

## **John Dalton Intermediate Academic Plan 2016-2017**

### **Reaching and Maintaining Full Accreditation**

75% of all RCPS students will pass Math SOL assessments.  
80% of all RCPS students will pass English SOL assessments.

<p>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p>	<ul style="list-style-type: none"> <li>• Pacing Guides will be finalized by the end of school-year 2016-2017. Teachers will develop these standards-aligned pacing guides as they develop unit plans that guide instruction. Evidence of completion will be the entire pacing guide for the entire school-year (as finalized on the newly created template).</li> </ul>
<p>Units of instruction include standards-based objectives and criteria for mastery.</p>	<ul style="list-style-type: none"> <li>• Teachers will utilize the research-based pacing guide template that we created last year to complete pacing guides that are fully aligned to Standards of Learning.</li> <li>• Teachers will adjust their pacing guides to align with the Comprehensive Instructional Program (Region 7) to ensure proper pacing of instructional delivery in preparation for the benchmark testing process.</li> </ul>
<p>Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.</p>	<ul style="list-style-type: none"> <li>• Benchmark testing will occur at JDIS on a quarterly basis.</li> </ul>
<p>Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.</p>	<ul style="list-style-type: none"> <li>• Students scoring low on iStation diagnostic testing in English will be identified and placed in Tier 3. Those students will be scheduled to receive regular remedial intervention through the iStation program.</li> <li>• Students not enrolled in zero period will participate in the morning IXL Math program.</li> <li>• All teachers will develop a Watch List in order to identify students for Differentiated Instruction and/or remediation.</li> <li>• All teachers will choose 2 Focus Students from the Watch List, with whom they will meet weekly to discuss academic areas of concern. Teachers will maintain a log documenting the date of each meeting.</li> </ul>
<p>The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).</p>	<ul style="list-style-type: none"> <li>• Using the data from benchmark assessment, iStation and other testing results, students will be placed in either Tier 1, Tier 2 or Tier 3 and monitored through Excel sheets.</li> <li>• Students identified as needing remediation (Tiers 2 and 3) who don't take a zero period will be assigned into a new homeroom for a newly created remediation period to work on iStation (reading) and IXL Math.</li> </ul>

### **Student Achievement and Impact of Poverty**

Student in Gap Groups 1, 2, and 3 will meet federal benchmarks in English & Math.  
All faculty and staff will be fully trained in multi-cultural learning.

Professional development of individual teachers includes an emphasis on indicators of effective teaching.	<ul style="list-style-type: none"><li>• JDIS faculty will participate in Cultural Competence professional development with a diversity coach.</li></ul>
Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	<ul style="list-style-type: none"><li>• Math teachers and Special Education teachers will collaborate and follow the research-based model of collaborative teaching. Continual professional development and support will be provided by Dr. Brad Bizzell (Radford University).</li></ul>