



**Surry County Public Schools
Blueprint for Instructional
Excellence**

To support the achievement of students, development of teachers and success of all Surry County Public Schools, monitoring instruction is the key activity for improvement. Research supports the need for highly effective teachers to make the greatest difference in student learning. Instructional monitoring is the means to ensure that our instructional model is implemented, our curriculum is taught and our schools work towards excellence using professional learning communities.

The following tools will be employed to assure student achievement:

1. Surry County Instructional Model
2. Pacing Guides to ensure curriculum alignment and delivery
3. Teacher Lesson Plans
4. Benchmark Assessments as formative measurements to drive instruction
5. Instructional Audits to ensure best practices and curriculum alignment
6. Professional Development support through mentoring and teacher training
7. Collaborative Teams to improve instruction and student learning
8. Celebration of Success

Each of these components will be communicated by instructional leaders within the schools and supported by the division instructional leaders. Our goals are a unified effort to assist students achieve, develop and become successful citizens.

Surry County Instructional Model

For all students to be successful, a consistent instructional model that supports learning is essential. Key aspects of planning, delivery and assessment are vital to student achievement. The following model has been designed using best practices that are embedded within good teaching and learning. It is expected that all teaching and learning will employ this model as a means to ensure student success.

Instructional Planning
Identify and Communicate the Objective
(SOL/Competency)

Delivery of Instruction
Explain Essential Knowledge and Skills

Bell Ringer
(Opening/Warm up Activity)

Hook
Activate/Assess Prior Knowledge
(Pre-test)

- A. Teacher Direct Instruction**
 - a. Engaging questions**
 - b. Interactive Lecture/Activity**
 - c. Notetaking – Interactive Notebook**
 - d. Modeling**
 - e. Reading activity**

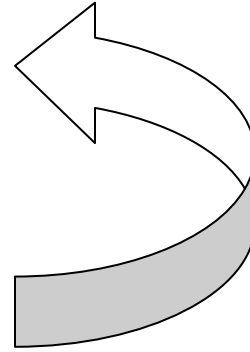
- B. Guided Practice**
 - a. Modeling**
 - b. Use of technology**
 - c. Collaborative – peer to peer teaching**
 - d. Handouts/Graphic Organizers**
 - e. Writing in Journals**

C. Independent Practice

- a. Questions
- b. Problems
- c. Classwork
- d. Homework

D. Check for Understanding/Formative Assessment

- a. Writing Assignments
- b. Questions
- c. Quizzes
- d. Games
- e. Self assessment (rubric)



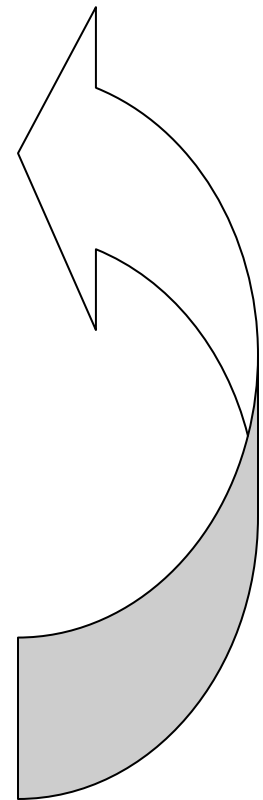
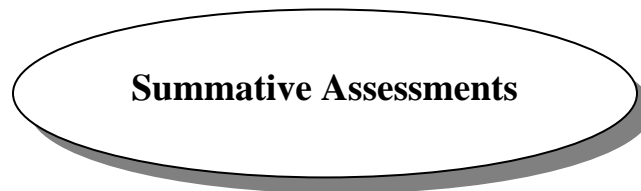
Reteach/Enrich

E. Reteach/Enrich/Accelerate

- a. Mini Lecture
- b. Problem/questions
- c. Extended Learning Opportunities
- d. Technology

F. Closure

- a. Summary activities
- b. Synthesis activities
- c. Exit passes



- A. Tests/Exams
- B. Projects/Rubrics
- C. Student Presentations/Rubrics
- D. Research Papers/Rubrics
- E. Portfolio
- F. Self Assessment/Rubrics

Reteach/Enrich

Instructional Planning – Identify and Communicate the Objective (SOL/Competency)

Teachers collaboratively develop pacing guides and lesson plans for SOL content. These plans include specific materials, content, rubrics, activities, benchmark testing stages and summative assessments.

Delivery of Instruction - Explain Essential Knowledge and Skills

Bell Ringer (Opening/Warm up Activity)

Students enter the classroom with a “do now” activity on the board. These activities ask students to answer questions, complete problems, respond to “SOL type questions”, do a quick write, write a journal entry. Bell ringer activities provide order and structure to the opening of class. Teachers can take roll and prepare for the day’s lesson. The teacher reviews this activity to reinforce students’ answers.

Hook - Activate/Assess Prior Knowledge - (Pre-test)

The hook is the key opening activity to engage students in the lesson. This activity may include an essential question, a short passage from literature/text, a short video clip, or a teacher demonstration. Students can make predictions, state opinions or demonstrate what they already know about the content/topic.

Teacher Direct Instruction

The teacher delivers a short lecture, models skills, or conducts an experiment/demonstration while students take notes within an interactive notebook. The key elements of the day’s lesson are covered within the direct instruction part of the lesson. Activities may include:

- a. Lecture with transparencies
- b. Presentation using technology
- c. Notes on the board
- d. Internet projection
- e. Video clips
- f. Science demonstration
- g. Discussion of the text
- h. Other activities

Guided Practice

The teacher provides students with activities to practice skills and mastery of content that was presented during the direct instruction. Cooperative groups/teams are recommended to reinforce peer support and social aspects of learning. Activities may include:

- a. Solving problems
- b. Answering questions from story/text
- d.** Use of technology
- e. Collaborative activities – peer to peer teaching
- f. Completion of handouts/graphic organizers
- g. Writing activities

Independent Practice

Students are assigned questions, problems and activities that they complete on an individual basis to demonstrate mastery of content or skills. These may include:

- a. Discussion and understanding text
- b. Problem solving from class activities
- c. Short essays
- d. Homework assignments

Students who demonstrate the need for more time/teaching are provided extra support to master content and skills through tutoring and extra support.

Check for Understanding/Formative Assessment

Teachers provide students with a variety of assessments to ensure that students have mastered content and skills. These assessments are used to determine what reteaching may be needed. They are not counted as a formal grade but may be used as a means to accumulate points for a grade. These activities may include:

- a. Writing Assignments/Rubric
- b. Questions
- c. Quizzes
- d. Games
- e. Completion of self-assessment (rubric)

Students who demonstrate the need for more time/teaching are provided extra support to master content and skills through tutoring and extra support.

Reteach/Enrich/Accelerate

Based on the data a teacher collects, it may be necessary to reteach content or skills to ensure that students will be successful on state tests or other summative assessments. Students who demonstrate the need for more time/teaching are provided extra support to master content and skills through tutoring and extra support.

These activities may include:

- a. A Mini Lecture
- b. Demonstration problems
- c. Clarification and elaboration on content
- d. Continued skill practice
- e. Tutoring

Closure

It is essential for teachers to conduct a closure activity at the end of a lesson. This activity ensures that students process the information and skills. Students summarize what they have learned or paraphrase key learning to demonstrate that they remember key information and own the necessary skills to move forward. These activities may include:

- a. Summary discussions or writing activities
- b. Paraphrasing activities
- c. Exit passes

Students who demonstrate the need for more time/teaching are provided extra support to master content and skills through tutoring and extra support.

Summative Assessments

Once students have demonstrated mastery of units of learning, teachers deliver summative assessments for a grade. These assessments may take many forms depending upon the nature of the work. These assessments may include:

- a. Unit tests
- b. Projects/Rubrics
- c. Student presentations/reports/Rubrics
- d. Research papers/Rubrics
- e. Portfolio/Rubrics
- f. Self-evaluation using rubrics
- g. Exams

Students who demonstrate the need for more time/teaching are provided extra support to master content and skills through tutoring and extra support.



Surry County Public Schools Pacing Guides

To support the achievement of students, it is essential that instructional staff use pacing guides to assure curriculum is mastered by all students in a timely manner. The following format is required for designing and planning pacing guides:

Surry County Public Schools Pacing Guide

Subject:

Grade Level:

Year: 2008-2009

Date	Standard(s)	Essential Knowledge	Resources Including Textbook Pages And Assessments
<i>Example</i>	<i>7.8b</i>	<i>-Understand and apply the elements of composing: central idea, elaboration, unity, organization</i>	<i>Writing and Grammar Book Pages 37-47</i>
September 2-5			
September 8-12			
September 15-19			
September 22-26			
September 29-October 3 October 2 (PTC ½ Day)			
October 6-10			
October 13-17			
October 20-24 October 24 (Homecoming ½ day)			
October 27-31 October 28-31 Nine Week Exams			
November 3-7			
November 10-14 November 11 Holiday (Schools Closed)			
November 17-21 November 26 (1/2 Day) November 27-28 Holiday			

Date	Standard(s)	Essential Knowledge	Resources Including Textbook Pages And Assessments
(Schools Closed)			
December 1-5			
December 8-12			
December 15-19 December 22-Jan 2 Holiday (Schools Closed)			
January 5-9			
January 12-16			
January 19 Holiday (Schools Closed)			
January 20-23 January 22-23 Exams (1/2 Day)			
January 26- 27 Schools Closed for Teacher Workdays			
January 28-30 New Semester for SCHS January 29 Open House for SCHS			
February 2-7			
February 9-13			
February 17-20 February 16 Holiday (Schools Closed)			
February 23-27 February 26 PTC SES/LPJ 1/2 Day School for all		SOL Spring Writing March 3-6	
March 2-6			

Date	Standard(s)	Essential Knowledge	Resources Including Textbook Pages And Assessments
March 9-13			
March 16-20			
March 23-27			
March 30 - April 3 March 30-31 Nine Weeks Exams			
April 6-10			
April 13-17 Spring break – Schools Closed		Spring Break	
April 20-24			
April 27-May 1			
May 4-8			
May 11-15			
May 18-22 May 26 Holiday (Schools Closed)			
May 26-29 May 25 Holiday (Schools Closed)			
June 1-5			
June 8-11 June 10-11 Exams (1/2 Day)			

The logo consists of a grey oval with a black border and a drop shadow. Inside the oval, the text "Surry County Public Schools" is on the top line and "Lesson Plan" is on the bottom line, both in a bold, black, sans-serif font.

**Surry County Public Schools
Lesson Plan**

To support the achievement of students, it is essential for teachers to plan and develop lesson plans to ensure content and skill mastery for student success. Planning for each day of instruction provides teachers with their guide for selection of materials, activities and assessments to help students achieve knowledge and skills.

The following lesson plan formats will be used by Surry County teachers:

**Surry Elementary School
Lesson Plans**

**Teacher
Date(s)**

Subject

Standard(s)/Objective(s):

Lesson Objective(s)/AIEP Objective(s):

Essential Knowledge/Skills:

Materials/Resources:

Vocabulary:

Introduction/Review:

Teacher Direct Instruction/Guided and Independent Practice:

Instructional Strategies:

Differentiated Instruction:

Homework:

Closure Activity:

Assessment/Evaluation:

**Luther Porter Jackson Middle School
Lesson Plans**

Teacher
Date(s)

Subject

Standard(s)/Objective(s):

Lesson Objective(s)/AIEP Objective(s):

Essential Knowledge/Skills:

Materials/Resources:

Vocabulary:

Introduction/Review:

Teacher Direct Instruction/Guided and Independent Practice:

Instructional Strategies:

Differentiated Instruction:

Homework:

Closure Activity:

Assessment/Evaluation:

**Surry County High School
Lesson Plans**

Teacher
Date(s)

Subject

Standard(s)/Objective(s):

Lesson Objective(s)/AIEP Objective(s):

Essential Knowledge/Skills:

Materials/Resources:

Vocabulary:

Introduction/Review:

Teacher Direct Instruction/Guided and Independent Practice:

Instructional Strategies:

Differentiated Instruction:

Homework:

Closure Activity:

Assessment/Evaluation:



**Surry County Public Schools
Benchmark Assessments**

To support student achievement, it is essential to use data as an integral tool to ensure student success on state assessments. Research supports the need for highly effective teachers to use benchmarks to drive instruction that assures content and skill mastery. Benchmark tests will be given to determine strengths and weaknesses in areas where state tests are given.



**Surry County Public Schools
Instructional Audits**

To support the achievement of students, it is essential to conduct Instructional Audits to ensure student success on state assessments. Instructional Audits are visits to a school by a team of observers on a set day. These visits are intended to provide a systematic perspective that gives insight and understanding of instructional delivery, student engagement, curriculum coverage and potential staff development needs. These audits are not evaluative in nature. They are intended to provide all staff members with a “snapshot” of how we are progressing and how we can work together to become better at our profession.

The format for an Instructional Audit includes:

1. Set Audit Dates – One audit per quarter
2. Select Audit Team –
 - a. Assistant Superintendent
 - b. Director of Accountability and Assessment
 - c. Director of Special Education
 - d. Director of Curriculum
 - e. School Principal
 - f. Other Team Members as appropriate
3. Conduct Audit
 - a. Opening Meeting
 - b. Targeted Lookfors
 - c. Classroom Walkthroughs
 - d. Audit Debriefing
4. Develop Blueprint for Improvement
 - a. Diagnosis of Practices
 - b. Next Steps

Surry County Public Schools Professional Development

To support the achievement of students, it is essential to support new and experienced teachers develop professional expertise to ensure student success. Research on professional development that is effective provides the following characteristics:

Professional development should:

- Be optimistic, informative and research based
- Empower schools to create their own initiatives
- Be driven by data
- Be open to new ideas from within and from outside that foster renewal
- Be a long-term commitment to growth – no quick fix
- Pay attention to content, process and context
- Result in reflection and dialogue
- Be embedded in daily work
- Articulate relationship between programs and practices to the division's vision

In Surry County Public Schools we will work to help new teachers develop and grow through our mentor program. At the same time our goal will be to continue to develop experienced teachers through a professional learning community approach. This effort will use collaborative teams who will:

1. examine data to determine content/skill areas that need focused attention
2. explore research-based instructional strategies to improve areas of weakness
3. conduct action research in areas of need to discover successful practices/programs
4. support our staff to continuously improve
5. celebrate our successes



**Surry County Public Schools
Collaborative Teams**

To support student achievement, it is essential that all staff members work as a professional learning community to ensure student success. The research on collaboration provides great support for teamwork. Each school will use collaborative teams of teachers to plan, to reflect upon and to improve student achievement. The following teams will be formed to work on the tasks necessary to build our foundation of excellence:

SES:

Grade Level Teams
Leadership Team (Team Leaders)
Hospitality Team
Child Study Team
Instructional Support Team
Content teams

LPJMS:

Hospitality Team
Child Study Team
Grade Level Teams
Content Teams

SCHS:

Hospitality Team
Child Study Team
Content Teams
Department Chair Team

Division Level Teams:

Content Teams
 English Team
 Math Team
 Science Team
 Social Studies Team
 CTE Team



**Surry County Public Schools
Celebration of Success**

To support the achievement of students, it is essential that all staff members celebrate the many success stories of staff members and students. The accomplishments and numerous improvements that are made throughout the year must be recognized, acknowledged and celebrated. Celebrations are the lifeblood of healthy organizations and research supports the need to recognize achievements through a variety of recognition formats.

In order to collect and celebrate our accomplishments, we will begin a program titled “Surry Success Stories”. In this program, each employee is invited to document a small act of kindness that has made a difference in Surry County Public Schools. From these small acts to 100% pass rates or 100% attendance in a classroom, it is imperative that we recognize the efforts of our staff and students. Success is more powerful when it is shared with others. These stories will inspire others to serve our constituents in a manner that supports our vision of excellence. Student success, teacher success and staff success stories will be shared in a variety of formats to ensure that our public knows the dedication of all who work for the children of Surry County Public Schools.

The following ideas are offered to share your success story:

- Email your principal/supervisor a small success story
- Email a point of contact at the central office
- Write a personal note to your principal/central office point of contact
- Have a student write a personal success story and send it to his/her principal of the central office as well as his/her parent

Any other ideas are welcome. We will all be looking for those success stories no matter how small or large they may seem.