

FIVE YEAR IMPROVEMENT PLAN COVER PAGE

Minnieville Elementary School

Mission Statement

As a collaborative team we will give 100% effort every day to create opportunities that promote student engagement and inspire a love for learning. We will strive to help students surpass academic expectations while celebrating individual student growth. We will build relationships with all students and families in our diverse community in an effort to help students SOAR FOR EXCELLENCE.

Description of the process used to develop this improvement plan:

Persons involved with development and implementation of this plan; Parent Advisory Council, the Instructional Leadership team, the administrative team, and faculty of Minnieville Elementary.

2014-2015...The MNES school plan was developed and implemented collaboratively (Leadership Team/Advisory Council). Our SOL performance data was used to identify specific areas of need for school improvement and growth, specifically continued growth with our SPED Math and Reading scores, 5th grade Science scores and pass advanced scores in Reading and Math. During meetings with each group of stakeholders, school data was reviewed, areas of focus identified, root cause was discussed, and this feedback was compiled and represented in the SIP. Our SIP will be reviewed quarterly or as needed throughout the school year with the above stakeholders to monitor progress and make adjustments accordingly.

Nathaniel Provencio

Signature of Principal/Director

Names and signatures of Plan Development Process Team

Date submitted to Associate:
Date reviewed by Associate:
Date reviewed by Associate and Principal:

Date(s) of Revision: _____

Five Year PLAN for

Goal 1: All students meet high standards of performance.

STRATEGIC OBJECTIVE (MEASURE)	CURRENT SITUATION (GAP ANALYSIS)	ROOT CAUSE(S)	IMPROVEMENT STRATEGY
1.1.02a Each year, all schools will meet or exceed all ESEA Annual Measurable Objectives (AMO) in reading and mathematics, as defined by the Virginia Department of Education (VDOE).	All AMOs were met this year. Math 78%, Reading 72%. Lowest Sub group remains SPED in LA/Math at 52% LA and 50% Math.	Increased focus on engagement in LA, i.e. Utilizing Maximum support during Lang/ Arts block for guided reading. Problem solving processes in MATH were implemented this year and need to be carried out school wide for 13-14. For SPED, more instructional support with LD students was needed, which prompted the hiring of an additional LD teacher.	Literacy across the content area
1.2.01 Each year, the achievement gaps among student groups will decrease.	Each year, the achievement gap among student groups will decrease. Based on 2012-2013 testing English performance for the student groups were as follows: GAP 1 Math 77%, Reading 70%, Gap 2 Math 74%, Reading 80%, Econ. Dis Reading 77% Reading 70% Gap 3 Math 78% Reading 67% LEP Math 76% Reading 68% SPED Math 46% Reading 46% White Math 81% Reading 65% . Currently, our lowest relative subgroup is our LEP Reading and Math.	An increase in LD support was needed as well as having increased communication between LD and Gen. ED teachers as monitored by Professional Learning COMMUNITY framework documents. For this year, 2 LD teachers will provide support for LD students as well as an increase in collaboration with Gen. Ed. Teachers.	Inclusive Practices
	2013-2014 data showed that Minnieville met all AMOs and was rewarded the School of Excellence status. Based on 13-14 testing, Reading overall was 80% and Math 89%. Gap 1 Reading 78%, 2 84%, 3 80% Econ. Dis. 78%, SWD 65% and White 78%. In Math Gap 1 87%, 2 86%, 3 89% Econ. Dis. 87%, LEP 89%, SWD 57% and white 87%	Increase in PRESS IN guided reading lang. arts block to ensure maximum instruction. Problem solving process implementation in Math. After school tutoring in Lang. Arts and Math. and consistent implementation on all school wide procedures.	Inclusive Practices
1.2.02 Each year, the percent of third-grade students who pass the grade 3 SOL test in reading will increase over the prior year.	80% when we need 90%	More interventions and teaching direct Lang. Arts SOL objectives	Literacy across the content area

Five Year DO for

Goal 1: All students meet high standards of performance.

STRATEGIC OBJECTIVE (MEASURE)	IMPROVEMENT STRATEGY	PRIORITY	STATUS	PERSON RESPONSIBLE	AUTHORIZED CENTRAL OFFICE RESOURCES	START DATE	END DATE	BUDGET (\$)
1.1.02a Each year, all schools will meet or exceed all ESEA Annual Measurable Objectives (AMO) in reading and mathematics, as defined by the Virginia Department of Education (VDOE).	Literacy across the content area	High	In-Progress	Principal		7/1/2010	6/30/2015	
1.2.01 Each year, the achievement gaps among student groups will decrease.	Inclusive Practices	High	In-Progress	Principal		7/1/2010	6/30/2015	
1.2.02 Each year, the percent of third-grade students who pass the grade 3 SOL test in reading will increase over the prior year.	Literacy across the content area	High	In-Progress	Principal		7/1/2010	6/30/2015	

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

One Year ACTION PLAN with STUDY & ACT for each Strategy for
Goal 1: All students meet high standards of performance.

Objective 1.1: Increase the percent of students who meet or exceed achievement performance levels.

Measure: 1.1.02a Each year, all schools will meet or exceed all ESEA Annual Measurable Objectives (AMO) in reading and mathematics, as defined by the Virginia Department of Education (VDOE).

Strategic Improvement: Literacy across the content area

Person Responsible: / Principal

ACTIVITIES/TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Continue to implement balanced math instruction with an emphasis on multi step problem based questions.	Principal/ Math Articulation Team	6/28/2014	Staff Development in Math Investigations and Baldrige Tools		Improve the number of students meeting grade level expectations as measured by Math formative assessments
Implement a variety of researched based differentiation strategies that build academic vocabulary across the content areas, i.e. (Thinking Maps, Baldrige Tools, Word Walls and other researched based strategies.)	Admin/ Language Arts/Math Articulation Teams	6/28/2014	Staff Development on various vocabulary strategies		Improve the number of students meeting grade level expectations as measured by formative assessments
Implement consistent professional learning communities framework for all grade levels	Administration/ Instructional Leadership Team	6/28/2014	Staff Development in PLC framework and SBE process		Increase the quality of lesson development and planning as measured by formative assessments and formal/informal evaluations
Implement school wide writing prompts utilizing consistent rubrics	Principal/ Language Arts Articulation Team	6/28/2014	Staff Development in EPIC (K-2) in Guided Writing		Increase the implementation of writing across the content areas and improve student learning as measured by classroom writing data and formative assessments.
Implement the Balanced Literacy Model (BLM), which includes leveled texts for guided reading, and guided writing using the Jan Richardson model. This model will continue to be used as the main Tier 1 instructional program in kindergarten through fifth grades.	Principal	6/28/2014			Consistent school wide implementation of guided reading as measured by classroom walk-thrus
Provide afterschool remediation program for students in grades 3-5 in order to increase student performance on formative/summative assessments	Administration	6/30/2014	Afterschool Transportation, Stipends for Teachers, and Research based interventions	10,000	Improve the number of students meeting grade level expectations as measured by formative and summative assessments

STUDY		
	Yes	No
1. Did each activity/task get completed as planned?	✓	
2. Did the activities/tasks contribute to the expected results or help meet the targets or measures?	✓	
3. Does this action plan need to be adjusted?	✓	
4. Overall, was this action plan effective?	✓	

ACT	
This strategy process should be: (check all that apply)	
✓ 1	A. Become a standard practice for my organization
✓ 2	B. Continue as is
3	C. Discontinue
4	D. Expand
✓ 5	E. Improve
6	F. Other: provide additional information in Comment section below

Comments/Remarks:

2013-2014 NP...Multitude of effective strategies (Thinking Maps, Baldrige Tools, PLC format) is used to ensure effective implementation of instruction. ESOL strategies and focus on differentiation has proven highly successful this year as well. As a school, we need more support with routine implementation of Computer Based instruction in a collaborative format with the ITRT. Continue use of PLC planning guide to all SPED, ESOL and ENCORE to effectively plan and co integrate lessons throughout the curriculum.

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

One Year ACTION PLAN with STUDY & ACT for each Strategy for
Goal 1: All students meet high standards of performance.

Objective 1.2: Provide equitable access for students to challenging opportunities that will prepare them for the future.

Measure: 1.2.01 Each year, the achievement gaps among student groups will decrease.

Strategic Improvement: Inclusive Practices

Person Responsible: / Principal

ACTIVITIES/TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Collaboration and sharing with reading and math specialists, as they co-teach reading and math lessons, using best practices and strategies at grade level meetings and/or Faculty meetings	Admin. Team	6/28/2014			Strengthen PLC model with specialists and teachers
Implementation of flexible grouping practices for language arts and math instruction	Grade Level Teams	6/28/2014			Improved academic progress as measured by formative assessments
Implementation of researched based intervention services in reading will be provided by CEIS, Title One Reading teachers, Reading Specialist, ESOL and Special Education staff	Admin/Literacy Team	6/28/2014	Variety of research based interventions (Reading Recovery, SRA, My Sidewalks, RAVE-O)		Improved literacy development in students not meeting grade level expectations as measured by DRA2, PALS and formative assessments
Meet monthly in RtI meetings with grade level teams, reading/math specialists and administrative team	Admin. Team	6/28/2014			Based on academic needs, students not meeting grade level expectations will be place in appropriate tiered interventions
Teachers and staff will work in conjunction with the ESOL department to participate in 60 hours of professional development with a focus on instructional techniques for EL learners over 3 years Collaboration and sharing with ESOL teachers and the Special Education teacher to consult and co-teach with the classroom teachers and share best practices to support identified student needs.	Admin/Teachers	6/28/2014			Differentiated techniques implemented by teachers will result in increased engagement of ESOL students and understanding of academic vocabulary as measured by CFA assessments.
Utilize CORE Extension block for grades 1-5 by moving block to the end of the day. Students will have opportunities 2 times a month for extension activities. 4 Days a week for intervention/remediaiton opportunities and opportunities to hold class meetings to discuss classroom expectations/bullying and Quality Student/Class.	Encore Team, Grade Level Teams, Admin.	6/28/2014		5,000	Decrease in behavior referrals. Increase in unit assessments and SOL scores

STUDY		
	Yes	No
1. Did each activity/task get completed as planned?	✓	
2. Did the activities/tasks contribute to the expected results or help meet the targets or measures?	✓	
3. Does this action plan need to be adjusted?	✓	
4. Overall, was this action plan effective?	✓	

ACT	
This strategy process should be: (check all that apply)	
✓ 1	A. Become a standard practice for my organization
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Comments/Remarks:

7/17/2012 DE- Robotics- 4th and 5th grade students participated. Students participated in Spring All County Robotics event.

2013-2014 NP-Results show school wide literacy/support strategies have improved student performance greatly and have become standard practices at MNES....School wide Guided Reading PRESS IN plan has become a successful school wide practice. On Grade Level rates continue to improve and Tier 2/3 interventions have significantly decreased. ESOL staff development hours have increased for staff per Department of Justice Division Wide expectations resulting in staff having increased knowledge and understanding of effective ESOL strategies. CEIS support has also proven to be essential in the management of the RTI process at the school. RTI systems of support (Who are the students that need interventions, Who will give them support, What strategy will they use? How long will they need that strategy? How will we know when that student doesn't need that strategy?) have now been consistently put in place at MNES.

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

**One Year ACTION PLAN with STUDY & ACT for each Strategy for
Goal 1: All students meet high standards of performance.**

Objective 1.2: Provide equitable access for students to challenging opportunities that will prepare them for the future.

Measure: 1.2.02 Each year, the percent of third-grade students who pass the grade 3 SOL test in reading will increase over the prior year.

Strategic Improvement: Literacy across the content area

Person Responsible: / Principal

ACTIVITIES/TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Continue to implement balanced math instruction with an emphasis on multi step problem based questions.	Principal/ Math Articulation Team	6/28/2014	Staff Development in Math Investigations and Baldrige Tools		Improve the number of students meeting grade level expectations as measured by Math formative assessments
Implement a variety of researched based differentiation strategies that build academic vocabulary across the content areas, i.e. (Thinking Maps, Baldrige Tools, Word Walls and other researched based strategies.)	Admin/ Language Arts/Math Articulation Teams	6/28/2014	Staff Development on various vocabulary strategies		Improve the number of students meeting grade level expectations as measured by formative assessments
Implement consistent professional learning communities framework for all grade levels	Administration/ Instructional Leadership Team	6/28/2014	Staff Development in PLC framework and SBE process		Increase the quality of lesson development and planning as measured by formative assessments and formal/informalevaluations
Implement school wide writing prompts utilizing consistent rubrics	Principal/ Language Arts Articulation Team	6/28/2014	Staff Development in EPIC (K-2) in Guided Writing		Increase the implementation of writing across the content areas and improve student learning as measured by classroom writing data and formative assessments.
Implement the Balanced Literacy Model (BLM), which includes leveled texts for guided reading, and guided writing using the Jan Richardson model. This model will continue to be used as the main Tier 1 instructional program in kindergarten through fifth grades.	Principal	6/28/2014			Consistent school wide implementation of guided reading as measured by classroom walk-thrus
Provide afterschool remediation program for students in grades 3-5 in order to increase student performance on formative/summative assessments	Administration	6/30/2014	Afterschool Transportation, Stipends for Teachers, and Research based interventions	10,000	Improve the number of students meeting grade level expectations as measured by formative and summative assessments

STUDY		
	Yes	No
1. Did each activity/task get completed as planned?	✓	
2. Did the activities/tasks contribute to the expected results or help meet the targets or measures?	✓	
3. Does this action plan need to be adjusted?	✓	
4. Overall, was this action plan effective?	✓	

ACT	
This strategy process should be: (check all that apply)	
✓ 1	A. Become a standard practice for my organization
✓ 2	B. Continue as is
3	C. Discontinue
4	D. Expand
✓ 5	E. Improve
6	F. Other: provide additional information in Comment section below

Comments/Remarks:

2013-2014 NP...Multitude of effective strategies (Thinking Maps, Baldrige Tools, PLC format) is used to ensure effective implementation of instruction. ESOL strategies and focus on differentiation has proven highly successfull this year as well. As a school, we need more support with routine implementation of Computer Based instruction in a collaborative format with the ITRT. Continue use of PLC planning guide to all SPED, ESOL and ENCORE to effectively plan and co integrate lessons throughout the curriculum.

Five Year PLAN for

Goal 2: The teaching, learning and working environment is caring, safe and healthy, and values human diversity.

STRATEGIC OBJECTIVE (MEASURE)	CURRENT SITUATION (GAP ANALYSIS)	ROOT CAUSE(S)	IMPROVEMENT STRATEGY
2.2.03 Each year, 85% of students will meet the physical education requirements as measured by the VA Wellness Tests.	2012-2013... The target for all areas is 85%. Current Situation is..Abdominal 95%-100%, Aerobic 76%-100%, Flexibility 89%-97%, Upper Body 83%-90%...Will receive Gov. Gold Fitness award for second consecutive year.	Emphasis on Boys Aerobic fitness for grades 3 and 5 will need to be addressed. Increased emphasis on monitoring student fitness data and incorporating Health and wellness in all academic areas with an emphasis on Aerobic fitness.	Health and Wellness
2.4.02 In each survey cycle, at least 85% of teachers/teacher assistants and parents will report being satisfied with the teaching, learning, and working environment, as measured by the following constructs: 1) caring environment, 2) effective communication, 3) orderly environment, conducive to learning, and 4) safe and healthy environment.	For Teacher Stakeholders, an increase in satisfaction will remain an area of emphasis. The Mean score for the question, ("Overall, I am satisfied working in my school") is at 3.09. The goal is to raise that score to 3.50 or above.	After discussing this concern with the leadership team, it was determined that increased pressure and demands on teachers to raise Student Achievement data. (Indistar, Tipa, etc.) raised some stress levels among teachers. Suggestions to increase this area are more emphasis on working to celebrate all staff success and efforts.	Professional Learning Communities

Five Year DO for

Goal 2: The teaching, learning and working environment is caring, safe and healthy, and values human diversity.

STRATEGIC OBJECTIVE (MEASURE)	IMPROVEMENT STRATEGY	PRIORITY	STATUS	PERSON RESPONSIBLE	AUTHORIZED CENTRAL OFFICE RESOURCES	START DATE	END DATE	BUDGET (\$)
2.2.03 Each year, 85% of students will meet the physical education requirements as measured by the VA Wellness Tests.	Health and Wellness	High	In-Progress	Principal		7/1/2010	6/30/2015	
2.4.02 In each survey cycle, at least 85% of teachers/teacher assistants and parents will report being satisfied with the teaching, learning, and working environment, as measured by the following constructs: 1) caring environment, 2) effective communication, 3) orderly environment, conducive to learning, and 4) safe and healthy environment.	Professional Learning Communities	High	In-Progress	Principal		8/18/2011	6/30/2015	

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

One Year ACTION PLAN with STUDY & ACT for each Strategy for

Goal 2: The teaching, learning and working environment is caring, safe and healthy, and values human diversity.

Objective 2.2: Increase safe, responsible and healthy student behavior.

Measure: 2.2.03 Each year, 85% of students will meet the physical education requirements as measured by the VA Wellness Tests.

Strategic Improvement: Health and Wellness

Person Responsible: / Principal

ACTIVITIES/TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Implement school wide positive behavior support systems in order to enhance the Effective School Wide Discipline initiative, including OLWEUS Bullying Prevention Strategies	Admin/ESD Team and all Faculty/Staff	6/28/2014	ESD Staff Development and Positive Behavior Support Resources	300	Decrease in referral data as measured by REDII and Student Referral Data
Offer Girls on the Run afterschool program and staff led physical activities during Core Extension	Teachers	6/28/2014		300	Students will be more cognizant of healthy choices and exercises
Provide Action Based Learning Lab for Kindergarten students to increase literacy skills development and wellness	Wellness Articulation Team/Teachers/Assistants	6/28/2014	ABL/Zoo Phonics Resources		Increase physical activity for primary grade students and improve language development as measured by PALS/DRA 2 assessments
Provide Family Health/Wellness Nights to the school community to promote HCHY	Wellness Articulation Team	6/28/2014		300	Increased student/family wellness and awareness
Provide multiple opportunities to build parent involvement in the school as monitored by volunteer hours. (2,000+) Build family participation in PEP program	Admin/Community Involvement Team/Grade Levels	6/28/2014	Parent Volunteer workshops /Workroom	375	Increased parent participation in school functions as measured by Volunteer hours, PTA/Advisory Council, and PEP enrollment

STUDY		
	Yes	No
1. Did each activity/task get completed as planned?	✓	
2. Did the activities/tasks contribute to the expected results or help meet the targets or measures?	✓	
3. Does this action plan need to be adjusted?	✓	
4. Overall, was this action plan effective?	✓	

ACT	
This strategy process should be: (check all that apply)	
✓ 1	A. Become a standard practice for my organization
✓ 2	B. Continue as is
3	C. Discontinue
✓ 4	D. Expand
✓ 5	E. Improve
6	F. Other: provide additional information in Comment section below

Comments/Remarks:

The 2011-2012 was a baseline data year for ESD data. 7/17/2012 DE
2013-2014. Overall Discipline Data has decreased significantly as measured by Referral data. Last year, over 530 total referrals were written, mostly for level one offenses. This year (March, 2014) approx. 135 overall referrals have been written and only 2 students have served in school suspensions.

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

One Year ACTION PLAN with STUDY & ACT for each Strategy for

Goal 2: The teaching, learning and working environment is caring, safe and healthy, and values human diversity.

Objective 2.4: Increase the percent of students and stakeholders who have a high degree of satisfaction with the quality of the teaching, learning, and working environment provided by the Division.

Measure: 2.4.02 In each survey cycle, at least 85% of teachers/teacher assistants and parents will report being satisfied with the teaching, learning, and working environment, as measured by the following constructs: 1) caring environment, 2) effective communication, 3) orderly environment, conducive to learning, and 4) safe and healthy environment.

Strategic Improvement: Professional Learning Communities

Person Responsible: / Principal

ACTIVITIES/TASKS TO BE ACCOMPLISHED	WHO	BY WHEN	RESOURCES NEEDED	ANNUAL COST (\$)	EXPECTED RESULTS
Implement the use of a school wide PLC planning form with an emphasis on the SBE process	Grade Level Chairs	6/8/2014			Increased performance on all formative assessment measures in all content areas
Provide on going staff development on Professional Learning Communities and SBE process	Administration, Grade Level Chairs	6/8/2014			Increased performance on all formative assessment measures in all content areas
Utilization of school wide formative data gathering tools and common formative assessments, i.e. Interactive Achievement	Grade Level Chairs	6/8/2014			Consistently and proactively monitor student achievement data in order to provide appropriate interventions in Reading and/or Math
Utilize Weekly Newsletter to celebrate small wins and recognition from staff. Implement a Staff Member of the Week. Allow grade level leads to celebrate accomplishments at monthly faculty meetings.	Administration, Grade Level Chairs	6/20/2014			Increased Staff Satisfaction on Satisfaction Survey (Overall, I am satisfied working at my school.) Mean Score of 3.09 to 3.50

STUDY		
	Yes	No
1. Did each activity/task get completed as planned?	✓	
2. Did the activities/tasks contribute to the expected results or help meet the targets or measures?	✓	
3. Does this action plan need to be adjusted?		✓
4. Overall, was this action plan effective?	✓	

ACT	
This strategy process should be: (check all that apply)	
✓ 1	A. Become a standard practice for my organization
✓ 2	B. Continue as is
3	C. Discontinue
✓ 4	D. Expand
✓ 5	E. Improve
6	F. Other: provide additional information in Comment section below

Comments/Remarks:

2013-2014 NP...PLC process continues to be highly useful in organizing teams around the collaborative process. Shared cross curricular integration still needs to be improved. Next year, efforts with organizing ENCORE and Core extension time for vertical common planning time may need to be added. For most teams, the process is understood and shared co planning with objectives and test development, shared instructional strategies and data conversations are utilized in an effective consistent manner.

Five Year PLAN for

Goal 3: Family and community engagement create an environment focused on improved student learning and work readiness.

STRATEGIC OBJECTIVE (MEASURE)	CURRENT SITUATION (GAP ANALYSIS)	ROOT CAUSE(S)	IMPROVEMENT STRATEGY
3.1.02 Each year, the number of volunteers involved will meet or exceed the previous year's number.	400 documented parent volunteer hours in 10-11	Over 1,000 volunteer hours in 11-12	Health and Wellness

BALANCED SCORECARD

School: Minnieville Elementary School

STRATEGIC PLAN	2010		2011		2012		2013		2014	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Goal 1: All students meet high standards of performance.										
<i>Objective 1.1: Increase the percent of students who meet or exceed achievement performance levels.</i>										
1.1.01 Each year, all schools will be fully accredited.										
1.1.01a Each year all schools will be fully accredited in English. (1=Met,0=Not Met)	75.00	91.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
1.1.01b Each year all schools will be fully accredited in Math. (1=Met,0=Not Met)	70.00	93.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
1.1.01c Each year all schools will be fully accredited in History. (1=Met,0=Not Met)	70.00	95.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
1.1.01d Each year all schools will be fully accredited in Science. (1=Met,0=Not Met)	70.00	92.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
1.1.02a Each year, all schools will meet or exceed all ESEA Annual Measurable Objectives (AMO) in reading and mathematics, as defined by the Virginia Department of Education (VDOE).										
1.1.02a.01 All student reading scores will meet or exceed all VDOE AMO targets.	81.00	83.00	86.00	82.00	85.00	84.00	66.00	73.00	69.00	81.00
1.1.02a.02 Gap Group 1 student (SPED, LEP, Economically Disadvantaged; unduplicated) reading scores will meet or exceed all VDOE AMO targets.					76.00	84.00	52.00	72.00	59.00	78.00
1.1.02a.03 Gap Group 2 student (black) reading scores will meet or exceed all VDOE AMO targets.	81.00	81.00	86.00	79.00	76.00	81.00	49.00	81.00	57.00	85.00
1.1.02a.04 Gap Group 3 student (hispanic) reading scores will meet or exceed all VDOE AMO targets.	81.00	79.00	86.00	83.00	80.00	84.00	53.00	68.00	60.00	81.00
1.1.02a.05 All asian student reading scores will meet or exceed all VDOE AMO targets.					92.00	92.00	80.00	88.00	81.00	80.00
1.1.02a.06 All economically disadvantaged student reading scores will meet or exceed all VDOE AMO targets.	81.00	80.00	86.00	80.00	76.00	83.00	52.00	71.00	59.00	78.00
1.1.02a.07 All limited English proficient (LEP) student reading scores will meet or exceed all VDOE AMO targets.	81.00	84.00	86.00	83.00	76.00	87.00	44.00	70.00	52.00	75.00

STRATEGIC PLAN	2010		2011		2012		2013		2014	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.1.02a.08 All special education student reading scores will meet or exceed all VDOE AMO targets.	81.00	74.00	86.00	68.00	59.00	50.00	30.00	52.00	42.00	67.00
1.1.02a.09 All white student reading scores will meet or exceed all VDOE AMO targets.	81.00	83.00	86.00	86.00	90.00	83.00	74.00	67.00	75.00	79.00
1.1.02a.10 All student math scores will meet or exceed all VDOE AMO targets.	79.00	87.00	85.00	90.00	61.00	73.00	64.00	78.00	66.00	89.00
1.1.02a.11 Gap Group 1 student (SPED, LEP, Economically Disadvantaged; unduplicated) math scores will meet or exceed all VDOE AMO targets.					47.00	71.00	52.00	78.00	57.00	88.00
1.1.02a.12 Gap Group 2 student (black) math scores will meet or exceed all VDOE AMO targets.	79.00	82.00	85.00	90.00	45.00	61.00	51.00	75.00	56.00	87.00
1.1.02a.13 Gap Group 3 student (hispanic) math scores will meet or exceed all VDOE AMO targets.	79.00	85.00	85.00	87.00	52.00	76.00	56.00	78.00	60.00	90.00
1.1.02a.14 All asian student math scores will meet or exceed all VDOE AMO targets.					82.00	85.00	82.00	94.00	84.00	90.00
1.1.02a.15 All economically disadvantaged student math scores will meet or exceed all VDOE AMO targets.	79.00	82.00	85.00	88.00	47.00	71.00	52.00	77.00	57.00	87.00
1.1.02a.16 All limited English proficient (LEP) student math scores will meet or exceed all VDOE AMO targets.	79.00	87.00	85.00	91.00	39.00	74.00	46.00	77.00	53.00	89.00
1.1.02a.17 All special education student math scores will meet or exceed all VDOE AMO targets.	79.00	77.00	85.00	74.00	33.00	32.00	41.00	50.00	49.00	59.00
1.1.02a.18 All white student math scores will meet or exceed all VDOE AMO targets.	79.00	94.00	85.00	92.00	68.00	83.00	69.00	82.00	70.00	88.00
1.1.02b Each year, all schools will demonstrate growth and improvement in student achievement by increasing their pass rates on state assessments for all students and groups of students.										
1.1.02b.01 Each year, pass rates on state assessment reading tests for all students will increase over the previous year.			82.00	82.00	83.00	84.00	84.95	73.00	74.49	81.00
1.1.02b.02 Each year, pass rates on state assessment reading tests for Gap Group 1 (SPED, LEP, Economically Disadvantaged; unduplicated) students will increase over the previous year.					84.00	84.00	84.69	72.00	72.85	78.00
1.1.02b.03 Each year, pass rates on state assessment reading tests for Gap Group 2 students (black) students will increase over the previous year.			79.00	79.00	80.00	81.00	81.51	81.00	82.15	85.00
1.1.02b.04 Each year, pass rates on state assessment reading tests for Gap Group 3 students (hispanic) students will increase over the previous year.			83.00	83.00	84.00	84.00	84.96	68.00	69.22	81.00
1.1.02b.05 Each year, pass rates on state assessment reading tests for asian students will increase over the previous year.					92.00	92.00	93.30	88.00	88.50	80.00

STRATEGIC PLAN	2010		2011		2012		2013		2014	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.1.02b.06 Each year, pass rates on state assessment reading tests for economically disadvantaged students will increase over the previous year.			80.00	80.00	81.00	83.00	83.91	71.00	72.08	78.00
1.1.02b.07 Each year, pass rates on state assessment reading tests for limited English proficient (LEP) students will increase over the previous year.			83.00	83.00	84.00	87.00	88.28	70.00	71.16	75.00
1.1.02b.08 Each year, pass rates on state assessment reading tests for special education students will increase over the previous year.			68.00	68.00	69.00	50.00	51.00	52.00	52.61	67.00
1.1.02b.09 Each year, pass rates on state assessment reading tests for white students will increase over the previous year.			86.00	86.00	87.00	83.00	84.33	67.00	67.66	79.00
1.1.02b.10 Each year, pass rates on state assessment math tests for all students will increase over the previous year.			90.00	90.00	91.00	73.00	73.91	78.00	79.45	89.00
1.1.02b.11 Each year, pass rates on state assessment math tests for Gap Group 1 students (SPED, LEP, Economically Disadvantaged; unduplicated) students will increase over the previous year.					71.00	71.00	71.71	78.00	78.66	88.00
1.1.02b.12 Each year, pass rates on state assessment math tests for Gap Group 2 students (black) students will increase over the previous year.			90.00	90.00	91.00	61.00	62.33	75.00	76.00	87.00
1.1.02b.13 Each year, pass rates on state assessment math tests for Gap Group 3 students (hispanic) students will increase over the previous year.			87.00	87.00	88.00	76.00	77.19	78.00	79.09	90.00
1.1.02b.14 Each year, pass rates on state assessment math tests for asian students will increase over the previous year.					85.00	85.00	85.61	94.00	94.75	90.00
1.1.02b.15 Each year, pass rates on state assessment math tests for economically disadvantaged students will increase over the previous year.			88.00	88.00	89.00	71.00	71.51	77.00	78.43	87.00
1.1.02b.16 Each year, pass rates on state assessment math tests for limited English proficient (LEP) students will increase over the previous year.			91.00	91.00	92.00	74.00	74.50	77.00	78.23	89.00
1.1.02b.17 Each year, pass rates on state assessment math tests for special education students will increase over the previous year.			74.00	74.00	75.00	32.00	33.00	50.00	51.00	59.00
1.1.02b.18 Each year, pass rates on state assessment math tests for white students will increase over the previous year.			92.00	92.00	93.00	83.00	84.33	82.00	83.05	88.00
1.1.03 Each year, all schools will increase the percent of students scoring at the pass advanced level on the SOL tests, with a goal of 50% in each subject area.										
1.1.03a Percent of students taking the Virginia SOL Reading tests scoring at the advanced level.	25.00	35.00	26.00	26.00	27.00	31.00	32.00	14.00	15.00	19.00
1.1.03b Percent of students taking the Virginia SOL Math tests scoring at the advanced level.	25.00	46.00	49.00	49.00	50.00	17.00	18.00	31.00	32.00	32.00
1.1.03c Percent of students taking the Virginia SOL History tests scoring at the advanced level.	25.00	49.00	36.00	36.00	37.00	55.00	56.00	49.00	50.00	61.00

STRATEGIC PLAN	2010		2011		2012		2013		2014	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.1.03d Percent of students taking the Virginia SOL Science tests scoring at the advanced level.	25.00	16.00	25.00	25.00	26.00	20.00	21.00	17.00	18.00	19.00
<i>Objective 1.2: Provide equitable access for students to challenging opportunities that will prepare them for the future.</i>										
1.2.01 Each year, the achievement gaps among student groups will decrease.										
1.2.01a Achievement gap between all black students passing Virginia SOL reading test compared to white students.	10.00	2.00	7.00	7.00	6.00	3.00	2.00	0.00	0.00	0.00
1.2.01b Achievement gap between all hispanic students passing Virginia SOL reading test compared to white students.	9.00	4.00	4.00	4.00	3.00	0.00	0.00	0.00	0.00	0.00
1.2.01c Achievement gap between all economically disadvantaged students passing Virginia SOL reading test compared to non-economically disadvantaged students.	6.00	9.00	7.00	7.00	6.00	3.00	2.00	7.00	6.00	9.00
1.2.01d Achievement gap between all Limited English Proficient (LEP) students passing Virginia SOL reading test compared to non-LEP students.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.00	5.00	11.00
1.2.01e Achievement gap between all special education students passing Virginia SOL reading test compared to non-special education students.	9.00	10.00	17.00	17.00	16.00	38.00	37.00	25.00	24.00	16.00
1.2.01f Achievement gap between all black students passing Virginia SOL math test compared to white students.	0.00	12.00	2.00	2.00	1.00	22.00	21.00	7.00	6.00	1.00
1.2.01g Achievement gap between all hispanic students passing Virginia SOL math test compared to white students.	0.00	9.00	4.00	4.00	3.00	7.00	6.00	4.00	3.00	0.00
1.2.01h Achievement gap between all economically disadvantaged students passing Virginia SOL math test compared to non-economically disadvantaged students.	1.00	13.00	6.00	6.00	5.00	7.00	6.00	3.00	2.00	7.00
1.2.01i Achievement gap between all Limited English Proficient (LEP) students passing Virginia SOL math test compared to non-LEP students.	4.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	2.00	1.00
1.2.01j Achievement gap between all special education students passing Virginia SOL math test compared to non-special education students.	10.00	12.00	18.00	18.00	17.00	46.00	45.00	32.00	31.00	34.00
1.2.02 Each year, the percent of third-grade students who pass the grade 3 SOL test in reading will increase over the prior year.										
1.2.02a Each year, the percent of third-grade students who pass the grade 3 SOL test in reading will increase over the prior year.	81.00	79.00	82.00	82.00	83.00	82.00	83.00	70.00	71.00	81.00
1.2.03 Each year, the percent of 5th grade students who score at the advanced level on the grade 5 SOL test in mathematics will increase over the prior year.										
1.2.03a Percent of all 5th grade students scoring at advanced level on Virginia SOL math test.	63.00	55.00	46.00	46.00	47.00	15.00	16.00	28.00	29.00	28.00

STRATEGIC PLAN	2010		2011		2012		2013		2014	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
1.2.04 Each year, the percent of economically disadvantaged, minority, special education, and limited English proficient students participating in gifted programs will increase Divisionwide.										
1.2.04a Percent of minority students participating in gifted programs will increase each year.	71.00	74.00	70.00	70.00	71.00	77.00	78.00	83.00	83.00	83.00
1.2.04b Percent of economically disadvantaged students participating in gifted programs will increase each year.	44.00	38.00	36.00	36.00	37.00	44.00	45.00	51.00	50.00	49.00
1.2.04c Percent of Limited English Proficient (LEP) participating in gifted programs will increase each year.	33.00	26.00	26.00	26.00	27.00	31.00	32.00	33.00	31.00	17.00
1.2.04d Percent of special education students participating in gifted programs will increase each year.	15.00	12.00	13.00	13.00	14.00	6.00	7.00	5.00	6.00	4.00
<i>Objective 1.3: Increase the percent of students who attend school regularly and graduate from high school in a timely manner.</i>										
1.3.01 Each year, the Average Daily Attendance (ADA) for individual schools and the Division will be at least 95%.										
1.3.01a Percent of Average Daily Attendance	95.00	96.00	95.00	96.00	95.00	96.00	95.00	96.00	95.00	96.00
<i>Objective 1.4: Increase the percent of students and stakeholders who have a high degree of satisfaction with the quality of instructional programs, services, and opportunities provided by the Division.</i>										
1.4.01 Each year, at least 85% of stakeholders from each group will report being satisfied with the quality of instructional programs, services, and opportunities.										
1.4.01a Percent of students satisfied with the quality of instructional programs, services, and opportunities.	80.00	95.00	85.00	93.00	85.00	95.00	85.00	97.00	85.00	96.00
1.4.01b Percent of teachers and assistants satisfied with the quality of instructional programs, services, and opportunities.	80.00	100.00	85.00	95.00	85.00	99.00	85.00	98.00	85.00	97.00
1.4.01c Percent of parents satisfied with the quality of instructional programs, services, and opportunities.	80.00	95.00			85.00	94.00	85.00	98.00	85.00	99.00
Goal 2: The teaching, learning and working environment is caring, safe and healthy, and values human diversity.										
<i>Objective 2.2: Increase safe, responsible and healthy student behavior.</i>										
2.2.01 Each year, at least 98% of students will receive fewer than 10 Code of Behavior violations.										
2.2.01a Percent of students with fewer than 10 Code of Behavior violations.	98.00	100.00	98.00	100.00	98.00	99.00	98.00	100.00	98.00	100.00

STRATEGIC PLAN	2010		2011		2012		2013		2014	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2.2.03 Each year, 85% of students will meet the physical education requirements as measured by the VA Wellness Tests.										
2.2.03a Each year, 85% of students will meet the aerobic capacity requirement as measured by the VA Wellness Tests.	85.00	93.00	85.00	91.00	85.00	83.00	85.00	89.00	85.00	80.00
2.2.03b Each year, 85% of students will meet the upper body strength requirement as measured by the VA Wellness Tests.	85.00	95.00	85.00	92.00	85.00	95.00	85.00	87.00	85.00	82.00
2.2.03c Each year, 85% of students will meet the abdominal strength requirement as measured by the VA Wellness Tests.	85.00	95.00	85.00	93.00	85.00	99.00	85.00	98.00	85.00	95.00
2.2.03d Each year, 85% of students will meet the flexibility requirement as measured by the VA Wellness Tests.	85.00	89.00	85.00	92.00	85.00	98.00	85.00	93.00	85.00	71.00
<i>Objective 2.4: Increase the percent of students and stakeholders who have a high degree of satisfaction with the quality of the teaching, learning, and working environment provided by the Division.</i>										
2.4.01 By 2015, at least 80% of students will report being satisfied with the teaching, learning, and working environment, as measured by the following constructs: 1) caring environment, 2) effective communication, 3) orderly environment, conducive to learning, and 4) safe and healthy environment.										
2.4.01a By 2015, 80% of students will report being satisfied overall with the teaching, learning, and working environment.	80.00	86.00	80.00	83.00	80.00	83.00	80.00	86.00	80.00	84.00
2.4.01b By 2015, at least 80% of students will report being satisfied with a caring environment.	80.00	89.00	80.00	87.00	80.00	84.00	80.00	88.00	80.00	87.00
2.4.01c By 2015, at least 80% of students will report being satisfied with effective communication.	80.00	94.00	80.00	92.00	80.00	93.00	80.00	94.00	80.00	91.00
2.4.01d By 2015, at least 80% of students will report being satisfied with an orderly environment, conducive to learning.	80.00	81.00	77.00	76.00	78.00	79.00	78.40	82.00	79.20	81.00
2.4.01e By 2015, at least 80% of students will report being satisfied with a safe and healthy environment.	80.00	86.00	80.00	83.00	80.00	82.00	80.00	83.00	80.00	83.00
2.4.02 In each survey cycle, at least 85% of teachers/teacher assistants and parents will report being satisfied with the teaching, learning, and working environment, as measured by the following constructs: 1) caring environment, 2) effective communication, 3) orderly environment, conducive to learning, and 4) safe and healthy environment.										
2.4.02a In each survey cycle, at least 85% of teachers/teacher assistants will report being satisfied with the teaching, learning, and working environment.	80.00	95.00	85.00	93.00	85.00	96.00	85.00	93.00	85.00	94.00
2.4.02b In each survey cycle, at least 85% of teachers/teacher assistants will report being satisfied with a caring environment.	80.00	95.00	85.00	92.00	85.00	95.00	85.00	93.00	85.00	92.00

STRATEGIC PLAN	2010		2011		2012		2013		2014	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
2.4.02c In each survey cycle, at least 85% of teachers/teacher assistants will report being satisfied with effective communication.	80.00	90.00	85.00	92.00	85.00	99.00	85.00	96.00	85.00	97.00
2.4.02d In each survey cycle, at least 85% of teachers/teacher assistants will report being satisfied with an orderly environment, conducive to learning.	80.00	97.00	85.00	94.00	85.00	96.00	85.00	93.00	85.00	94.00
2.4.02e In each survey cycle, at least 85% of teachers/teacher assistants will report being satisfied with a safe and healthy environment.	80.00	100.00	85.00	100.00	85.00	100.00	85.00	92.00	85.00	100.00
2.4.02f In each survey cycle, at least 85% of parents will report being satisfied with the teaching, learning, and working environment.	80.00	96.00			85.00	95.00	85.00	97.00	85.00	98.00
2.4.02g In each survey cycle, at least 85% of parents will report being satisfied with a caring environment.	80.00	99.00			85.00	97.00	85.00	99.00	85.00	99.00
2.4.02h In each survey cycle, at least 85% of parents will report being satisfied with effective communication.	80.00	90.00			85.00	93.00	85.00	100.00	85.00	99.00
2.4.02i In each survey cycle, at least 85% of parents will report being satisfied with an orderly environment, conducive to learning.	80.00	95.00			85.00	92.00	85.00	94.00	85.00	97.00
2.4.02j In each survey cycle, at least 85% of parents will report being satisfied with a safe and healthy environment.	80.00	95.00			85.00	96.00	85.00	95.00	85.00	96.00
Goal 3: Family and community engagement create an environment focused on improved student learning and work readiness.										
<i>Objective 3.1: Forge partnerships with families and the community to collaboratively promote student learning.</i>										
3.1.05 In each survey cycle, at least 85% of parents will report being satisfied with family involvement in decision-making.										
3.1.05a In each survey cycle, at least 85% of parents will report being satisfied with family involvement in decision-making.	80.00	93.00			85.00	93.00	85.00	97.00	85.00	99.00
Goal 4: Faculty, staff and leaders are qualified, high performing, diverse, and motivated.										
<i>Objective 4.1: Recruit and hire highly qualified instructional personnel</i>										
4.1.03 Each survey cycle, 85% of parents will report being satisfied with the quality of instructional staff.										
4.1.03a Each survey cycle, 85% of parents will report being satisfied with the quality of instructional staff.	80.00	97.00			85.00	97.00	85.00	100.00	85.00	100.00

STRATEGIC PLAN	2010		2011		2012		2013		2014	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<i>Objective 4.5: Increase the percent of employees who have a high degree of satisfaction with the quality of recruitment, training, recognition and reward opportunities and benefits provided by the Division.</i>										
4.5.02 Each year, at least 85% of employees will report being satisfied with the quality of recruitment, training, recognition and reward opportunities, and work systems.										
4.5.02a Each year, at least 85% of employees will report being satisfied with the quality of recruitment, training, recognition and reward opportunities, and work systems.	80.00	94.00	85.00	91.00	85.00	93.00	85.00	88.00	85.00	84.00
Goal 5: The organizational system is aligned, integrated and equitable.										
<i>Objective 5.4: Increase the percent of students and stakeholders who have a high degree of satisfaction with the overall quality of the School Division.</i>										
5.4.01 Each year, at least 85% of customers will report being satisfied with the quality of department (supplier) services.										
5.4.01a Each year, at least 85% of customers will report being satisfied with the quality of department (supplier) services.			85.00	81.00	85.00	89.00	85.00	84.00	85.00	79.00
5.4.02 Each year, at least 85% of all stakeholders will report being satisfied with the overall quality of the School Division.										
5.4.02a Each year, at least 85% of all students will report being satisfied with the overall quality of the School Division.	80.00	97.00	85.00	97.00	85.00	92.00	85.00	98.00	85.00	95.00
5.4.02b Each year, at least 85% of all teachers/teacher's assistants will report being satisfied with the overall quality of the School Division.	80.00	97.00	85.00	98.00	85.00	96.00	85.00	95.00	85.00	89.00
5.4.02c Each year, at least 85% of all parents will report being satisfied with the overall quality of the School Division.	80.00	97.00			85.00	92.00	85.00	97.00	85.00	99.00