

**WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS**  
**Annual Improvement Goals**

**Stonehouse Elementary School**

**Liz Beckhouse, Principal**  
September 30, 2008

**ANNUAL IMPROVEMENT GOAL #1:**

- **TO INCREASE THE GRADE 5 WRITING SCORES FROM 83% TO 90%.**

**Responsible Parties:** Principal, Assistant Principal, Reading Specialist, Grade 5 Teachers

**Target Date for Completion:** June, 2009

**Measurable or Observable Evidence:** 5<sup>th</sup> Grade Writing SOL Scores

- Provide professional development on writing to all teachers, grades K-5
- Implement grade-level writing to a prompt activities in September or October, using writing rubrics and follow-up sharing of results.
- Implement school-wide writing to a prompt 3 times a year, using writing rubrics and follow-up analysis of results
- Include writing across the curriculum opportunities in unit planning
- Use anchor papers with students as both a model and for instructional purposes
- Read “Writing Workshop Revisited” by Alley & Orehovec (Grade 3 Teachers as Readers)
- Implement collaborative writing workshop block (Grade 5 teacher & Visions)

**ANNUAL IMPROVEMENT GOAL #2:**

- **TO INCREASE THE MATHEMATICS PASS RATE FOR STUDENTS WITH DISABILITIES FROM 55% TO 63%.**

**Responsible Parties:** Principal, Assistant Principal, Learning Specialists, Collaborative Teachers, Math Specialist

**Target Date for Completion:** June, 2009

**Measurable or Observable Evidence:** SOL Scores/AYP Report for Students with Disabilities in Grades 3-5

- Implement VAAP and VGLA assessments for students who meet the criteria
- Include learning specialists in “Math Minds” planning sessions
- Use TTAC grant funds to explore and implement exemplary inclusion practices
- Send a learning specialist and math specialist to SURN conference
- Share exemplary practices at weekly special education meeting
- Determine whether or not Plain English Math SOL is beneficial to students

**ANNUAL IMPROVEMENT GOAL #3:**

- **TO INCREASE THE MATHEMATICS PASS RATE FOR BLACK STUDENTS FROM 77% TO 80%.**
- **TO INCREASE THE MATHEMATICS PASS RATE FOR DISADVANTAGED STUDENTS FROM 71% TO 79%.**

**Responsible Parties:** Principal, Assistant Principal, Math Specialist, Math Minds Committee, Classroom Teachers, Sea Star Study Club Teachers

**Target Date for Completion:** June, 2009

**Measurable or Observable Evidence:** SOL Scores/AYP Report for black students and students with disabilities, Grades 3-5

- Provide intervention services for students below grade level in grades 3-5
- Include targeted intervention students in Sea Star Study Club
- Hold quarterly Math Minds Committee meetings to develop school-wide strategies
- Include math sessions in Professional Development Plan
- Institute Study Island for all fifth grade students
- Provide daily “math in context” experiences for all students
- Analyze benchmark and student performance by question data

**ANNUAL IMPROVEMENT GOAL #4:**

- **TO INCREASE READING SCORES FOR BLACK STUDENTS FROM 84% TO 87%.**
- **TO INCREASE SOL READING SCORES FOR STUDENTS IDENTIFIED AS DISADVANTAGED FROM 74% TO 81%.**
- **TO INCREASE READING SCORES FOR STUDENTS WITH DISABILITIES FROM 58% TO 67%.**
- **TO ATTAIN PASS RATES ON PALS SPRING ASSESSMENTS – KINDERGARTEN AT 92%, GRADE 1 AT 90% AND GRADE 2 AT 94%.**

**Responsible Parties:** Principal, Assistant Principal, LIT Team Specialists, Classroom Teachers, Learning Specialists, Sea Star Study Club Teachers

**Target Date for Completion:** June, 2009

**Measurable or Observable Evidence:** SOL Scores; AYP Report for black students, students identified as disadvantaged, and students with disabilities, Grades 3-5; PALS Assessments for students in Grades K-3

- Ensure that independent reading time is included in daily schedules
- Provide daily guided reading for every student below grade level
- Analyze benchmark and student performance by question data
- Participate in “Teachers as Readers” and WJC professional development opportunities
- Provide intervention services for all students below grade level
- Structure the work of the LIT Team and Power Block Instructional Planning to ensure collaboration in identifying and providing intervention services.
- Include targeted intervention students in Sea Star Study Club
- Implement VAAP and VGLA assessments for students with disabilities who meet criteria
- Host Paula Brown workshop in January

**ANNUAL IMPROVEMENT GOAL NUMBER 5:**

- **PROVIDE PROFESSIONAL DEVELOPMENT TO PROMOTE THE IMPLEMENTATION OF RESEARCH-BASED INSTRUCTIONAL STRATEGIES IN ALL CONTENT AREAS**

**Responsible Parties:** Principal, Assistant Principal, Specialists, Curriculum Leaders, Staff Development Presenters

**Target Date for Completion:** May, 2009

**Measurable or Observable Evidence:** Professional Development Plan and Session Artifacts; Power Block and Quarterly Planning Documentation; Walk-through Observation Documentation

**ANNUAL IMPROVEMENT GOAL NUMBER 6:**

- **PROVIDE PROFESSIONAL DEVELOPMENT IN THE FOLLOWING AREAS:**
  - **INSTRUCTIONAL TECHNOLOGY**
  - **MOTIVATION TO ACHIEVE IN MINORITY STUDENTS AND BOYS**
  - **RESPONSE TO INTERVENTION**
  - **ALTERNATIVE ASSESSMENTS**
  - **HEALTH & WELLNESS**
  - **INCLUSIVE PRACTICES**

**Responsible Parties:** Principal, Assistant Principal, ITRT and CRT, Minority Achievement Leader, Special Educators, Staff Development Presenters

**Target Date for Completion:** May, 2009

**Measurable or Observable Evidence:** Professional Development Plan and Session Artifacts