

***Goal 1:* SPES will implement a Three-tier model of language arts instruction for all students in grades K-5th in which students are ability grouped across the grade-level and receive differentiated scientifically research-based reading and writing instruction for students and differing level of support based on on-going assessment data.**

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>Teachers will utilize assessments to determine reading progress, interpret results, diagnose reading difficulties, and make adjustments in instruction by creating portfolios of reading assessments for each student which may include:</p> <ul style="list-style-type: none"> • Anecdotal notes biweekly • Running records biweekly • S-F Benchmarks tests • SRA Checkout/Mastery tests • DRA at least once yearly on each student in grades 1-5 • PALS tests • Spelling inventory three times a year 	<p>Testing & assessment materials</p> <p>Manuals for interpreting results</p> <p>Manuals for diagnosing reading difficulties</p> <p>Manuals for designing strategies for improvement</p> <p>Teacher manuals, websites, & reference books</p> <p>3 Literacy coaches/ reading specialists for service to students and embedded professional development. Two funded by Title 1</p>	<p>Training in the proper implementation of reading assessments</p> <p>Training in interpreting results</p> <p>Training in the diagnosis of reading difficulties</p> <p>Training in designing strategies for improvement</p> <p>Feedback from SRA Consultants</p> <p>Coaching & modeling by specialists</p> <p>Peer Observations & Feedback</p> <p>Timely and specific feedback from the administration</p> <p>On-going coaching training for specialists</p>	<p>Improvement in student performance in all subgroups on SOL reading tests; DRA & SRA assessments; county reading benchmark assessments; teacher-made assessments</p> <p>Student reading portfolios w/ Anecdotal records documents Running records documents Scott-Foresman tests SRA Mastery/Checkouts PALS results DRA results</p> <p><i>Classroom Walk-Throughs</i> data Formal Observation Informal Observation Teacher Evaluation</p>	<p>May, 2008</p> <p>SRA – August 2008</p> <p>DRA – January 2009</p>

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
Teachers will collaboratively plan lessons w/teaching partners for the literacy block each week.	Specific time devoted after school to planning at least once weekly.	Training in effective planning in the use of time and with teaching partners.	Partner & individual teacher planning documents.	
<p>Teachers will plan literacy blocks to maximize learning time appropriate for each literacy activity and to coordinate times with teaching partners. Instructional times will include:</p> <ul style="list-style-type: none"> • 45-60 minutes daily for whole group activities • 60-75 minutes daily for small group & independent activities • 30 minutes daily for writing workshop 	<p>Specific time devoted to each literacy activity.</p> <p>Properly working clocks and timers</p> <p>Teacher manuals, websites, & reference books on classroom management</p>	<p>Training in establishing routines and conducting transitions effectively.</p> <p>Training in organizing materials.</p>	<p>Posted literacy block schedules</p> <p>Partner & individual teacher planning documents</p>	

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>Teachers will plan and implement varied and meaningful station activities for individuals, groups or partners to include but not limited to:</p> <ul style="list-style-type: none"> • Listening • Independent reading • Computer • Writing • Vocabulary review • Word Study • Reading response journals • Phonics activities • Reader's Theatre • Math/Science/Social Studies integration 	<p>Teacher manuals, websites, & reference books Lesson plan models for Teachers</p> <p>Audio listening/recorders Class library w/shelves and tubs Rugs Computers & software Journals Graphic organizers Magnetic letters Games Puppets Manipulatives Student Magazines Mobile marker carts Individual marker boards Workboard</p>	<p>Staff workshop on implementing literacy stations and integration of curriculum areas</p> <p>Coaching & modeling by specialists</p> <p>Peer Observation & Feedback</p> <p>Timely and specific feedback from the administration</p>	<p>Stations lesson plans listing strategies with clear objectives and procedures.</p> <p>Improvement in student performance in all subgroups on SOL tests; DRA & SRA assessments; county reading benchmark assessments; teacher-made assessments Student portfolios</p> <p>Individual teacher planning documents</p> <p><i>Classroom Walk-Throughs</i> data Formal Observation Informal Observation Teacher Evaluation</p>	<p>August 2008-ongoing</p>
<p>Teachers will plan and implement 15-20 minute mini-lessons to include but not limited to:</p> <ul style="list-style-type: none"> • Teaching students how to select appropriate books • Teaching students how to set reading goals & self evaluate reading growth • Introducing literacy station activities and procedures • Teach specific reading skills and strategies • To establish routines 	<p>Teacher manuals, websites, & reference books</p> <p>Lesson plan models for Teachers</p> <p>Library books</p> <p>Class libraries Carpets Shelves and tubs</p>	<p>Staff workshop on implementing mini-lessons</p> <p>Coaching & modeling by specialists</p> <p>Peer Observation & Feedback</p> <p>Timely and specific feedback from the administration</p>	<p>Improvement in student performance in all subgroups on SOL reading tests; DRA & SRA assessments; county reading benchmark assessments; teacher-made assessments Student portfolios</p> <p>Individual teacher planning documents <i>Classroom Walk-Throughs</i> data Formal Observation Informal Observation Teacher Evaluation</p>	<p>Fall 2008</p>

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>Teachers will plan and implement research-based vocabulary instruction consistently within the grade-level for essential vocabulary in the curriculum to include but not limited to:</p> <ul style="list-style-type: none"> • Non-linguistic representations • Graphic organizers • Use in context • Synonyms • Antonyms • Multiple meanings 	<p>Teacher manuals, websites, & reference books</p> <p>Lesson plan models for teachers</p> <p>Journals</p> <p>Laminated graphic organizers for teachers</p>	<p>Staff workshop on using research-based vocabulary instruction</p> <p>Coaching & modeling by specialists</p> <p>Peer Observation & Feedback</p> <p>Timely and specific feedback from the administration</p>	<p>Improvement in student performance in all subgroups on SOL reading tests; DRA & SRA assessments; county reading benchmark assessments; teacher-made assessments</p> <p>Student vocabulary notebooks</p> <p><i>Classroom Walk-Throughs</i> data Formal Observation Informal Observation Teacher Evaluation</p>	<p>Fall 2008-ongoing</p>
<p>Teachers will plan and implement Word Study activities including but not limited to:</p> <ul style="list-style-type: none"> • Explicit instruction in phonemic awareness, phonics, spelling conventions • Identify word families • Compare/contrast differences in word parts • Identify prefixes, root words, and suffixes 	<p>Teacher manuals, websites, & reference books</p> <p>Lesson plan models for teachers</p>	<p>Staff workshop on using research-based Word Study methods of instruction</p> <p>Coaching & modeling by specialists</p> <p>Peer Observation & Feedback</p> <p>Timely and specific feedback from the administration</p>	<p>Improvement in student performance in all subgroups on SOL reading tests; DRA & SRA assessments; county reading benchmark assessments; teacher-made assessments</p> <p>Student work</p> <p><i>Classroom Walk-Throughs</i> data Formal Observation Informal Observation Teacher Evaluation</p>	<p>August 2008</p>
<p>The school will not exceed regular education teacher to student ratios of 24 to 1 in language arts.</p>	<p>Sufficient number of regular education teachers. Funding by Title 1 for regular education teacher if ratios exceed 24 to 1.</p>		<p>School enrollment and staffing reports.</p>	
<p>The school will have adequate instructional support staff for literacy instruction.</p>	<p>6 regular education reading paras educators 3 special education paras</p>	<p>Training in SRA and use of Scott-Foresman; <i>Guided Reading</i>; Word Study</p>	<p>Improvement in student reading performance in all subgroups</p>	

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>Teachers will plan and implement mini-lessons (10-15 minutes) to introduce or review writing skills including, but not limited to:</p> <ul style="list-style-type: none"> • To focus on a specific domain of writing using the six-traits of writing • To use writer’s strategies • To use graphic organizers and checklists • To focus on a specific segment of the writing process (revising, editing etc.) 	<p>Teacher manuals, websites, & reference books on Six Traits</p> <p>2 Literacy coaches/ reading specialists for service to students and embedded professional development funded by Title 1</p>	<p>Six-Traits Training</p> <p>Coaching & modeling by specialists</p> <p>Peer Observations</p> <p>Mini-lesson workshops</p> <p>Book study</p> <p>Teachers as writers groups</p> <p>Timely and specific feedback from the administration</p>	<p>Improvement in student performance in all subgroups on SOL writing assessments; county writing benchmark assessments; school assessments</p> <p>Student portfolios</p> <p>Individual teacher planning documents</p> <p><i>Classroom Walk-Throughs</i> data</p> <p>Formal Observation</p> <p>Informal Observation</p> <p>Teacher Evaluation</p>	<p>August 2008</p>
<p>Teachers will plan and implement lessons to model writing strategies including, but not limited to:</p> <ul style="list-style-type: none"> • Think aloud to illustrate the aspect of writing • To focus on specific skills using samples of writing • Using students to model w/teacher support • Modeling rereading, revising and editing of samples • Composing messages with students using the “shared” technique 	<p>Planning time</p> <p>Teacher manuals, websites, and reference books</p>	<p>Six-Traits Training</p> <p>Coaching and modeling by specialists</p> <p>Peer Observations</p> <p>Book Study</p> <p>Teachers as writers groups</p>	<p>Improvement in student performance on multiple assessments</p> <p>Teacher plan books</p> <p><i>Classroom Walk-Throughs data collection</i></p> <p>Student work</p> <p>Formal Observation</p> <p>Informal Observation</p> <p>Teacher Evaluation</p>	

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>Teachers will provide specific and timely feedback on students' writing by:</p> <ul style="list-style-type: none"> • Implementing individual conferences with students in a timely manner • Implementing small group writing conferences • Sharing examples of good student writing with the class • Using writer's response groups to share writing • Sharing reader's response journals • Publishing good examples of student writing for display 	<p>Planning specific time for feedback</p> <p>2 Literacy coaches/ reading specialists for service to students and embedded professional development funded by Title 1</p>	<p>Coaching & modeling by specialists</p> <p>Peer Observations</p>	<p>Improvement in student performance in all subgroups on SOL writing assessments; county writing benchmark assessments; school assessments Student portfolios</p> <p>Individual teacher planning documents</p> <p><i>Classroom Walk-Throughs</i> data Formal Observation Informal Observation Teacher Evaluation</p>	<p>Fall 2008-ongoing</p>
<p>Teachers will plan and implement writing lessons for different purposes and audiences including, but not limited to:</p> <ul style="list-style-type: none"> • Integration of writing in the curriculum areas of social studies, science, and math • Writing poetry • Writing for publication for real audiences • Interactive writing (teacher to student) • Personal communications (letters; post cards) 	<p>Teacher manuals, websites, & reference books</p> <p>2 Literacy coaches/ reading specialists for service to students and embedded professional development funded by Title 1</p>	<p>Coaching & modeling by specialists</p> <p>Peer Observations</p> <p>Teachers as writers groups</p> <p>Book study</p> <p>Timely and specific feedback from the administration</p>	<p>Improvement in student performance in all subgroups on SOL writing assessments; county writing benchmark assessments; school assessments Student portfolios</p> <p>Individual teacher planning documents</p> <p><i>Classroom Walk-Throughs</i> data Formal Observation Informal Observation Teacher Evaluation</p>	<p>As needed basis for 2008</p>

Goal 2: Sycamore Park Elementary School staff will implement a Response to Intervention (RTI) program for students not making satisfactory progress in learning or who are demonstrating inappropriate behaviors.

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>Selected staff will comprise a STRIDES team to oversee student referrals and implement the program to include:</p> <ul style="list-style-type: none"> • Building administrator • School psychologist • Reading specialist • Math specialist • Special education teacher • Guidance Counselors • Intervention assistants • Referring regular education teacher(s) 	<p>RTI research-based interventions and process manuals</p> <p>Common meeting times</p> <p>IDEIA funds to train selected staff and to purchase manuals</p> <p>IDEIA funds for STRIDES intervention assistants</p>	<p>Selected Staff training on RTI and research-based interventions.</p>	<p>STRIDES team membership roll.</p> <p>Minutes of STRIDES meetings</p>	<p>August 2008-ongoing</p>
<p>Staff will learn the purpose of RTI and procedures in the implementation of RTI program (STRIDES).</p>	<p>RTI teacher manuals, websites, and reference books on research-based interventions</p>	<p>Staff in-service on RTI programs and procedures for implementation.</p>	<p>Teachers making referrals to STRIDES.</p> <p>Teacher feedback</p>	<p>Fall 2008</p>
<p>Teachers will implement Level 1 scientific research-based interventions or programs to improve student learning before referring students to STRIDES.</p>	<p>RTI teacher manuals, SRB programs, websites, and reference books on research-based interventions</p>	<p>Staff in-services on research-based intervention.</p>	<p>Teacher planning documents</p> <p>Student portfolio</p>	<p>Fall 2008</p>
<p>Teachers and paraeducators will implement Level 2 scientific research based interventions or programs for students accepted to STRIDES.</p>	<p>RTI teacher manuals, SRB programs, websites, and reference books on research-based interventions</p>	<p>Staff in-services on research-based interventions</p> <p>Training for STRIDES team members</p>	<p>Progress Monitoring Document</p>	<p>Fall 2008</p>

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>The STRIDES intervention assistants will conduct progress monitoring on each assigned student by administering county normed probes or a universal screener and documenting student results frequently.</p>	<p>County normed reading, writing, and math assessments</p> <p>Universal screening assessments</p> <p>Space for administering normed probes and interventions</p> <p>Progress monitoring forms & files</p>	<p>In-services for the STRIDES intervention assistants on administering normed assessments and documenting results.</p>	<p>Normed assessments</p> <p>Progress monitoring graphs</p> <p>Student work</p> <p>Teacher observation</p> <p>Anecdotal notes</p>	<p>August 2008</p>
<p>The STRIDES team will make a referral to Child Study for students not making minimum celeration after 12 consecutive weeks of interventions.</p>	<p>Child study software & forms</p>		<p>Progress monitoring graphs</p> <p>Child Study notices & documents</p>	<p>Fall 2008-ongoing</p>
<p>The STRIDES team will inform parents as to the progress of their child and work to involve parents in decisions affecting the education of their child.</p>	<p>Meetings times available to parents & notification forms</p> <p>Parent informational letters explaining RTI purpose and process</p>		<p>Minutes of STRIDES process meetings</p> <p>Copies of meeting notification forms</p> <p>Parent informational letters</p> <p>Child study notices & documents</p>	<p>Fall 2008-ongoing</p>

Goal 3: Students will learn problem-solving strategies in real-life applications by developing a conceptual understanding of numerical and geometric relationships in the use of mathematical procedures using scientifically research-based instruction.

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
Mathematics : Teachers will plan lessons collaboratively to ensure <i>Investigation</i> lessons are implemented at least twice weekly in grades 3-5	Common planning time Teacher manuals, websites, & reference books <i>Investigations</i> Kits & Manipulatives Teacher-made games and manipulatives Measurement tools		Team <i>Math Investigation</i> lesson plan notebooks Team minutes Individual teacher planning documents	August 2008-ongoing
Teachers will plan lessons collaboratively to ensure Investigation lessons are implemented at least once weekly in grades K-2	Common planning time Teacher manuals, websites, & reference books <i>Investigations</i> Kits & Manipulatives Teacher-made games and manipulatives Measurement tools		Team <i>Investigation</i> plan notebooks Team minutes Individual teacher planning documents	August 2008-ongoing
Teachers will plan lessons to provide an average of 65 minutes per day of math instruction.	Properly working clocks and timers	Training on structuring math time effectively.	Individual teacher planning documents	August 2008-ongoing

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>Teachers will plan and implement math lessons that reflect NCTM standards and VA SOL's:</p> <ul style="list-style-type: none"> • Make connections between concepts and procedures • Focus on problem – solving strategies • Utilize higher level thinking through questioning or activities • Use mathematical skills in real-life contexts • Create opportunities for students to work on problems in groups • Transition students from concrete thinking to symbolic thinking • Consistently teach math vocabulary • Allow students to explore multiple paths to an acceptable solution • Allow the teacher to assume the role of facilitator 	<p>Teacher manuals, websites, & reference books</p> <p><i>Investigations</i> Kits & Manipulatives</p> <p>Teacher-made games and manipulatives</p> <p>Measurement tools</p> <p>Increased time devoted to math instruction</p> <p>2 math specialists funded for coaching and professional development; one funded by Title I and one by Title II.</p>	<p>Coaching & modeling by specialists</p> <p><i>Investigations</i> workshops</p> <p>In-service for understanding NCTM Process Standards</p> <p>Peer Observations</p> <p>Teachers as math thinkers groups</p> <p>Book study</p>	<p>Improvement in student performance on the SOL tests; county math benchmark tests and school math assessments</p> <p>Student math portfolios</p> <p>Individual teacher planning documents</p> <p><i>Classroom Walk-Throughs</i> data</p> <p>Formal Observation</p> <p>Informal Observation</p> <p>Teacher Evaluation</p>	<p>Fall 2008-ongoing</p>

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>Teachers will assess student learning through:</p> <ul style="list-style-type: none"> • Formal assessments that are formatted to focus on problem-solving and explanation of answers • Math projects using rubrics • Math journals • Math activities with recording sheets • Assessments aligned w/pacing guides • Assessments that simulate SOL tests 	<p>Teacher manuals, websites, & reference books</p> <p>Journals</p> <p>2 math specialists funded for coaching and professional development; one funded by Title I and one by Title II.</p>	<p>Coaching & modeling by specialists</p> <p><i>Investigations</i> workshops</p> <p>Peer Observations</p> <p>Teachers as math thinkers groups</p> <p>Book study</p>	<p>Improvement in student performance on the SOL tests; county math benchmark tests and school math assessments</p> <p>Student math portfolios</p> <p>Individual teacher planning documents</p> <p><i>Classroom Walk-Throughs</i> data</p> <p>Student work</p> <p>Formal Observation</p> <p>Informal Observation</p> <p>Teacher Evaluation</p>	<p>Fall 2008-ongoing</p>
<p>The school will not exceed regular education teacher to student ratios of 24 to 1 in mathematics.</p>	<p>Sufficient number of regular education teachers. Funding by Title 1 for regular education teacher if ratios exceed 24 to 1.</p>		<p>School enrollment and staffing reports.</p>	
<p>The school will have adequate instructional support staff for mathematics instruction.</p>	<p>3 special education paras</p>	<p>Training in <i>Math Investigations</i></p>	<p>Improvement in student performance on the SOL tests; county math benchmark tests and school math assessments</p>	

Goal 4: Parents will actively support the learning and proper behavior of their children; be involved in important decisions about the education of their child; have input on the design of educational programs; be informed as to the educational progress of their child and the status of the teacher or school under NCLB accountability measures.

Objective	Resources	Methods	Evaluation of Progress	Timeline
Parents will ensure their child maintains a minimum of 95% attendance.	Funding for implementation of a Truancy Prevention Program	Parent meetings on importance of school attendance and ways to prevent truancy.	Improvement in student attendance	Fall 2008-ongoing
Parents will ensure their child completes homework to the best of their ability and assist as needed.	Funds to promote parental knowledge and skills in order to provide assistance Funding through Title 1 & the 21st century community grant	Parent meetings or workshops on ways to assist their child at home Utilize the student homework notebooks or planners	Improvement in student completion of homework and performance on multiple assessments	Fall 2008-ongoing
The school will create opportunities for parent input and participation in educational decisions affecting their child.	Funds for handouts, booklets, food and refreshments & child care services during meetings Funding through Title 1 & the 21st century community grant	Parent meetings to promote parental knowledge about research-based methods to promote student learning and proper behavior.	Documentation of parent participation & attendance at child study; IEP meetings, RTI meetings; teacher conferences	Fall 2008-ongoing
The school will create opportunities for parents to participate in school events.	Funding for programs through school fundraisers Funding through Title 1 & the 21st century community grant Stipend for volunteer coordinator through 21st Century	Conduct student performances & recognition programs Provide family educational entertainment programs Family/school community service projects Civic holiday observance programs	Documentation of parent participation & attendance at school events, programs, and projects.	Fall 2008-ongoing

Objective	Resources	Methods	Evaluation of Progress	Timeline
<p>The school will provide timely & specific information to parents about:</p> <ul style="list-style-type: none"> • expectations for student learning & behavior • educational progress of their child on state, division & school assessment data for their child • school events • school policies • overall student achievement towards AYP & state accreditation • Title 1 school accountability measures for teacher qualifications, school transfers and supplemental services if applicable 	<p>Implement procedures that promote communication with parents including grade-level parent meetings</p> <p>Funding for food/refreshments and/or door prizes & child care services during meetings</p> <p>Funding for materials for websites and e-mail, calling systems, flyers, calendars, newsletters, parent/student handbook</p> <p>Funding through Title 1 & the 21st century community grant</p>	<p>Maintain a frequently updated school website</p> <p>Utilize parent calling system</p> <p>Publish a parent handbook</p> <p>Implement student-led conferences twice annually</p> <p>Send student work to parents weekly</p> <p>Communicate behavior or academic concerns to parents in a timely manner via phone calls, notes, e-mail & letters</p> <p>Have available federal, state, and county policy manuals</p> <p>Utilize the student homework notebooks or planners</p> <p>Issue school report cards annually</p> <p>Notify parents of their rights and prerogatives under IDEIA & NCLB</p>	<p>Websites, newsletters, formal letters</p> <p>Documentation of parent notification for:</p> <p>SOL individual student scores</p> <p>School report cards</p> <p>IEP and RTI meetings notices</p> <p>Letters addressing accountability under NCLB</p>	<p>Fall 2008-ongoing</p>
<p>The school will provide parents opportunities for input on the Title 1 school improvement plan</p>	<p>Funding for food/refreshments and/or door prizes & child care services during meetings</p> <p>Funding through Title 1 & the 21st century community grant</p>	<p>Conduct surveys</p> <p>Conduct parent meetings at times convenient for parents</p>	<p>Documentation of parent participation & attendance at school improvement meetings</p>	<p>Fall 2008-ongoing</p>

Objective	Resources	Methods	Evaluation of Progress	Timeline
<p>The school will coordinate with other agencies to establish English learning programs for parents.</p>	<p>Funds for learning materials, software, & instructional staff through the 21st century community grant.</p>	<p>Provide direct instructional services in spoken and written English through community agencies using the school resources and facilities</p>	<p>Documentation of parent participation in English classes</p>	<p>Fall 2008-ongoing</p>
<p>Teachers and staff will participate in school events to promote parent involvement including but not limited to:</p> <ul style="list-style-type: none"> • Parent grade-level meetings • Scheduled student-led conferences • Parent conferences • Student IEP, child study, STRIDES meetings • PTO events • Student performances • Field trips • Student recognition programs • Educational entertainment events • Family nights & fairs • School improvement meetings • Parent workshops 	<p>Funding for food/refreshments and/or door prizes & child care services during meetings</p>		<p>Documentation of teacher and staff participation & attendance at conferences, school events & meetings</p>	<p>Fall 2008-ongoing</p>

Goal #5: Sycamore Park Elementary School staff will seek to recruit and retain staff members that are both highly qualified and highly effective for their positions and the school administration will implement a professional development plan for staff members based on individual and whole staff needs to promote the goals of the school.

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>The administration and staff will recruit and retain highly qualified new teachers and staff.</p>	<p>Funds for college recruiting trips provided by local sources Funds for training by Gallup, Inc. provided by local sources</p>	<p>Training on developing effective interviews to recruit quality staff using Gallup perceiver techniques</p>	<p>Recruiting results and retention rates for teachers & staff</p>	<p>Fall 2008-ongoing</p>
<p>The administration will conduct effective and thorough evaluations of staff using research-based evaluation methods to include but not limited to:</p> <ul style="list-style-type: none"> • Establishing annual professional goals • Conducting pre- observation mtgs. • Conducting formal observations • Providing timely and specific feedback on formal observations • Conducting <i>Classroom Walk Throughs</i> weekly • Conducting annual summative evaluations for probationary staff and tenured teachers in the cycle • Conducting annual interim review evaluations for tenured staff not in the cycle • Using student learning data • Using teaching artifacts • Using informal observations • Using verified reports from others as to staff performance, practices, and behavior • Implementing intensive teacher improvement plans • Conducting classified staff evaluations annually 	<p>Principal Assistant Principal</p>	<p>Training for administrators on implementing effective evaluations.</p> <p>In-service for staff on the evaluation process.</p>	<p>Annual professional goals documents</p> <p>Pre-observation forms</p> <p>Observation forms and narratives</p> <p><i>Classroom Walk Throughs</i> forms</p> <p>Summative evaluations narratives</p> <p>Interim review forms and narratives</p> <p>Teaching artifacts</p> <p>Anecdotal notes</p> <p>Intensive teacher improvement plans and supporting documents</p> <p>Classified evaluations</p>	<p>Fall 2008-ongoing</p>

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>Teachers and staff will work collaboratively by planning common learning objectives, implementing similar instructional activities and use of common assessments of student learning.</p>	<p>Common designated planning time before, during, and after school.</p>	<p>Opportunities to demonstrate teamwork in different settings</p> <p>Training on methods to remove barriers to teamwork and to foster open communication</p>	<p>Team minutes</p> <p>Teaching partners plans</p> <p>Teacher feedback documents</p>	<p>Fall 2008-ongoing</p>
<p>Teachers will complete annual professional development activities to include, but not limited to:</p> <ul style="list-style-type: none"> • Participation in staff & team meetings • Participation in grade-level, subject, school or county in-services • Attending conferences • Conducting peer observations of specialists or other colleagues • Reading and summarizing professional journal articles, websites or books • Viewing video and summarizing content • Completing college coursework • Conducting a workshop • Selected teachers will serve as mentors or colleagues to new teachers to the profession or newly hired experienced staff providing support weekly 	<p>Funds for professional development</p> <p>Funds for professional development provided by literacy coaches and math specialists provided by Title I & Title II.</p> <p>Stipends provided by local funds</p> <p>Common planning and meetings times</p>	<p>Mentoring training</p>	<p>Professional development logs</p> <p>Individual recertification records</p> <p>Rolls of attendance at professional development</p> <p>Mentor logs</p> <p>New teacher feedback</p>	<p>Fall 2008-ongoing</p>

Goal #6: Sycamore Park Elementary School will operate a preschool program for four year old children who will be attending Sycamore Park as kindergartners. The program will admit eligible children who are learning English as a second language, children who qualify under IDEIA, children who are academically at-risk, and children who will serve as role models for the speaking of English and proper behavior. A transition plan for preschool children from the SPES pre-k classes, the Culpeper DHS Head Start program, at-home children, and private preschools will be implemented to promote students' success in kindergarten.

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>The pre-Kindergarten program will enroll 24-30 students who will attend SPES as kindergartners. The program will have a balance of children who are learning English as a second language, children who academically at-risk, children who qualify under IDEIA, and children who will serve as role models for the speaking of English, and demonstrating proper behavior.</p>	<p>1 special education pre-K teacher 2 pre-K special education paraeducators 1 regular education pre-K teacher paid by Title 1 funds 1 pre-k paraeducator paid by Title 1 funds</p> <p>Two adjacent classrooms with adequate space. Curriculum materials & books. Classroom furniture, learning centers, and equipment appropriate for pre-k children and those children w/special needs.</p>	<p>In-services for the instruction and the accommodations needed for young children with developmental delays, autism, ADD, ADHD, specific learning disabilities or other health impairments.</p> <p>In-services for the instruction and accommodations needed for young children learning English as a second language.</p>	<p>Program enrollment which indicates school attendance zone for kindergarten.</p> <p>Curriculum materials and books in the classrooms.</p> <p>Appropriate furniture, centers, & equipment in the classrooms.</p>	<p>Fall 2008-ongoing</p>

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
The pre-K curriculum will align with kindergarten SOL's and guidelines for National Assoc. Education of Young Children	SOL curriculum guides for Kindergarten Curriculum resources from NAEYC (National Assoc. for Education Young Children)	In-service training for the curriculum alignment with kindergarten SOL's with guidelines from NAEYC		Fall 2008-ongoing
Pre-K teachers will plan and implement learning activities to promote the oral language development and pre-literacy skills of students including but not limited to: <ul style="list-style-type: none"> • Clearly communicating their wants and needs • Listening to others speak • Retelling experiences • Comprehending stories • Comprehending directions • Drawing pictures • Writing their name 	Curriculum materials, books, learning centers, which are age-appropriate and/or fit the IEP goals for disabled or ELL students	In-service training for the planning and implementation of activities for oral development and pre-literacy skills.	Student learning as evidenced by multiple assessments including but not limited to the Phonological Awareness and Literacy Screening (PALS), teacher observation, student work.	Fall 2008-ongoing
Pre-K teachers will plan and implement learning activities for developing math skills of students to include but not limited to: <ul style="list-style-type: none"> • Counting objects • Sorting objects by attributes • Finding patterns • Identifying shapes & colors 	Curriculum materials, books, & learning centers which are age-appropriate and/or match the IEP goals for disabled students or ELL students.	In-service training for the planning and implementation of learning of activities for mathematical skills.	Student learning as evidenced by multiple assessments including math assessments, teacher observation, and student work.	Fall 2008-ongoing

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
Pre-K teachers will plan and implement learning activities to promote the development of social skills for students.	Curriculum materials, books, & learning centers which are age-appropriate and/or match the IEP goals for disabled students or ELL students.	In-service training for the planning and implementation of learning of activities for developing social skills.	Student demonstration of appropriate social skills by teacher and staff observation.	Fall 2008-ongoing
Pre-K children currently attending Culpeper DHS Head Start, private pre-schools, or staying at home will have an orientation to the SPES campus and building prior to entering Kindergarten.	Orientation plan Buses for transportation from pre-k locations to SPES and back to their usual locations.		Orientation plans and feedback from staff of SPES and the other preschool staff	Fall 2008-ongoing
All pre-K children will be given an assessment to evaluate oral language development, rhyming and concept of print, gross motor skills, drawing & copying skills, alphabet knowledge, visual discrimination, and specific math skills prior to entering Kindergarten	Copies of the assessments. Space and time devoted to administering assessments.	Training in the developing and administering of the assessment.	Student assessment documents	Fall 2008-ongoing
Parents of pre-k children will have an orientation to the campus and building; a review of the K curriculum, student behavior expectations, and daily schedules.	Orientation plan		Orientation plans and feedback from SPES staff and parents	Fall 2008-ongoing

Goal #7: Sycamore Park Elementary School will provide a summer program of instruction in language arts and mathematics and an enrichment program in physical education, music, visual art, and drama for identified at-risk students. The intent of the program is provide students with a “jump start” by early placement in the next grade and exposure to the curriculum content they will encounter the first couple weeks of school, and to provide students opportunities to expand their abilities in nonacademic curriculum areas.

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
20-25 rising 4 th and 5 th grade students who <i>failed</i> or <i>nearly failed</i> the previous spring’s administration Standards of Learning Tests in Reading and/or Math will be invited to attend a summer school program for extra instruction in language arts and math and enrichment in the arts.			Student enrollments Student attendance rates	August 2008
20-25 rising kindergarten thru third grade students identified as at-risk for failure on the SOL tests based on K screening assessments, PALS, DRA scores and other reading assessments and/or the 4 th quarter math assessment will be invited to attend a summer school program for extra instruction in language arts and math and enrichment in the arts.			Student enrollments Student attendance rates Teacher survey feedback Parent survey feedback	August 2008

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>Summer school regular education teachers and para educators will use scientific research-based instruction in the areas of language arts and mathematics.</p>	<p>12 regular education teachers (2 per grade) paid for through 21st Century grant funds</p> <p>6 para educators paid for through 21st Century grant funds</p> <p>1 ESL teacher paid for through 21st Century grant funds</p> <p>Use already available materials & space</p>		<p>Pre and post assessment scores</p> <p>Improvement in student performance in all subgroups on SOL reading tests; DRA & SRA assessments; county reading & math benchmark assessments; teacher-made assessments</p>	<p>August 2008</p>
<p>Summer school special education teachers and para educators will use scientific research-based instruction in the areas of language arts and mathematics.</p>	<p>1 special education teacher paid for through IDIEA funds</p> <p>2 para educators paid for through IDIEA funds</p> <p>Use available materials & space</p>			<p>August 2008</p>

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
Summer school resource teachers will utilize effective instruction in the areas of physical education, music, visual art, and drama.	1 teacher for each: PE Music Art Drama Use available materials & space		Teacher survey feedback Student work and performance Parent survey feedback	August 2008
Transportation of students	Drivers and buses paid for by local funds		Safe and timely transportation of students to and from school	August 2008
Serving of breakfast and lunch free of charge to all summer program students	Food & service provided by USDA grants			August 2008