



## Floyd County School Improvement Plan 2010-2013

Goal I - Student Achievement, Goal II - Using Data	3. Administer common Reading/ELA benchmark assessments on a 9-week basis in all grades. Analyze and utilize data to help guide instructional decisions for all students.	2010 - 2013	Team planning/collaboration meetings on a regular basis, Reading/ELA curriculum meetings	Reading/ELABenchmark Assessments	School-Based Administrators, All Teachers	Item Analysis for Benchmark Assessments, evidence of differentiation and intervention plans, based on assessment data	Results of Benchmark Assessments, CRCT Results in Reading/ELA	
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# Floyd County School Improvement Plan 2010-2013

**School Name:** Pepperell Elementary School                      **Principal:** Dr. Laura Timberlake                      **School Year:** 2010-2011

**Area for Improvement: Math**

**SMART Goal(s): (Specific, Measureable, Attainable, Reasonable, Timely)**

1. **85%** of all 4th and 5th grade students will meet or exceed expectations in Math on the CRCT in 2011, with a minimum of 95% participation.
2. **69.7%** of all SWD's (Safe Harbor calculation) will meet or exceed expectations in Math on the CRCT in 2011, with a minimum of 95% participation.
3. **75.7%** of all Economically Disadvantaged students will meet or exceed expectations in Math on the CRCT in 2011, with a minimum of 95% participation.

System Strategic Plan Goal	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources, Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
<u>Goal I</u> - Student Achievement, <u>Goal IV</u> - Resources and Services	1. Continue to implement a standards-based instructional model to meet the needs of all students.	2010 - 2013	Team planning/collaboration meetings on a regular basis, math curriculum meetings (facilitated by Academic Coach), system-level vertical and content-specific team meetings, participation in Beth Reynolds' training	Math Frameworks Map, Academic Coach	FC Department of Academics, School-Based Administrators, All Teachers	Lesson plans to include varied instructional activities within the block, SB Feedback Form, evidence of student work, Study Island reports, STAR Math reports, intervention program data	Results of Benchmark Assessments, CRCT Results in Math	

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<p><u>Goal I</u> - Student Achievement, <u>Goal II</u> - Using Data</p>	<p>2. Provide effective differentiated instructional strategies in math on a daily basis.</p>	<p>2010 - 2013</p>	<p>Team and grade level team planning/collaboration meetings on a regular basis to monitor progress of students.</p>	<p>GPS Frameworks Maps and Units, FCS' SB Continuum, FCS' SB Feedback Form</p>	<p>School-Based Administrators, SIP Team, All Teachers</p>	<p>Lesson plans to include differentiated instructional activities, SB Feedback Form, SB Team Collaboration Form, evidence of differentiated student work</p>	<p>Progress Monitoring Scores, Results of Common Benchmark Assessments, CRCT Results in Math</p>	
<p><u>Goal I</u> - Student Achievement, <u>Goal II</u> - Using Data</p>	<p>3. Administer common math benchmark assessments on a 9-week basis in all grades. Analyze and utilize data to help guide instructional decisions for all students.</p>	<p>2010 - 2013</p>	<p>Team planning/collaboration meetings on a regular basis, math curriculum meetings (facilitated by Academic Coach)</p>	<p>Math Benchmark Assessments</p>	<p>School-Based Administrators, All Teachers</p>	<p>Item Analysis for Math Benchmark Assessments, Evidence of differentiation and intervention plans, based on assessment data</p>	<p>Results of Benchmark Assessments, CRCT Results in Math</p>	

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<p><u>Goal I</u> - Student Achievement, <u>Goal II</u> - Using Data</p>	<p>4. Implement two SB model classrooms co-taught by regular education teacher and the Academic Coach.</p>	<p>2010 - 2013</p>	<p>Team planning/collaboration meetings on a regular basis, math curriculum meetings (facilitated by Academic Coach), system-level vertical and content-specific team meetings, participation in Beth Reynolds' training</p>	<p>Math Frameworks Map, Academic Coach</p>	<p>FC Department of Academics, School-Based Administrators, Teachers</p>	<p>Lesson plans to include varied instructional activities within the block, SB Feedback Form, evidence of student work, Study Island reports, STAR Math reports, intervention program data</p>	<p>Results of Benchmark Assessments, CRCT Results in Math</p>	
<p><u>Goal I</u> - Student Achievement, <u>Goal IV</u> - Resources and Services</p>	<p>5. Continue to implement the "Maritime Adventures" test prep program with all SWD's to help enhance test-taking skills needed during the CRCT.</p>	<p>2010 - 2013</p>	<p>School-based professional learning as needed to assist in implementation of test prep program.</p>	<p>Maritime Adventures Test Prep Program (developed and implemented at the school level)</p>	<p>PES Teachers</p>	<p>Progress monitoring reports from test-prep program</p>	<p>Results of Benchmark Assessments, CRCT Results in Math</p>	

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<p><u>Goal I</u> - Student Achievement, <u>Goal IV</u> - Resources and Services</p>	<p>6. Continue to utilize Math Interventionist and Parapro with select SWD's.</p>	<p>2010 - 2011</p>	<p>Team and grade level team planning/collaboration meetings on a regular basis to monitor progress of students.</p>	<p>VI-B ARRA Funding (2010-2011), math manipulatives</p>	<p>Special Education Coordinator, School-Based Administrators, Math Interventionist and Parapro</p>	<p>Lesson Plans, Progress Monitoring Scores for select SWD students</p>		
<p>Goal I - Student Achievement, <u>Goal II</u> - Using Data</p>	<p>7. Implement an after school tutorial program to reinforce math skills with at-risk students.</p>	<p>2010 - 2013</p>	<p>N/A</p>	<p>Math Intervention Programs and Materials</p>	<p>School-Based Administrators, All Teachers</p>	<p>After School Tutorial Schedule, Progress Monitoring Scores for students in tutorial program</p>	<p>Results of Benchmark Assessments, CRCT Results in Math</p>	

# Floyd County School Improvement Plan 2010-2013

**School Name:** Pepperell Elementary School                      **Principal:** Dr. Laura Timberlake                      **School Year:** 2010 - 2011

**Area for Improvement: Stakeholder Involvement**

**SMART Goal(s): (Specific, Measureable, Attainable, Reasonable, Timely)**

Provide opportunities for all Charter School stakeholders to play a more active role in the school's decision-making process.

Strategic Plan Goal(s)	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources, Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
<u>Goal III</u> - Stakehold-er Involve-ment	1. Educate all school personnel on Charter Systems and the positive implications for FCS.	2010 - 2011	System and school-based professional learning on charter system and schools	Guidelines as dictated by the System Charter Application	Asst. to the Supt., Department of Academics, Department of Operations, Principal	System Charter Guidelines, Sign-In Sheets, Meeting Minutes	Involvement of LSGT's in decisions that positively effect student performance and school operations	
<u>Goal III</u> - Stakehold-er Involve-ment	2. Establish and maintain a Local School Governance Team (LSGT) for the purpose of maximizing the school level decision making process.	2010 - 2013	School- based professional learning on system and school governance, as outlined in the FCS Charter System Petition	Guidelines as dictated by the System Charter Application	Principal	LSGT meeting minutes	Involvement of LSGT's in decisions that positively effect student performance and school operations	

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Goal III - Stakeholder Involvement	3. Educate LSGT's on their purpose, function, roles, and responsibilities.	2010 - 2011	School based professional learning for all LSGT members	Guidelines as dictated by the System Charter Application	Asst. to the Supt., Department of Academics, Department of Operations, Principal	System Charter Guidelines, Sign-In Sheets, Meeting Minutes	Involvement of LSGT's in decisions that positively effect student performance and school operations	
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