

Mission

Middleburg Elementary School is based on the concept that education is a life-long process in which the school plays an integral part. The knowledge and skills that are taught should have a direct application to the students' immediate concerns, as well as those they may face in the future.

We believe school is a major influence in a child's life and therefore should foster an environment that is stimulating, interesting, appropriate, and varied. We are aware that each child is an individual possessing special talents and worth. The school will provide an instructional program so that each student may meet his/her fullest potential.

Our school combines structure, guidance, and discipline, yet allows freedom within the structure. We emphasize open communication, parental awareness, and involvement. Maximum development can best be achieved when staff and parents work together to help each child accept his/her share of the responsibility for learning.

Vision

We hope to become a learning environment:


- where all students achieve at an equal rate despite racial, ethnic, or socioeconomic background.
- where all students achieve a 95% pass rate on all grade level SOL tests
- which will adapt curriculum, instruction, and assessment strategies to target areas of weakness
- where each person is an active participant in learning as a lifelong process














92% of students will pass all SOL tests




Goals

 Exceed school board SOL pass rate target (Unadjusted)

 **Indicators**


-  % All 3rd grade students passing English SOL (Unadjusted)
-  % All 3rd grade students passing Math SOL (Unadjusted)
-  % All 3rd grade students passing Science SOL (Unadjusted)
-  % All 3rd grade students passing Social Science SOL (Unadjusted)
-  % All 4th grade students passing English SOL (Unadjusted)
-  % All 4th grade students passing Math SOL (Unadjusted)
-  % All 4th grade students passing Social Science SOL (Unadjusted)
-  % All 5th grade students passing English SOL (Unadjusted)
-  % All 5th grade students passing Math SOL (Unadjusted)
-  % All 5th grade students passing Science SOL (Unadjusted)
-  % All 5th grade students passing Writing SOL (Unadjusted)

 **Action Plans**

 Improve science achievement


 **Indicators**

 **Action Plans**




 Improve social science achievement

 **Indicators**

 **Action Plans**

 Improve student achievement




 **Indicators**


-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 1st grade students at/above PALS Spring Benchmark
-  % 2nd grade students meeting Phonological Awareness Literacy Screening (PALS) SPRING benchmark (District)

 **Action Plans**




 Establish a Student Intervention Team


 **Tasks**

-  Create a calendar of monthly meetings
-  Develop a bank of intervention strategies that are effective with students
-  Develop a form for referring students to the team





 Implement Pathways Framework

 **Tasks**

-  K-1, ELL, SPED and Reading Specialist will attend year long PD in Pathways
-  Offer and conduct follow-up training for Running Records at all grade levels
-  Teachers will implement use of Running Records (RR) and analysis of them

 Improve student achievement


 **Indicators**


-  # 2nd grade students w/individualized program of reading instruction
-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 1st grade students at/above PALS Spring Benchmark
-  % 2nd grade students meeting Phonological Awareness Literacy Screening (PALS) SPRING benchmark (District)

 **Action Plans**



 Expand the use of Clarity

 **Tasks**

-  Introduce gradebook to staff

 Improve Math/Reading scores

 **Tasks**
















-  Explore the use of math IXL in all grades
-  Provide after-school tutoring in math and reading to students not passing the SOL in reading and math

 All schools will meet AYP (NCLB) requirements

 **Goals**

 Exceed federal required SOL pass rates (AYP)


 **Indicators**

-  % All students passing Math SOL tests (AYP)
-  % All students passing Reading SOL tests (AYP)
-  % Average Daily Attendance (ADA) for schools (AYP)
-  % Black students passing the Math SOL test (AYP)
-  % Black students passing the Reading SOL test (AYP)
-  % Economically Disadvantaged students passing the Math SOL test (AYP)
-  % Economically Disadvantaged students passing the Reading SOL test (AYP)
-  % Hispanic students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)
-  % Limited English Proficient students passing the Math SOL test (AYP)
-  % Limited English Proficient students passing the Reading SOL test (AYP)
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)
-  % White students passing the Math SOL test (AYP)
-  % White students passing the Reading SOL test (AYP)



 **Action Plans**

 Reduce disparity in student achievement by closing achievement gaps (CAG)

 **Goals**

 Improve reading comprehension




 **Indicators**


-  # 2nd grade students w/individualized program of reading instruction
-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark

 **Action Plans**



 Implement Pathways Framework


 **Tasks**

-  K-1, ELL, SPED and Reading Specialist will attend year long PD in Pathways
-  Offer and conduct follow-up training for Running Records at all grade levels
-  Teachers will implement use of Running Records (RR) and analysis of them

 Improve Math/Reading scores


 **Tasks**

-  Explore the use of math IXL in all grades
-  Provide after-school tutoring in math and reading to students not passing the SOL in reading and math

 Improve writing achievement

 **Indicators**

 **Action Plans**

 Increase participation in AP, Honors and GT Programs


 **Indicators**

-  % Asian students participating in Gifted and Talented Program exceeded the previous year
-  % Black students participating in Gifted and Talented Program exceeded the previous year
-  % Black students participating in Honors exceeded the previous year
-  % Economically Disadvantaged students participating in Gifted and Talented Program exceeded the previous year
-  % Economically Disadvantaged students participating in Honors exceeded the previous year
-  % Hispanic students participating in Gifted and Talented Program exceeded the previous year
-  % Hispanic students participating in Honors exceeded the previous year
-  % Limited English Proficient students participating in Gifted and Talented Program exceeded the previous year
-  % Limited English Proficient students participating in Honors exceeded the previous year
-  % students with disabilities participating in Gifted and Talented Program exceeded the previous year
-  % students with disabilities participating in Honors exceeded the previous year







 **Action Plans**

 Exceed NCLB and VDOE requirements


 **Goals**

 Exceed state required pass rates for SOL tests (Accreditation)







 **Indicators**

-  % Gr 3 & Gr 5 passing English SOL (Accreditation)
-  % Gr 3 passing History SOL (Accreditation)
-  % Gr 3 passing Science SOL (Accreditation)
-  % Gr 3-5 passing Math SOL (Accreditation)
-  % Gr 4 passing History SOL (Accreditation)
-  % Gr 5 passing Science SOL (Accreditation)


 **Action Plans**

 Increase SOL Advanced Proficiency pass rates(Governor's VIP)


 **Indicators**

-  % ALL students who scored at the advanced level on SOL English tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL History tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Math tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Reading tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Science tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Writing tests (Unadjusted)

 **Action Plans**

 Maintain or Improve Attendance Rate (AYP)


 **Indicators**

-  % Average Daily Attendance (ADA) for schools (AYP)

 **Action Plans**

 Strengthen safe learning environments

 **Goals**

 Improve school climate

 **Indicators**


 **Action Plans**

 Introduce PBIS to school










 **Tasks**

 Continue with implementation of PBIS

 Introduce PBIS


















 Improve school climate

 **Indicators**

-  Collaborative Working Relationships Percentile
-  Inviting Physical Environment Percentile
-  Rules and Expectations Average
-  Student Relations Average
-  Student Responsibility for Learning Percentile
-  Student-Centered Vision, Mission, and Policies Percentile
-  Students and Parents as Decision Makers Percentile
-  Teacher Relations with Students and Home Average
-  Teacher Responsibility for Learning Percentile

 **Action Plans**

Middleburg Elementary School
Plan Overview - Summary

Goal Timeframe	Action Plan Priority	Task Status	Indicator Progress
 Long-term	 High	 Draft	 On Target
 Medium-term	 Medium	 In-Progress	 Warning
 Short-term	 Low	 Cancelled	 Off Target
 Not Assigned	 Not Assigned	 Postponed	 Not Assigned
		 Completed	