



Culpeper County Public Schools

School:

Culpeper Middle School

School Improvement Plan (SIP)

2015-2016

Original SIP Submitted Date:

SIP Update #1 Submitted:

SIP Update #2 Submitted:

SIP Update #3 Submitted:

SIP Update #4 Submitted:

SIP Update #5 Submitted:

Update on Prior Improvement Efforts

Sustaining Strategies		
Sustaining Strategies	Year of Origin <small>(nothing prior to 12-13 SY)</small>	Status Update
CLC - SIM instruction. All teachers will integrate SIM routines and strategies effectively.	2008	Year 7 implementation
WEB strategy classes collect and analyze data to determine planning, instructional implementation and/or remediation.	2008	
PBIS	2012	Continues to provide data to guide behavior areas for focus
The LLT (Literacy Leadership Team) will meet quarterly to review student data, discuss teacher collections and problem solve as needed.	2013	
Grade levels will meet bi-monthly with their department team members to discuss current data and determine need for remediation. Teachers will use current student data to determine instructional planning and/or need for determining remediation plan.	2014	Bi-monthly data meetings use current formative and/or summative data to determine need and/or plan for classroom remediation. An updated data template will be completed during each meeting and used for focused discussion.
Teachers will document all SGA, formative, summative, and writing prompts data for all students on school Excel template.		

Abandoned Strategies

Abandoned Strategies	Year of Origin <small>(nothing prior to 12-13 SY)</small>	Justification
Homework/Silent reading WEBs	2015	Need for WEB time to include instruction (academics, Fine Arts, etc)
CLC grant requirements	2013	ready for self-sustaining practices and procedures

Culpeper County Public Schools
Division Goals

1. Culpeper County Public Schools will identify measureable student achievement goals as indicators for academic progress.
 - a. The percentage of students exiting kindergarten with the necessary academic and social skills for success in the primary grades will increase each year.
 - b. The Standards of Learning pass rates for African American and Hispanic students will exceed the AMO targets in reading and math.
 - c. All schools will achieve full accreditation pass rates in each of the four core areas and high schools will earn 85 points on the Graduation and Completion Index (GCI) as defined by the Virginia Department of Education.
 - d. All Culpeper County Public Schools will meet federal AMO targets.
 - e. The percentage of students taking Algebra I prior to 9th grade will increase each year with a goal of attaining the state's goal of 40%.
 - f. The mean scores on the SAT I will meet or exceed the state average.
 - g. The number of students taking dual enrollment courses will increase each year.
 - h. The number of students taking AP courses and the percentage of students scoring 3 or higher on the AP exam will increase each year.
 - i. The number of credentials (industry certifications, state licenses, and National Occupational Competency Testing Institute assessments (NOCTI)) will increase in proportion to program enrollment.
 - j. The percentage of dropouts will decrease annually.
 - k. The percentage of advanced studies diplomas earned will increase annually.
2. Culpeper County Public Schools will operationalize means to:
 - a. develop proficiency in the core curriculum
 - b. develop the learning skills of creativity, critical thinking, communication and collaboration
 - c. develop life and career skills of adaptability, self-direction, productivity and leadership
 - d. develop information literacy, media literacy, and communication literacy
3. Culpeper County Public Schools will employ and support quality administrators, teachers, and support staff.
4. Culpeper County Public Schools will identify students at-risk for social or academic failure and develop a plan of action, using community resources and with community partners, as appropriate to ensure success.
5. Culpeper County Public Schools will extend the classroom beyond its walls.
6. Culpeper County Public Schools will increase the use and awareness of technology applications that will expand the proficiency level of students and staff.
7. Culpeper County Public Schools will provide mechanisms for frequent, clear communication at all levels.
8. Culpeper County Public Schools will provide and maintain a safe and secure learning environment.
9. Culpeper County Public Schools will provide facilities that support and promote quality instruction.
10. Culpeper County Public Schools will prioritize instructional needs as the foundation for financial planning.

DIVISION GOAL #1: Culpeper County Public Schools will identify measurable student achievement goals as indicators for academic progress.

School Goal (SMART): Improve English performance scores including Gap Groups 1, 2, and subgroups - Economically Disadvantaged, SWD and LEP, to become fully accredited and meet the AMO benchmarks, R10 criteria or 3 year averages set by the state.

Supporting Data Source(s): Access for ELLS, AMO Detail report, SRI/Lexiles (3 x year), AimsWeb (Levels 4/5 students), SOL results, formative and unit summative assessments (IA), Economically-Disadvantaged data, remediation data from strategies classes, attendance, observations, CWTs, department meeting agendas, lesson plan review, bi-monthly grade level/English data meetings and agenda.

#	Strategies	Person(s) Responsible	D- Developing; I- Implementing;			Evaluation of Implementation (Evidence)	Projected Time Frame	Cost and Source
			15-16	16-17	17-18			
1	English dept. weekly lesson planning (by grade level) collaboratively focusing on creating measurable objectives aligned with the county curriculum, instructional strategies and assessments and VA SOLS in content and cognitive level.	ELL teacher SPED teachers Classroom teachers Administrators	I			Meeting agenda shared on Google docs Lesson plans shared on Google docs	Monthly dept. meeting agendas. Weekly lesson plans.	
2	Lesson plans are shared in Google docs allowing collaborative teachers (SPED/ELL/Gen.Ed.) to create lessons that include instruction, differentiated activities, support by both adults, remediation as needed and ongoing data collection and aligned to the VA SOLS in content and cognitive level.	Administrators ELL teacher SPED teachers Classroom teacher	I			Lesson plans shared on Google docs	Weekly	
3	Lesson plans will be reviewed weekly by administration and/or department chairs to check for alignment between SOLs, objectives, instructional strategies and assessments.	Administration Literacy Coach	I			Lesson plans shared on Google docs	Weekly	
4	English/ELL/SWD teachers will co-teach in	Administrators	I			Observations,	Data	

	English classes to close the achievement gap of targeted students.	County ELL Coach/Instructional Coordinator ELL teacher SPED teachers Classroom teacher				review of formative/summative data (bi-monthly data agenda notes)	reviewed bi-monthly	
5	English/SPED/ELL departments will participate in on-going discussions/work sessions/professional development in order to strengthen the co-teaching model.	SPED teachers ELL teacher SIM Coordinator County ELL coach Administrators In-county PDer	I			Meeting agendas	Quarterly	
6	Targeted students (using multiple data sources) receive level 3 approved and research-validated interventions within their WEB remediation sessions.	SPED teacher Classroom teacher Literacy Leadership Team Administrators	I			Observations, data documentation from program assessments	Program assessment schedule will be used to review data.	
7	Targeted students (using multiple data sources) receive level 4/5 interventions during Elective block using Read 180 or Fusion reading programs.	SPED teacher Classroom teacher Literacy Leadership Team Administrators	I			Observations, data documentation from program assessments.	Program assessment schedule will be used to review data.	

DIVISION GOAL #1: Culpeper County Public Schools will identify measureable student achievement goals as indicators of academic progress.

School Goal (SMART) Improve Writing performance for 8th grade students to become fully accredited and meet the AMO benchmarks, R10 criteria or 3 year averages set by the state.

Supporting Data Source(s): Access for ELLS, AMO Detail report, SRI/Lexiles (3 x year), AimsWeb (Levels 4/5 students), SOL results, formative and summative Writing prompts using VDOE scoring rubric, Economically-Disadvantaged data, remediation data from strategies classes, attendance, observations, CWTs, department meeting agendas, lesson plan review, bi-monthly grade level/English data meetings and agendas.

#	Strategies	Person(s) Responsible	D- Developing;			Evaluation of Implementation (Evidence)	Projected Time Frame	Cost and Source
			I- Implementing;					
			15-16	16-17	17-18			
1	Lesson plans document the incorporation of writing activities/instruction into daily/weekly English coursework as shown on Unit Organizer schedules and aligned to the VA SOLS in content and cognitive level..	Administrators County ELL Coach/Instructional Coordinator ELL teacher SPED teachers Classroom teacher	I			Lesson plans shared on Google docs	Weekly	
2	Cross-curricular writing instructional strategies will be incorporated into lesson plans demonstrating a consistent plan for teaching and using the Writing Process and aligned to the VA SOLS in content and cognitive level..	Administrators ELL teacher SPED teachers Classroom teacher	I			Lesson plans shared on Google docs	Weekly	
3	Released writing prompts will be utilized in all grade levels for writing activities throughout the year.	Administrators ELL teacher SPED teachers Classroom teacher	I			Lesson plans shared on Google docs	Unit organizer has scheduled writing prompts scheduled	

4	Using the VDOE Scoring Rubrics - common unit summative writing prompts will be used to determine student progress and need for remedial writing instruction.	Administrators County ELL Coach/Instructional Coordinator ELL teacher SPED teachers Classroom teacher	I			Lesson plans will document summative writing schedule. Teachers will participate in Inter-Rater reliability practice.	According to Unit Organizer schedule. Teachers will share notes taken during Inter-Rater reliability sharing.	
5	Targeted students (using multiple data sources) receive level 3 interventions embedded in their classroom instruction and Level 4 during WEB remediation sessions.	Classroom teachers SIM Coordinator Administration SPED teachers	I			Observations, data documentation from program assessments	Program assessment schedule will be used to review data.	
6	Plan professional development opportunities focused on implementing research-based strategies for writing instruction.	Administration Central Office (training in August on using VDOE scoring rubric. Use of Edivate and PD 360 videos will be incorporated into quarterly department meetings.	D/I			Meeting agendas	Quarterly writing PD opportunities	

DIVISION GOAL #1: Culpeper County Public Schools will identify measurable student achievement goals as indicators for academic progress.

School Goal (SMART) Improve Math performance scores for the SWD subgroup to become fully accredited and meet the AMO benchmarks, R10 criteria or 3 year averages set by the state.

Supporting Data Source(s): AMO Detail report, SOL results, formative and unit summative assessments (IA), Economically-Disadvantaged data, remediation data from strategies classes, attendance, observations, CWTs, monthly department meeting agendas, lesson plan review, bi-monthly data meeting and agendas.

#	Strategies	Person(s) Responsible	D- Developing; I- Implementing;			Evaluation of Implementation (Evidence)	Projected Time Frame	Cost and Source
			15-16	16-17	17-18			
			1	Math dept. weekly lesson planning (by grade level) collaboratively focusing on creating measurable objectives aligned with the county curriculum, instructional strategies and assessments and aligned to the VA SOLS in content and cognitive level.	Administrators SPED teachers Classroom teacher			
2	Lesson plans are shared in Googledocs allowing collaborative teachers (SPED/Gen.Ed.) to create lessons that include instruction, differentiated activities, support by both adults, remediation as needed and ongoing data collection and will be reviewed weekly by administration and/or department chairs to check for alignment between SOLs, objectives, instructional strategies and assessments.	Administrators SPED teachers Classroom teacher Math Specialist	I			Lesson plans shared on Googledocs	Weekly plans	
3	Targeted students (using multiple data sources) receive level 3 interventions within their WEB remediation sessions and level	Administrators SPED teachers	I			Observations, data documentation	Program assessment schedule	

	4/5 interventions during Elective block using Math 180 in Algebra Readiness.	Classroom teacher Math Specialist				from program assessments	will be used to review data.	
4	Math/SPED departments will participate in on-going discussions/work sessions to become proficient at lesson plan writing that includes the alignment of objectives, instructional strategies and assessments and aligned to the VA SOLS in content and cognitive level...	Administrators SPED teachers Classroom teacher Algebra Readiness teacher SIM/CLC Literacy Coordinator	I			Meeting agenda shared on Googledocs Lesson plans shared on Googledocs	Weekly lesson plans Monthly dept. meeting agendas	
5	Math/SPED departments will participate in on-going discussions/work sessions/professional development in order to strengthen the co-teaching model.	Administrators SPED teachers Classroom teachers SIM/CLC Literacy Coordinator	D/I			Meeting agendas	Quarterly	
6	SWD teachers will co-teach in Math classes to close the achievement gap of targeted students.	Classroom teachers SPED teachers	I			Observations, lesson plans	Weekly lesson plans will show both instructional entries.	

Additional Efforts to Support Division Comprehensive Plan

Goal #8: Culpeper County Public Schools will provide and maintain a safe and secure learning environment.

Reduction of office referrals:

August/September PD schedule and topics:

8/11 (Faculty meeting included review and discussion of past two years referral, REFOCUS and RISE data. PBIS review occurred).

8/13(Dept. mtg – discussed new Anti-Bullying program and the processes for referring students, team approach to problem solving.

8/14 (Student grade level meetings held to review behavior and academic expectations for the year with students - as well as discussed the new Anti-Bullying Program for the school year)

The PBIS team will guide the planning and implementation of interventions and supports.

PBIS lesson plans will be implemented throughout the school year during WEB.

Positive incentives will be put into place to encourage appropriate behaviors throughout the school.

Teachers will follow the PBIS flowchart with regard to level of a student's behavior and consequences.

REFOCUS slips will be used when providing a student with the opportunity to "pull him/herself" together.

Targeted "behaviorally at-risk" students participate in a daily WEB (with administration) aimed at improving social skills and academic achievement.

Plan and implement a school-wide Anti-Bullying program: 1) Trained and assigned grade level leaders to implement the first and second level of student/adult discussion regarding bullying behaviors, 2) Monthly Anti-Bullying lessons during WEB classes that can involve the SRO.

Goal # :

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