

Standards of Learning (SOL) 45-Day Pre-SOL Instructional Plan

Name of School: Amelon Elementary
 Name of School Division: Amherst County Public Schools

Date: February 17, 2017 – May 1, 2017

Principal: Elaine Duke
 Assistant Principal: Cindy Copp

Complete the Pre-SOL instructional plan and include detailed plans for each core instructional area. You will need to use current assessment data to assist with development of your instructional plan as indicated below.

The purpose of this plan is to indicate the strategies that will be in place during the 45 instructional days prior to testing to:

1. Ensure that the **SOL Blueprints** are used to direct the planning of instruction for SOL objectives not covered or not covered well during the year.
2. Ensure that the **SOL Blueprints** are used to direct remediation efforts for students who have not mastered SOL objectives.
3. Emphasize that this should be the priority of everyone in the building to ensure that **“all hands are on deck”** to support increased student achievement.

Question/Task	Response/Strategies
Who assisted in the development of this plan?	Principal, Assistant Principal, Leadership Team, Special Education Teachers, Classroom Teachers, Title 1 Teachers, Resource Teachers, Central Office Team Leaders, Instructional Supervisor, Marymargaret Cardwell
<p>How will the school ensure that the SOL Blueprints and certain data from the third quarter benchmark assessments are used to direct the planning of instruction for SOL objectives not covered or not mastered during the year?</p> <p>Provide detailed strategies. Include who is responsible for each strategy. For example <i>Third grade teachers will meet to determine what specific SOL content needs to be reviewed. Lesson plans will be developed to review the content.</i></p>	<ul style="list-style-type: none"> ❖ The principal and Assistant Principal will continue to meet once a week with grade level teams during PLC meetings to discuss and plan reading (<i>and math strategies</i>) and interventions that correlate with 2016 SOL data, SOL Blue Prints, 1st & 2nd grading period benchmark data, and formative assessments based on the essential skills for each grade level. ❖ Teachers in grades 3-5 will use released SOL tests and other resources available through the DOE website and other websites to familiarize students with the content and format of questions ❖ Staff will be exposed to and utilize information from professional development within grade levels, vertical teams, school wide writing instruction with Dr. Stefanie Copp, Reading/Writing Consultant. ❖ Teachers (3-5) will continue to use and/or develop practice assessments on Power Assessment and/or <i>TestNav8</i>. Teachers will use data from these assessments to plan additional remediation instruction. ❖ Teachers (3-5) will incorporate TEI (<i>Technology Enhanced Items</i>) questions with appropriate rigor to ensure students have practice and are familiar with questions presented in this format. ❖ Teachers (K-5) will continue to use the lesson plans that include listing SOLs and objectives showing <i>behaviors, criteria and conditions</i> being taught each week. The weekly plan will continue to be sent electronically to the administrative staff each Monday morning.
<p>How will the school ensure that the SOL Blueprints and certain data from the third quarter benchmark assessments are used to direct remediation efforts for students who have not mastered SOL objectives?</p> <p>Provide detailed strategies. Include who is responsible for each strategy. For example: <i>Fifth grade mathematics teachers will spend thirty minutes or</i></p>	<ul style="list-style-type: none"> ❖ Teachers in grades K-5 will continue to classify children as Tier 1, 2, or 3 for reading (<i>and math</i>). ❖ Teachers in grades 2-5 will complete data analysis on Power Assessments/SOL Simulation Tests and use results to plan further instruction and remediation. ❖ During PLC meetings grade level teams will continue to create, implement, and share specific interventions for students in Tier 2 and 3. ❖ Remediation in the areas of reading (and math) will continue to be taught by Intervention Specialist, Patricia Massie, weekly (10 hours). ❖ Teachers (K-5) will continue with additional Reading (and Math) Remediation with Tier 2 and 3 students as needed, 20-30 minutes daily. ❖ Teachers (2-5) will use tier 2 data to determine additional interventions for students to succeed.

<p><i>more per day working with small groups of students on specific SOL content as indicated in benchmark assessments.</i></p> <p>Include a plan for targeting students who need additional support in mastering SOL objectives.</p> <p>List specific programs/activities that will be used for remediation.</p>	<ul style="list-style-type: none"> ❖ Simulation assessments will be evaluated for any changes needed from previous data collection. Groups and needs are fluid and adjustments will be made. ❖ Teachers in grades 3-5 will use remediation materials during the day for independent and/or group use. ❖ Thinking Maps will consistently be used to further develop the thought process and learning. ❖ <i>Powerful Pawsome Packets</i> will be used to guide remediation and provide test practice for all students.
<p>How will the principal emphasize the priority needed by everyone in the building to ensure that "all hands are on deck" to support increased student achievement?</p> <p><i>The principal must review the plan with all teachers in the building prior to the spring break so that the plan will be implemented no later than the first day of return from spring break.</i></p>	<ul style="list-style-type: none"> ❖ Resource teachers will collaborate with classroom teachers to incorporate SOL review during resource classes prior to SOL testing. Each of them has specific activities they integrate in their time with students. ❖ Computer Lab Instructor will use TestNav8 practice and procedures, including tools. ❖ There will continue to be walk-throughs by the administrators, Dr. Maschal. ❖ Amelon will once again implement the CREWS (Children Ready to Encourage Winners) program to motivate and encourage 3rd-5th grade students. Each PK-2 class will be partnered up with another 3-5 class to provide encouragement and support prior to SOL testing. They will make posters which highlight an assigned test taking strategy. ❖ Test Taking strategies will be reviewed daily during morning announcements three weeks before the SOL assessments begin and encouraged via all class periods, cafeteria, and buses. ❖ SOL Pep Rally/Parade- Monday, May 1st, a pep rally will be conducted for students in grades 3-5. Activities include reviewing test-taking strategies and singing inspirational cheers and songs. A parade will be conducted through the hallways so that our primary students can cheer for our 3rd-5th graders to encourage them and show support. ❖ Bulletin boards in the hallways will be related to the SOLs and/or assessments and promote a motivating atmosphere. ❖ Music will sound upon entering the school each morning of each SOL test to relax and brighten the day! ❖ Administrators and the testing coordinator will provide various SOL related motivational items to students before testing (bookmarks with testing tips, special treats). ❖ Every testing student (VAAP also) will receive a special SOL Tee-shirt. The primary grade students will also receive a tee-shirt too! ❖ Special education teachers, classroom teachers, and Title I reading specialists will collaborate to ensure students are being taught the same strategies and skills (i.e., push-in, coach teaching, and inclusion). ❖ Teachers in grades 3-5 will develop revised intervention packets/study guides, "<i>Powerful Pawsome Packet</i>" for all tested subjects. These bound packets will be based on the SOL Blueprints. The "<i>Powerful Pawsome Packet</i>" guides will be completed at school and eventually, sent home, creating a partnership with parents to increase their knowledge of academic expectations when completed. Certain packets will be "customized". ❖ A variety of learning posters will be posted to incorporate an academic "print rich" environment. ❖ Teachers will establish a friendly, working relationship with the students they will be testing.