on Instructional Gateway, Curriculum Framework and share with 2nd through 5th grade teachers.</p> <p>Use SOL Pass (or comparable site) and other on-line review materials and study guides to enforce vocabulary</p>	<p>3rd/4th Quarter – Committees will prioritize Essential Knowledge to share over the next two years. Create a common form to share Essential Knowledge across grade levels</p>	<p>Begin compiling Essential Knowledge for sharing in vertical teams, committee meetings, and team meetings.</p>	<p>Parent volunteers to assist with making vocabulary matching cards for common language</p>
<p>Grades 2-6 will frequently practice “how to answer” SOL questions as a warm-up and/or as an end of unit review</p>	<p>60% of Hispanic students failed the 5th grade science SOLs</p> <p>13% of Black students scored Pass Advanced on the 5th grade SOLs</p> <p>14% of Hispanic student scored Pass Advanced on the 3rd grade SOLs</p> <p>50% of LEP students failed the 6th grade social studies SOL test</p> <p>43% of the Hispanic and LD students failed the 6th grade social studies SOL test</p> <p>60% of the Hispanic students</p>	<p>Classroom teachers (grades 2-6) in collaboration with special education and ESOL teachers</p>		<p>SOL released test items</p> <p>FCPS Instructional Gateways</p> <p>BART resources</p>	<p>3rd /4th Quarter science and social studies units - List common SOL strategies to be used during tests.</p> <p>Compile sample SOL questions by social studies and science units</p> <p>Create overheads</p>	<p>1st/2nd Quarter science and social studies units - List common SOL strategies to be used during tests.</p> <p>Compile sample SOL questions by social studies and science units</p> <p>Create overheads</p>	<p>Xeroxing and Paper Cutting SOL questions for interactive notebooks</p>

	failed the 4 th grade social studies SOL test						
	43% of the Blacks and LEP students failed the 4 th grade social studies SOL test						

ENGLISH

Objective: Students will improve achievement in English.

Indicators of Achievement:

English Indicators	Target if Applicable	Achieved Indicator (yes or no)
The percent of students in the categories of “Pass / Proficient” and “Pass / Advanced” on the SOL tests in grades three and five will increase.	2	
The percent of Black and Hispanic, economically disadvantaged, and students with disabilities passing the SOL tests in grades three through six will meet or exceed 67% in 2006 and 73% in 2007.	1, 2, 8, 10	
The percent of students moving from “Fail” to “Pass / Proficient” and from “Pass / Proficient” to “Pass / Advanced” will increase in English for grade three and English: Reading, Literature, and Research for grade five.	2	
First and second grade students reading at mid-grade level or below, as measured by DRA scores, will increase.	1	
The percent of students passing the SOL tests in grades four and six will be greater than or equal to those in grades three and five on the 2005 tests.	2	

Areas of Focus:

SOL category results indicate understanding elements of literature, planning, composing, editing, and revising, word analysis strategies, and comprehension of a variety of printed materials should receive stronger emphasis. More specifically, from SOL individual item analysis, interpreting and use of prewriting devices, the use of context clues to identify the meaning of a word, analysis of short pieces of text or poems, and identifying information that could be added to a paragraph will be areas of increased focus. Emphasis will be placed on the Black and Hispanic, economically disadvantaged, and students with disabilities through more skillful guided reading lessons, and through the After-School Help Club.

ENGLISH WORK PLAN

Objective: Students will improve achievement in English.						
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007	Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years? 2005-06 2006-07	Will parents or the community be involved? If so, how?
Conduct word study/analysis lessons in Grades K-6 with a focus on using context clues to determine meaning in text. Grades K – 3 will have a special focus on rhyming words. Grade 3 will also focus on homophones.	Mean scaled score of 26.8 for LEP students, 30.6 for Hispanic students, 26.7 for students identified as OHI and 15.5% failing rate of total score on 3 rd Grade SOL strand-WORD ANALYSIS STRATEGIES 17.8% failing rate on 5 th Grade SOL strand-WORD ANALYSIS STRATEGIES	Reading teacher, classroom, ESOL and special education teachers	Teachers as Readers meetings and horizontal and vertical team discussion during staff meetings Teacher-directed training for parents as needed	<u>Word Journeys</u> <u>Words Their Way</u>	2 nd Quarter - Begin implementation of focus lessons for K-6 4 th Quarter - Purchase texts 1 st Quarter - Begin TAR meetings and implement lessons in classrooms 2 nd Quarter - Begin horizontal and vertical team discussions	Parent volunteers will aid teachers and work with small groups of students
All classroom, ESOL and special education teachers in grades K-6 will participate in a guided reading course or Teachers as Readers group that focuses on guided reading	Mean scaled score of 31.6 for Black students, 32 for students with disabilities, 25.5 for students with multiple disabilities and 39% failing rate on 5 th Grade SOL strand-UNDERSTANDING A VARIETY OF PRINT MATERIALS Mean scaled score of 26.3 for students identified as OHI and 12.3% failing rate on 5 th grade SOL strand UNDERSTANDING ELEMENTS OF LITERATURE	Reading Teacher	<i>Guided Reading in the Upper Grades</i> course to be taught at Aldrin as well as Teachers as Readers meetings	<u>Guided Reading</u> <u>Guiding Readers and Writers in Grades 3-6</u>	1 st and 2 nd Quarters - Guided Reading in the Upper grades course taught and taken. 1 st Quarter - TAR meetings begin 4 th Quarter - TAR meetings end	PTA to purchase the texts necessary for Teachers as Readers

Objective: Students will improve achievement in English.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years? 2005-06 2006-07		Will parents or the community be involved? If so, how?
Guided reading lessons will be implemented in grades K-6	Mean scaled score of 32 for Hispanic students, 33.3 for students with disabilities 27 for students with multiple disabilities and 39% failing rate on 5 th Grade SOL strand-UNDERSTANDING A VARIETY OF PRINT MATERIALS 12.3% failing rate on 5 th grade SOL strand UNDERSTANDING ELEMENTS OF LITERATURE	Classroom, ESOL and special education teachers as well as Reading Teacher	Teacher to teacher and reading teacher observations as well as horizontal and vertical team discussion during staff meetings	Ongoing purchases of guided reading materials for the book room	1 st Quarter - GR lessons begin 3 rd Quarter - Teacher to teacher and reading teacher observations begin, horizontal and vertical discussions begin		PTA to fund a portion of book room purchases
Conduct specific instruction on editing and writing mechanics utilizing CAPS (1 – 5) and SPACES strategies for students in grades (5 - 6)	Mean scaled score of 32.8 for students with disabilities, 30.8 for Hispanic students, 28 for LD students, 24 for students identified as OHI and 29.2% failing rate for general population on 3 rd grade SOL strand EDITING, CAPITALIZATION, PUNCTUATION, AND SPELLING	Classroom, ESOL, and special education teachers as well as Reading Teacher	Training as well as horizontal and vertical team discussion during staff meetings Teacher-directed training for parents as needed	Purchase CAPS and SPACES posters for classrooms.	2 nd Quarter - CAPS and SPACES materials distributed and presented to teams. Lessons implemented. 3 rd Quarter - Horizontal and vertical discussions begin		Parent volunteers will aid teachers and work with small groups of students

Objective: Students will improve achievement in English.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years? 2005-06 2006-07		Will parents or the community be involved? If so, how?
Reading Assessments will be administered. Scores be used as a baseline for the following year. ECAP-PALS (K) DRA (gr.1,2) QRI (3-5)	Mean scaled score of 31.6 for Black students, 32 for students with disabilities, 25.5 for students with multiple disabilities and 39% failing rate on 5 th Grade SOL strand- UNDERSTANDING A VARIETY OF PRINT MATERIALS Mean scaled score of 26.3 for students identified as OHI and 10.8% failing rate on 3 rd grade SOL strand UNDERSTANDING A VARIETY OF PRINT MATERIALS	Classroom Teachers, Reading Teacher, ESOL and special ed. to provide support	QRI and DRA training to be given as necessary to classroom teachers by reading teacher	n/a	3 rd Quarter - DRA and QRI review and training 3 rd and 4 th Quarters - Assessments administered	3 rd Quarter - DRA and QRI review and training 3 rd and 4 th Quarters - Assessments administered	n/a

HISTORY AND SOCIAL SCIENCE

Objective: Students will improve achievement in history and social science.

Indicators of Achievement:

History and Social Science Indicators	Target if Applicable	Achieved Indicator (yes or no)
The percent of students in the categories of “Pass / Proficient” and “Pass / Advanced” on the SOL tests in grades three, four and six will increase.	2	
The percent of students passing the SOL tests in grade six will be at least 75 percent.	2	
The percent of Black and Hispanic, economically disadvantaged, and students with disabilities passing the SOL tests in grades three, four, and six will meet or exceed 67% in 2006 and 73% in 2007.	2, 10	
The percent of students moving from “Fail” to “Pass / Proficient” and from “Pass / Proficient” to “Pass / Advanced” will increase for grade three, four and six.	2	

Areas of Focus:

SOL results indicate that Economics and Civics should receive a stronger emphasis in grades K-3 and Geography in grades 4-6. This will be accomplished through a Geography Bee, interactive lessons and review, and the sharing of common language across the grade levels. Emphasis will be placed on the Black and Hispanic, economically disadvantaged, LEP, and students with disabilities through interactive lessons, incorporation of interactive notebooks, the study of SOL test-taking strategies, and the After-School Help Club. A special school-wide focus will also be to integrate Social Studies and Language Arts across all grade levels.

HISTORY AND SOCIAL SCIENCE WORK PLAN

Objective: Students will improve achievement in history and social science.						
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007	Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years? 2005-06 2006-07	Will parents or the community be involved? If so, how?
The upper grade teachers (3-6) will work on geography skills through instructional classroom activities and a school-wide geography bee	15.7% failure rate in geography strand – 4 th grade Each of the targeted sub-groups highlighted in the Area of Focus had a failure rate of 38-60% on the 4 th grade social studies SOL test Each of the targeted sub-groups highlighted in the Area of Focus had a failure rate of 38-50% on the 6 th grade social studies SOL test 32.9% failure rate in geography strand – 6 th grade	Social Studies committee members, with feedback from their 3-6 team members.	No	FCPS resources- instructional gateways, social studies text, trade books, curriculum framework, daily oral geography books, and Essential knowledge Card stock, binders and other materials used for distribution of questions and expectations.	2 nd and 3 rd Quarter – gather questions and terminology. Compare across grade level. Plan for final competition. Distribute to grade levels. Create questions for the final competition. 4 th Quarter - Practice within classes. June - Final competition	2 nd and 3 rd Quarter – reevaluate last year’s process. Make changes to questions and terminology. Distribute to grade levels 4 th Quarter – Practice within classes. June – Final competition 2 nd and 3 rd Quarter - Parents will be given vocabulary and terminology to create manageable cards containing questions. Distribute to classes. 4 th Quarter - Advertise for final competition

Objective: Students will improve achievement in history and social science.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years? 2005-06 2006-07		Will parents or the community be involved? If so, how?
<p>The upper grade teachers (4-6) will work on geography skills through instructional classroom activities and an interactive map of Virginia, U.S., and the world on the blacktop.</p> <p>Compile lessons from each grade level to be used with the interactive maps</p>	<p>15.7% failure rate in geography strand – 4th grade</p> <p>Each of the targeted sub-groups highlighted in the Area of Focus had a failure rate of 38-60% on the 4th grade social studies SOL test</p> <p>Each of the targeted sub-groups highlighted in the Area of Focus had a failure rate of 38-50% on the 6th grade social studies SOL test</p> <p>32.9% failure rate in geography strand – 6th grade</p>	<p>Social Studies committee members, with feedback from their 3-6 team members.</p>	<p>Staff Meeting – walk through some sample lessons as a model for other teachers. View public folders with a working list of possible lessons to be used with the interactive maps.</p>	<p>Maps on blacktop – U.S. \$69.99 World \$99.99 Virginia (approx. \$60)</p>	<p>3rd Quarter – Purchase two maps. Find volunteers to paint onto the blacktop.</p> <p>4th Quarter – Create a list of lesson (ideas) that would be incorporated onto the interactive maps.</p> <p>Share sample lessons at a staff meeting.</p> <p>Create a public folder on Outlook for possible interactive lessons</p>	<p>1st Quarter – Purchase third map. Find volunteers to paint onto the blacktop.</p> <p>2nd Quarter - Create a list of lesson (ideas) that would be incorporated onto the interactive maps.</p> <p>Share sample lessons at a staff meeting.</p> <p>Continue to update public folder on Outlook for possible interactive lessons</p>	<p>Parent volunteers will be asked to paint the maps onto the blacktops.</p>

MATHEMATICS

Objective: Students will improve achievement in mathematics.

Indicators of Achievement:

Mathematics Indicators	Target if Applicable	Achieved Indicator (yes or no)
The percent of students in the categories of “Pass / Proficient” and “Pass / Advanced” on the SOL tests in grades three and five will increase.	2	
The percent of Black and Hispanic, economically disadvantaged, and students with disabilities passing the SOL tests in grades three through six will meet or exceed 67% in 2006 and 73% in 2007.	2, 8, 10	
The percent of students passing the SOL tests in grades four and six will be greater than or equal to those in grades three and five on the 2005 tests.	2	
The percent of students moving from “Fail” to “Pass / Proficient” and from “Pass / Proficient” to “Pass / Advanced” will increase for grade three and five.	2	

Areas of Focus:

SOL category and individual results indicate that number sense and measurement (both metric and standard units, fractions, and elapsed time) should receive stronger emphasis. Focus will be placed on the Black and Hispanic, economically disadvantaged, and students with disabilities through flexibly grouped math classes, interactive lessons and review, After-School Help Club, and before-school math lab remediation.

MATHEMATICS WORK PLAN

Objective: Students will improve achievement in mathematics.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 – 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years? 2005-06 2006-07		Will parents or the community be involved? If so, how?
Restructure the Principal's Challenge with modifications made by each grade level to address an area of weakness as shown by standardized test results.	41.2 % failing rate on Computation strand of 5th grade Math SOL test	Math Committee and classroom teachers	No	No	Begins Jan. 2006	Restructure after new SOL data arrives	Parent volunteers will be recruited and trained to assist with the monthly competitions.
Offer "Compacted Math - Grade 6"	25 students achieved an advanced score on the 5 th grade SOL test	Administration and an FCPS trained teacher	FCPS Academy Course- Compacted Math in Grade 6 for future teachers of the course	N/A	Spring 2006 – consider teachers to be trained during summer course	Summer 2006 – select new students for course based on SOL data	No
Teachers in grades 3-6 will administer pre and post tests, determining flexible math grouping. Classroom activities will target areas of weakness.	7.4% failing rate on 5 th grade Math SOL test	classroom teachers with special ed. and ESOL support	No (will be provided to new staff members as applicable by FCPS Math Office)	No	Ongoing		No Provide support as needed.

Objective: Students will improve achievement in mathematics.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 - 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years? 2005-06 2006-07		Will parents or the community be involved? If so, how?
Increase differentiation of instruction within classrooms to address the needs of GT students and other special populations.	76.5% Passed Advanced score on 3rd grade Math SOL test	classroom teachers with specialists' support	Teacher-directed training for parents as needed	No	ongoing		Parents will be pulling out small groups of children to conduct enrichment activities.
K-6 students will participate in PE activities relating to number sense as indicated by quarterly plans.	3.9% failure rate in Number Sense strand of 3 rd Grade SOL 19.1% failure rate in Number Sense strand of 5 th Grade SOL	PE Specialists and classroom teachers	No	No	Grade level teams will meet with PE teachers to discuss quarterly plans at the beginning of each quarter.		No

Objective: Students will improve achievement in mathematics.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 - 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years? 2005-06 2006-07		Will parents or the community be involved? If so, how?
Students in grades K-6 will participate in a school-wide Estimation Station.	19.1% failure rate in Number Sense strand of 5 th Grade SOL 33% failure rate of targeted disadvantaged groups highlighted in the Area of Focus	GT Specialist	No	No	Ongoing October through June	Ongoing October through June	No

Objective: Students will improve achievement in mathematics.

Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 - 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years? 2005-06 2006-07		Will parents or the community be involved? If so, how?
Aldrin will host a family math night with games concentrating on areas of focus; games also available for enrichment	3.9% failure rate in Number Sense strand of 3 rd Grade SOL 19.1% failure rate in Number Sense strand of 5 th Grade SOL 68.4% of 3 rd grade students scored Pass Advanced on the math SOL 45.6% of 5 th grade students scored Pass Advanced on the math SOL	Math committee and teachers	No	No	2 nd Quarter – Theme decided and games (based on SOL data) made for each grade level. Teachers and volunteers trained to proctor games. The Aldrin Parent Liaison to translate materials into Spanish.	Decide if there is a correlation with SOL test results from previous year.	Parents will help create games, and will man stations during math night.
Conduct before-school math lab remediation of identified areas of focus	3.9% failure rate in Number Sense strand of 3 rd Grade SOL 19.1% failure rate in Number Sense strand of 5 th Grade SOL	Classroom teachers	No	Software	Ongoing (January through May 2007) 2 nd Quarter – Teacher and volunteers will be identified and trained		Provide support in the labs as needed

SCIENCE

Objective: Students will improve achievement in science.

Indicators of Achievement:

Science Indicators	Target if Applicable	Achieved Indicator (yes or no)
The percent of students in the categories of “Pass / Proficient” and “Pass / Advanced” on the SOL tests in grades three and five will increase.	2	
The percent of Black and Hispanic, economically disadvantaged, and students with disabilities passing the SOL tests in grades three and five will meet or exceed 67% in 2006 and 73% in 2007.	2, 10	
The percent of students moving from “Fail” to “Pass / Proficient” and from “Pass / Proficient” to “Pass / Advanced” will increase for grade three and five.	2	

Areas of Focus:

SOL results indicate that Scientific Investigation and Force, Energy and Motion should receive a stronger emphasis. This will be accomplished through sharing the Essential Knowledge across the grade levels, incorporating more experiments into the science curriculum, and conduct a Simple Machine Museum. Emphasis will be placed on the Black and Hispanic, economically disadvantaged, and students with disabilities through interactive lessons, incorporation of interactive notebooks, the study of SOL test-taking strategies, and the After-School Help Club. A special school-wide focus will also be to integrate Science and Language Arts across all grade levels.

SCIENCE WORK PLAN

Objective: Students will improve achievement in science.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 - 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
					2005-06	2006-07	
<p>Design an experimental design chart for use throughout the year aligned with SOL terminology/vocabulary</p> <p>Implement one experiment per science unit from grades 3-5 throughout the year.</p> <p>Opening the year with daily scientific investigations and realigning science activities to be tied in.</p>	<p>8.5% of all students failed 3rd grade Scientific Investigation SOL strand</p> <p>25% of students with disabilities failed 3rd grade Scientific Investigation SOL strand</p> <p>20.7% of all students failed the 5th grade Scientific Investigation SOL strand</p> <p>52% of students with disabilities failed 5th grade Scientific Investigation SOL strand</p>	Classroom teachers in collaboration with special education and ESOL teachers	No	<p>Materials for additional scientific experiments.</p> <p>Reprinting of experimental design posters</p>	<p>Create experiments that can be integrated into the 3rd and 4th quarter science units.</p> <p>3rd Quarter - Design new experimental design poster</p> <p>4th Quarter - Provide posters to classroom and special education teachers</p>	<p>Create experiments that can be integrated into the 1st and 2nd quarter science units.</p>	No

Objective: Students will improve achievement in science.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 - 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
					2005-06	2006-07	
Teachers in grades K-6 will integrate science literature to enrich and reinforce science concepts into guided reading lessons and read aloud	15.5% of all students failed 3 rd grade Force, Motion, and Energy SOL strand 20.7% of all students failed the 5 th grade Scientific Investigation SOL strand	Classroom, special ed., and ESOL teachers in collaboration with the librarian and reading teacher.		More trade books at a variety of reading levels.	3 rd Quarter – Investigate Reading A to Z license. Identify web-sites. 4 th Quarter – Identify trade books needed in collaboration with reading teacher.	Implement plan with more trade books.	
Teacher in grades K-3 will integrate technology and games to enhance their lessons on Force, Motion, and Energy.	15.5% of all students failed 3 rd grade Force, Motion, and Energy SOL strand 25% of students with disabilities failed 3 rd grade Force, Motion, and Energy SOL strand	Classroom teachers in collaboration with special education and ESOL teachers SBTS will assist with web-site identification	No	Vocabulary, matching, and Jeopardy games. SOL pass (or comparable site) and web sites for review.	3 rd Quarter – Gather SOL essential knowledge. 4 th Quarter – Bookmark sites on computers? Compile assorted games to be created by parents.	1 st Quarter – Create games	Parents to help develop and facilitate games and group review activities.

Objective: Students will improve achievement in science.							
Work Plan	Data Sources	Person(s) Responsible	Staff Development and Costs	Materials Needed and Costs	Time Line 2005 - 2007		Parent and/or Community Involvement
What will you do to achieve the objective?	What data indicate this is an area of need?	Who will be responsible for monitoring this work plan?	Is staff development required? If so, briefly describe activity and associated cost.	What materials will be used to implement work plan? What are the costs?	What are the projected dates for putting the plan into practice over the next two years?		Will parents or the community be involved? If so, how?
					2005-06	2006-07	
Third grade students will conduct a Simple Machine Museum.	15.5% of all students failed 3 rd grade Force, Motion, and Energy SOL strand 25% of students with disabilities failed 3 rd grade Force, Motion, and Energy SOL strand	Third grade teachers in collaboration with special education and ESOL teachers	No	No	Implement Museum	1 st Quarter – Reflect whether the museum was effective based on SOL data	
PE and music teachers will collaborate with classroom teachers to enrich science concepts from quarterly plans with a special emphasis on force, motion, and energy.	15.5% of all students failed 3 rd grade Force, Motion, and Energy SOL strand 25% of students with disabilities failed 3 rd grade Force, Motion, and Energy SOL strand	PE and music specialists and classroom teachers			Meet with specialist quarterly to provide vocabulary and curriculum	Meet with specialist quarterly to provide vocabulary and curriculum	

OTHER OBJECTIVES AS APPROPRIATE

Objective:

Indicators of Achievement:

Other Indicators	If this indicator supports a division target, state which target.

Areas of Focus:

Appendix
(Optional: Additional information as appropriate)