



Bedford County Public Schools

Goals/Continuous School Improvement Plan 2017-18 School Year

Part I: Vision, Mission, Accountability & Accreditation Information, and Goal Statements

Goodview Elementary School	
Kimberly Morris, Principal	
<p>Vision: Vividly paints a picture of the future/leads to a desired outcome.</p>	<p>Our vision is that our students will graduate, get jobs, and become active members in their community. Our school is committed to helping them acquire skills in gathering, organizing, and utilizing information. More specifically, our teachers value and appreciate our students' specialized talents and skills. Teachers and mentors will develop and encourage these strengths so that our students may be prepared for a fulfilling and successful career. It is important that our students are active participants in mental and physical activities. In addition, they must learn to work with others in a collaborative effort and respect individual differences. Our children will be part of society and therefore must function within society's rules and make contributions for the good of all.</p>
<p>Mission: Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).</p>	<p>The mission of Goodview Elementary is to assure that all students acquire the knowledge and develop skills necessary to function productively in a competitive society. We are committed to providing experiences that will enable all children to personalize their learning to develop physically, socially, and emotionally. The staff at Goodview Elementary will work collaboratively with students, parents, and community members to foster productive, responsible citizens. Students will encounter rich, varied experiences that will accommodate their unique and individual learning styles.</p>
<p>Federal Accountability Information</p>	<p>Fully Accredited</p>

State Accreditation Information	Fully Accredited
SMART Goal Statement 1:	85% of students in grades K-5 will meet the PALS benchmark in the Spring.
SMART Goal Statement 2:	70% of Kindergarteners will meet the concept of word benchmark in the Spring.
SMART Goal Statement 3:	<p>Students will demonstrate mastery of math concepts by minimally meeting the band of quantile growth of student performance on the beginning of year data on the Houghton Mifflin Math Inventory.</p> <ul style="list-style-type: none"> ● Grade 2: <ul style="list-style-type: none"> ○ below basic- EM 400-205 198-240 ○ basic 210-400 123-165 ○ proficient 405-600 60-100 ○ advanced 605-above 60-100 ● Grade 3: <ul style="list-style-type: none"> ○ below basic - EM 400-425 258-295 ○ basic 430-620 140-175 ○ proficient 625-850 93-140 ○ advanced 855-above 93-140 ● Grade 4: <ul style="list-style-type: none"> ○ below basic- EM 400-540 275-335 ○ basic 545-710 83-125 ○ proficient 715-950 45-73 ○ advanced 955-above 45-73 ● Grade 5: <ul style="list-style-type: none"> ○ below basic - EM 400-640 283-338 ○ basic 645-815 60-100 ○ proficient 820-1020 25-48 ○ advanced 1025-above 25-48
SMART Goal Statement 4:	<p>Given a writing assignment, 85% of students</p> <ul style="list-style-type: none"> ● In grades K-2 will meet the requirements of the adopted rubric with a grade of 2 (out of possible 3) or better. ● In grades 3-5 will meet the requirements of the adopted rubric with a grade of 85% (out of a

	possible 100%) or better.
SMART Goal Statement 5:	A focus for GES for the 2017-2018 school year will be on decreasing student absences. Thus: <ul style="list-style-type: none"> • GES will increase the number of students with perfect attendance each quarter.

* Add or delete rows as needed.

Part II: School Leadership Team Members

Goodview Elementary School	
Name	Committee Position*
Kimberly Morris	Principal
Jonathan DeMaio	Assistant Principal / Designee
Octavia Davis	School Counselor / SCT Coordinator / 504 Coordinator
Jami Cash	District Office Liaison
Barb Pennington	Reading Specialist/Teacher Leader/Title I
Melanie Simmons	SBO Rep
Susan Walton (Melissa Caldwell is back-up)	Preschool Representative
Shannon Eubank	Kindergarten Representative
Kellie Stevens	First Grade Teacher / RtI Chairperson
Sarah Metcalf	Second Grade Teacher / Instructional Facilitator
Debbie Bollinger	Third Grade Teacher
Kelli Webb	Fourth Grade Teacher / PTA Board Teacher Rep

Joyce Bailey	Fifth Grade Teacher
Rebecca Brower	SPED Teacher Leader
Heather Davis	Resource Teacher Leader
Cathy Burkes	Supervisor
Eb Morejon	ITRT

Part III: Data Analysis

Standards of Learning Testing Information

Standards of Learning Results - From Federal Pass Rates from VDOE School Report Card Sections:

Assessment Results at each Proficiency Level by Subgroup (Courses), Percentage of Students Passing & Tested in English, Reading, & Mathematics, & Other Academic Indicators (Overall Core Areas)

Grade	Subject	Pass Rate for 2013-14	Pass Rate for 2014-15	Pass Rate for 2015-16	Pass Rate for 2016-17
Third	Reading	74	87	80	81
Fourth	Reading	81	91	87	96
Fifth	Reading	80	85	86	91
School-Wide	Reading	77	89	87	89
Third	Math	64	86	71	72
Fourth	Math	85	95	86	84
Fifth	Math	77	91	92	85

School-Wide	Math	79	91	86	80
Fourth/School-Wide	History/Social Studies	90	99	99	98
Fifth/School-Wide	Science	81	98	92	95

State Accreditation Rating School History - From VDOE School Report Card Section:

State Accreditation Results for All Students

Year	Rating
State Accreditation Rating 2017-18, Based on 2016-18 Data	Fully Accredited
State Accreditation Rating 2016-17, Based on 2015-16 Data	Fully Accredited
State Accreditation Rating 2015-16. Based on 2014-15 Data	Fully Accredited
State Accreditation Rating 2014-15, Based on 2013-14 Data	Fully Accredited
State Accreditation Rating 2013-14, Based on 2012-13 Data	Fully Accredited
State Accreditation Rating 2012-13, Based on 2011-12 Data	Fully Accredited

Federal Annual Measurable Reading Objective Data - From VDOE School Report Card Section:

Assessment Results at each Proficiency Level by Subgroup

Groups	Reading Annual Measurable Objectives & Results (Percent Passing)	Reading Annual Measurable Objectives & Results (Percent Passing)	Reading Annual Measurable Objectives & Results (Percent Passing)	Reading Annual Measurable Objectives & Results (Percent Passing)

Accountability Year	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18
Assessment Year	2013-14 Target	2013-14	2014-15 Target	2014-15	2015-16 Target	2015-16	2016-17 Target	2016-17
All Students	69	79	72	88	75	84	75	86.58
Proficiency Gap Group 1	59	73	65	86	72	79	72	80.55
Proficiency Gap Group 2	57	<	64	<	71	<	71	<
Proficiency Gap Group 3	60	45	66	45	72	71	72	< 63.82 (3 yr avg)
Students with Disabilities	42	63	54	61	66	43	66	53.33 (R10)
LEP Students	52	<	61	<	69	<	69	<
Economically Disadvantaged Students	59	76	65	87	72	80	72	81.02
White Students	75	80	76	90	77	85	77	88.2
Asian Students	Continuous Improvement	<	Continuous Improvement	<	Continuous Improvement	<	Continuous Improvement	<

Federal Annual Measurable Math Objective Data - From VDOE School Report Card Section:

Assessment Results at each Proficiency Level by Subgroup

Groups	Math Annual Measurable Objectives & Results (Percent Passing)		Math Annual Measurable Objectives & Results (Percent Passing)		Math Annual Measurable Objectives & Results (Percent Passing)		Math Annual Measurable Objectives & Results (Percent Passing)	
	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18
Assessment Year	2013-14 Target	2013-14	2014-15 Target	2014-15	2015-16 Target	2015-16	2016-17 Target	2016-17
All Students	66	76	70	91	70	83	75	86.58
Proficiency Gap Group 1	57	72	68	90	68	78	72	80.55
Proficiency Gap Group 2	56	<	67	<	67	<	71	<
Proficiency Gap Group 3	60	45	69	91	69	63	72	< 63 (3 yr avg)
Students with Disabilities	49	63	65	86	65	54	66	53.33 (R10)
LEP Students	53	<	66	<	66	<	69	<
Economically Disadvantaged Students	57	73	78	92	68	80	72	81.02
White Students	70	78	72	90	72	84	77	88.2

Asian Students	Continuous Improvement	<	Continuous Improvement	<	Continuous Improvement	<	Continuous Improvement	<
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**Phonological Awareness Literacy Screening (PALS) Information
Percentage of Students Not Meeting PALS Benchmarks & Who Need Remediation**

	District Fall 2015	School Fall 2015	District Spring 2016	School Spring 2016	District Fall 2016	School Fall 2016	District Spring 2017	School Spring 2017	District Fall 2017	School Fall 2017	District Spring 2018	School Spring 2018
Kindergarten	13%	12%	9%	17%	Data Not Able to be Attained	11%	Data Not Able to be Attained	8%	Data Not Able to be Attained	26%	Data Not Able to be Attained	
First Grade	19%	21%	14%	17%		23%		28%		12%		
Second Grade	19%	26%	13%	17%		30%		28%		30%		
Third Grade	19%	28%	20%	28%		23%		17%		16%		
Fourth Grade	11%	18%	20%	20%		16%		23%		11%		
Fifth Grade	24%	23%	25%	28%		15%		12%		21%		

Identified students in grades K-3 are required to receive 2 ½ hours of weekly remediation per Early Intervention Reading Initiative (EIRI) funding. It is best practice to ensure identified students in grades 4-5 also receive remediation.

Percentage of Students Not Meeting PALS-K Benchmarks for 2017-18 School Year

PALS - Kindergarten	Rhyme	Beginning Sound	ABC Lower	Letter Sounds	Spelling	Concept of Word List	Summed Score
Fall 2017	14%	19%	29%	36%	35%	0%	26%
Spring 2018							

PALS 1-3 2017-18 Students Not Meeting Benchmarks

PALS First - Third 2016-17	Spelling Inventory	Word Recognition in Isolation - Word List	Letter Sounds Fall	Summed Score	Instructional Oral Reading Level
PALS 1 Fall 2017	11%	23%	13%	12%	26%
PALS 1 Spring 2018					
PALS 2 Fall 2017	22%	39%	n/a	30%	47%
PALS 2 Spring 2018					
PALS 3 Fall 2017	25%	8%	n/a	16%	11%
PALS 3 Spring 2018					

**Letter Sounds administered only in first grade, Fall only*

PALS Plus 4-5 2017-18 Students Not Meeting Benchmarks

PALS Plus Fourth-Fifth 2016-17	Spelling Inventory	Word Recognition in Isolation - Word List	Summed Score	Instructional Oral Reading Level
PALS 4 Fall 2017	10%	9%	11%	19%
PALS 4 Spring 2018				
PALS 5 Fall 2017	18%	27%	21%	26%
PALS 5 Spring 2018				

**Interactive Achievement Progress Monitoring Information HMRI, MobyMax, Powerschool Assessment & Remediation Data
for 2017-18**

Grade	Subject	Houghton-Mifflin Reading Inventory Fall Number/Percent Meeting Benchmark	Houghton-Mifflin Reading Inventory Midyear Number/Percent Meeting Benchmark	Number/Percent Students Remediated	Houghton-Mifflin Reading Inventory Spring Number/Percent Meeting Benchmark	Number/Percent Students Remediated
Second	Reading	6%				
Third ♦	Reading	72%				
Fourth ♦	Reading	67%				
Fifth ♦	Reading	74%				
School-Wide	Reading/ HMRI	55%				
Grade	Subject	Houghton-Mifflin Math Inventory Fall Number/Percent Meeting Benchmark	Houghton-Mifflin Math Inventory Midyear Number/Percent Meeting Benchmark	Number/Percent Students Remediated	Houghton-Mifflin Math Inventory Spring Number/Percent Meeting Benchmark	
Second	Math	35%				
Third ♦	Math	21%				
Fourth ♦	Math	12%				

Fifth ♦	Math	35%				
School-Wide	Math	26%				

♦ SOL Tested

Grade	Subject	Alternate Assessment #1 Students that met 70% Benchmark	Alternate Assessment #2 Students that met 70% Benchmark	Alternate Assessment #3 Students that met 70% Benchmark	SGA #2 Score Students that met 70% Benchmark	Composite Score Students that met 70% Benchmark
Third	SS/History	10%				
Third	Science	75%				
Fifth (US History I)	SS/History	.01%				

Positive Behavioral Intervention and Supports (PBIS) Information Referrals, Suspensions, & Restraints

	Referrals 2015-16	Out of School Susp 2015-2016	Refer rals 2016- 17	Out of School Susp 2016-17	SPED Out of School Susp 2016-2017	Threat Assessments Conducted 2016-2017	NCI Restraints 2016-17	Referrals 2016-17	Out of School Susp 2017-18	SPED Out of School Susp 2017-2018	Threat Assessments Conducted 2017-2018	NCI Restraints 2017-18
August	0	0	0	0	0	0	0	5	2	2	0	1
September	13	0	10	0	0	0	0	19	2	2	0	0
October	9	2	9	2	2	1	1	10	4	0	1	0

November	5	1	15	3	3	0	0	5	3	2	3	0
December	4	1	1	0	0	0	0				3	1
January	1	0	4	2	2	0	0					
February	2	0	7	0	0	0	0					
March	1	0	12	1	0	0	0					
April	2	0	2	0	0	0	0					
May	4	0	1	0	0	0	0					
Total	41	4	61	8	7	1	1					

2017 Perfect Attendance Data

Quarter 1	Quarter 2	Quarter 3	Quarter 4
PK = 5	PK =	PK =	PK =
K = 10	K =	K =	K =
1st = 27	1st =	1st =	1st =
2nd = 29	2nd =	2nd =	2nd =
3rd = 20	3rd =	3rd =	3rd =
4th = 27	4th =	4th =	4th =
5th = 31	5th =	5th =	5th =

TOTAL = 149 (29.9%)			
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Truancy Information

Truancy Summary Data

	Number of Meetings Held for Students with 6 Unverified Absences	Number of Students with 7 or More Unverified Absences 2016-17	Number of Students Referred to Court Services for CHINS 2016-17	Number of Students on Truancy Plans for Chronic Absenteeism 2016-17	Number of Students Referred to Court Services for CHINS 2017-18	Number of Students on Truancy Plans for Chronic Absenteeism 2017-18
August	0	0	0	0		
September	0	0	0	0		
October	0	0	0	0		
November	0	0	0	0		
December	0	0	0	0		
January	3	0	0	6		
February	0	0	0	3		
March	0	0	0	1		

April	0	0	0	0		
May	0	0	0	0		
Total	3	0	0	10		

School/Community Survey Information

School/Community Survey Summary

Goodview Elementary Family Survey Results - Fall 2017						
198 surveys were returned out of 496 surveys sent for a 40% return rate.						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
My child's school is a friendly environment for students, parents, and families.	58%	38%	4%	0%	0%	0%
The following number of parents were interested in knowing more about each area:						
How would you prefer to receive information from your child's school? Letters/flyers sent home with students Email Website Phone call Social Media Text Message						

Other (please specify)

The areas in bold are the areas that we will address this year.

What type of informational programs would you like the school to provide for parents?

Academics

Reading comprehension strategies

Math computation skills

Technology assistance

Homework help

Other subjects-Please tell us which subjects: Handwriting/Organization, Speech, Social Studies

The areas in bold are the areas that we will address this year.

Other Data Reviewed by the School Leadership Team

Part IV: Back to School Reflection

Back to School Summary of Data Analysis 2017-18

GES continues to experience success with student performance as reflected in the current SOL data. Gap group 3 and students with disabilities are subgroups that have shown difficulty meeting the minimal demands of SOL requirements. However, students with disabilities have shown surprising improvement with a statistically significant decrease in the number of failures, for which VDOE recognized GES' efforts. Over the years, students' scores are demonstrating growth across subject areas, an indication that the new ESSA standards may favor GES's efforts in the future. Data also shows that all VAAPs attempted were passed. More global review of data reveals that many of our students do well with SOL while at GES, but scores drop significantly when they transition to SRMS. An area of emphasis is math performance (part-to-whole relationships is a particular area of need for more specific reinforcement).

PALS data continues to indicate a deficit in the Concept of Word (henceforth, COW) skills for lower elementary students, particularly at the kindergarten level. For this reason, teachers were required during goal meetings to discuss/explain the link their literacy goals and the COW expectations/assessments/data.

Administration has also discussed the misalignment of previously collected data and SOL performance, particularly in the area of math performance. Staff and administration explored new assessments which have been adopted for the 2017-2018 school year and are finding more success with analysis of student performance, identification of student needs, and alignment of remediation to assessment data.

** Add or delete space as needed.*

Back to School Celebrations, Concerns, and Possible New Innovations 2017-18

Back to school Celebrations:

One of our predominant celebrations is that we are fully staffed with the only exception of the newly approved instructional aide position and the PowerSchool secretary. This celebration is even more exciting because of the faculty's input in which some of them indicated it being the first opportunity in which they were allowed to have involvement in this process. For the first three vacancies, the panel reviewed/interviewed well over 30 applicants. This process occurred after school daily until the vacancies were filled so as not to interrupt the academic day for students.

Our PTA events have been very well attended, contrary to predictions. Notably there is still room for improvement and staff will continue to work collaboratively with the PTA. The Fall fundraiser was more successful than anticipated, another indication of healthy PTA support.

Faculty/staff remain positive and vested in GES. If school spirit days are any indicators, the faculty and staff are very much dedicated to the school family. Despite all of the changes, adjustments, and new expectations/assignments, the faculty and staff have really stepped up to the plate and met each appeal with a zest for performance that is indescribable.

Back to school Concerns:

The number of personnel vacancies/changes at the beginning of the school year, extending through the first quarter was certainly a challenge. Beginning the year with a number of substitutes was difficult, but allowed for some reflection with regard to substitute policies/procedures for communication, emergency operations, etc. To ensure the success of all students, GES uses a variety of resources including: supporting our new staff with our instructional coach, internal mentor assignments by trained faculty members, frequent formal observations and post-observation conferences by administration, informal observations with feedback by district-level instructional staff, professional development offerings for all new hires, professional development specific to new special education teachers, monthly grade level meetings for common planning facilitated by an administrator. Activities such as these will ensure that students will be provided with every opportunity for success. Additional, technological support comes in the form of leadership training packets, review of BCPS policies at faculty meetings, grade level chairperson participation in leadership team meetings, GES Faculty Resources Google File shared with staff, among others.

One of the components that Goodview faculty and staff are continuously mindful of is improving our math performance. A historical emphasis on utilizing Moby Max as the predominant predictive tool for SOL preparation and remediation identification has been replaced and strengthened with the new Houghton Mifflin Math Inventory and the soon-to-be implemented Assessing Math Concepts. Additionally, the school is working with Title I staff to assess the usefulness of a new-to-us program iStation. A current, 3 month, free trial period is underway.

At the conclusion of the 2016/17 school year, the school's long-term principal retired and the beloved assistant principal was assigned as principal to a different elementary school within the division. The challenge of a whole new administrative regime was filled with apprehension for many community members (internal and external). Working to re-establish methods of visibility and communication to build trust was step one. The following methods to meet these expectations were utilized: monthly newsletter (weaned to bi-monthly with the introduction of electronic newsletters), school Facebook page, an administrator is on duty for car rider and bus arrival/dismissal daily (exception only for absences), administrator present for all PTA and school events (i.e. Pre-K, Minute-to-Win-It, Trunk-or-Treat, etc.), school web page updated, opening of schools meetings with all stakeholders (including cafeteria workers, custodial staff, bus drivers), etc. A component of a change in leadership is a change in methodologies/procedures. Using faculty meetings as training opportunities to review expectations for disciplinary events and reiterating administrative follow-up/follow-through responsibilities is an example of the technique to present share the expectations

and workplace responsibilities for day-to-day tasks.

Possible New Innovations:

The technology committee is excited to introduce the GES Facebook page which rolled out during the month of October. This page is used to advertise important announcements, get word out to parents more efficiently, publicize celebrations.

The school's website will be maintained more routinely with links to:

- School newsletter which includes upcoming events, important reminders, safety snippets,
- *Building Readers* newsletters which contains reading strategies for families; and
- Staff listing and contact information.

This is a much more innovative use of the resource.

Another innovative idea the school is being explored is the idea of school wide incentives with administrative involvement for SOL preparation. Mr. DeMaio has agreed to be duct taped to a prominent wall in the building by students if their teachers agree they are giving their best efforts in the weeks prior to SOL.

** Add or delete space as needed*

Part V: Goals, Strategies, and Action Steps

SMART Goal Statement 1: 85% of students in grades K-5 will meet the PALS benchmark in the Spring.			
Strategy 1: Analyze PALS data and differentiate reading instruction to meet students' needs.			
Strategy 2: Students not meeting the PALS benchmark will receive Tier II and Tier III interventions.			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Differentiate reading instruction for students.	Classroom reading teachers, reading	Fall, Mid-year, Spring PALS Assessment	PALS Reports and Data Wall

	specialists, and reading coach		
2) Differentiate word study instruction for students. (Gr K-4)	Classroom reading teachers, reading specialists, and reading coach	Fall, Mid-year, Spring PALS Assessment	PALS Reports and Data Wall
3) Track data and progress on Data Wall.	Kim Morris, Jami Cash, Jon DeMaio	Fall, Mid-year, Spring PALS Assessment	PALS Reports and Data Wall
4) Use teacher-selected reading comprehension quick checks to monitor students' progress.	Jon DeMaio, Jami Cash, Reading Specialists, Kim Morris	monthly	Grade books, RtI discussions and data collection

** Add or delete rows as needed for desired action steps. *Goal Statements may have more than one strategy (i.e., copy and paste an additional table if needed). *Schools in improvement may focus on the Rapid Success Indicators.*

SMART Goal Statement 2: 70% of Kindergarteners will meet the concept of word benchmark in the Spring.			
Strategy 1: Analyze PALS data and differentiate reading instruction to meet students' needs.			
Strategy 2: Students not meeting the PALS benchmark will receive Tier II and Tier III interventions.			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Differentiate reading instruction for students.	Classroom reading teachers, reading specialists, and reading	Fall, Mid-year, Spring PALS Assessment	PALS Reports and Data Wall

	coach		
2) Differentiate word study instruction for students. (Gr K)	Classroom reading teachers, reading specialists, and reading coach	Fall, Mid-year, Spring PALS Assessment	PALS Reports and Data Wall
3) Track data and progress on Data Wall.	Kim Morris, Jami Cash, Jon DeMaio, teachers	Fall, Mid-year, Spring PALS Assessment	PALS Reports and Data Wall
4) Use PALS Quick Checks to monitor students' progress.	Jon DeMaio, Jami Cash, Reading Specialists, Kim Morris, teachers	monthly	PALS Reports and Data Wall
5) Mrs. Morris has agreed to wear a COW suit for a day and provide teachers lunch from Chick-fil-a if the goal is met.	Teachers, Morris	Spring PALS Assessment	PALS Reports and Data Wall

SMART Goal Statement 3: 100% of GES students will demonstrate mastery of math concepts by **minimally meeting the band of quantile growth of student performance on the beginning of year data on the Houghton Mifflin Math Inventory.**

Grade 2: below basic- EM 400-205 198-240; basic 210-400 123-165; proficient 405-600 60-100; advanced 605-above 60-100

Grade 3: below basic - EM 400-425 258-295; basic 430-620 140-175; proficient 625-850 93-140; advanced 855-above 93-140

Grade 4: below basic- EM 400-540 275-335; basic 545-710 83-125; proficient 715-950 45-73; advanced 955-above 45-73

Grade 5: below basic - EM 400-640 283-338; basic 645-815 60-100; proficient 820-1020 25-48; advanced 1025-above 25-48

Strategy 1: Assessing Math Concepts (AMC) is a continuum of nine assessments that are formative, summative, and

diagnostic, and pinpoint what a child knows and still needs to learn. Along with professional development, AMC helps deepen teachers' understanding of the mathematics they teach. AMC will ensure students understand the mathematical concepts they need to know in elementary school to be successful in math.

Strategy 2: Assistant Principal and Instructional Coach will participate in Grade Level Planning periods monthly where updates to student progress and planning will be discussed.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Professional Development for train-the-trainer model in AMC methodology.	Teachers, Jon DeMaio, Kim Morris	October 2017	Monitor progress with formative and summative assessments throughout the year.
2) K teachers/students participated VKRP, a program offered through UVA to target math readiness for kindergarten students. Though no promise was made about Spring data, we are hopeful that the teaser will prove true and will be available.	K Teachers, Jon DeMaio, Kim Morris	Fall and Spring	Progress as shown on the Data Wall.
3) Teachers will analyze data from HMMI.	Math teachers, School administration, Instructional Coach; Remediation teachers	September 2017-May 2018	Remediation groups will be flexible. Progress will be tracked through formative and summative assessments. Data Wall will a shared point of collaboration.

** Add or delete rows as needed. *Goal Statements may have more than one strategy (i.e., copy and paste an additional table).*

SMART Goal Statement 4: Given a writing assignment, 85% of students			
<ul style="list-style-type: none"> In grades K-2 will meet the requirements of the adopted rubric with a grade of 2 (out of a possible 3) or better. In grades 3-5 will meet the requirements of the adopted rubric with a grade of 85% (out of a possible 100%) or better. 			
Strategy: Increase time spent writing.			
Strategy: Utilize thinking maps for writing strategies.			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Teachers in Grades K-5 will give and score writing prompts. Data will be maintained on data wall. Teachers will keep writing samples.	Reading/writing teachers, Administration	October 2017- May 2018	Writing samples and rubrics (Write From the Beginning and Beyond)
2) Use Thinking Maps as an instructional tool for writing.	Classroom teachers	September 2017-May 2018	Students' writing samples
3) Thinking Maps guest speaker will join teachers for a Q/A session during planning periods.	Jami Cash, Administration, Leadership Team	Thursday, November 9, 2017 with Morris West	Grade Level Agenda

** Add or delete rows as needed. *Goal Statements may have more than one strategy (i.e., copy and paste an additional table).*

Smart Goal Statement 5: A focus for GES for the 2017-2018 school year will be on decreasing student absences. Thus, GES will decrease the number of students with 5 or more unexcused absences each quarter.
Strategy 1: Perfect attendance will be celebrated more frequently (rather than at the culmination of the year).
Strategy 2: Monitor daily PowerSchool attendance.

Strategy 3: A component of monthly school newsletter will be dedicated to importance of school attendance.

Strategy 4: Modeling expectations for students is a critical component of setting a positive culture/climate. As such, teacher attendance is also a focus for GES for 2017-2018.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Administrators will arrange tables on the stage in the cafeteria beginning with the conclusion of the second quarter where they will invite only students who have perfect attendance to eat with them.	PowerSchool Secretary; Administrators; teachers	Quarterly beginning with the conclusion of the second quarter	Data compilation
2) Teachers/Paraprofessionals with perfect attendance for the quarter (excluding professional development) will be entered into a drawing for a chromebook beginning with the conclusion of the second quarter.	Mr. DeMaio; Kim Morris; Lynda Dillon	Quarterly beginning with the conclusion of the second quarter	Receipt for device; data compilation
3) To decrease the number of students who arrive late to school, a program will be initiated which will encourage students to be in class on time. Students who arrive on time each day will	Mr. DeMaio, Kim Morris, SRHS admin (prize donations of merchandise)	Semester	Record of prize winners; picture displays in hallway

<p>be entered in a drawing for prizes at end of each semester.</p>			
<p>4) Students with attendance concerns will be identified in a tiered approach. Tier 2 and 3 students will be targeted for a specific program in which the SRHS sports captains will come to lunch one day per semester and talk to them about the importance of being at school, making good choices, the value of education, future goals, what middle school/high school is like, etc.</p>	<p>Mr. DeMaio, Kim Morris, teachers, SRHS administration, SRHS sports captains</p>	<p>Semester</p> <ul style="list-style-type: none"> • Week of Dec. 4 • Sem 2 TBA 	<p>Pictures of kids with SRHS students</p>

** Add or delete rows as needed. *Goal Statements may have more than one strategy (i.e., copy and paste an additional table).*

Part VI: Mid-Year Reflection

Data Analysis:

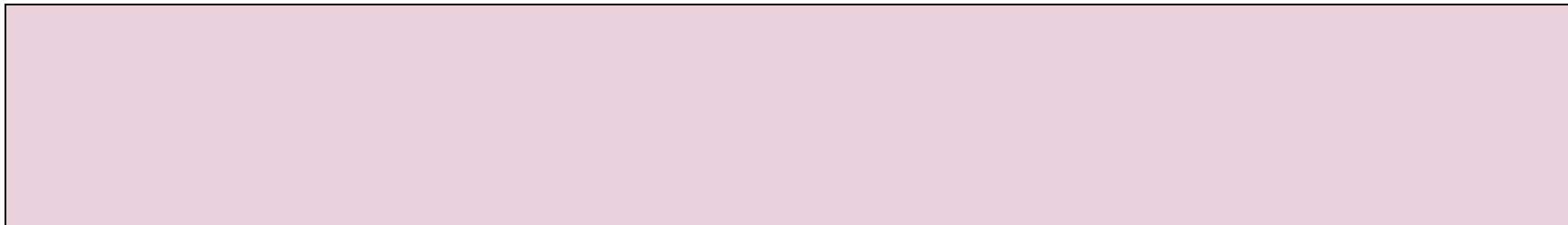
Midyear PALS Data

Percentages for students **meeting the benchmark** for sum score and reading level. The percentage in the () is the percent that met the benchmark in the fall.

Grade Level	Benchmark and Intervention	PALS Sum Score	PALS Reading Level
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	Levels		
Kindergarten	Benchmark Strategic Intensive		
1st Grade	Benchmark Strategic Intensive		
2nd Grade	Benchmark Strategic Intensive		
3rd Grade	Benchmark Strategic Intensive		
4th Grade	Benchmark Strategic Intensive		
5th Grade	Benchmark Strategic Intensive		

Mid-Year Summary of Data Analysis 2016-17



** Add or delete space as needed.*

Mid-Year Celebrations, Concerns, and Possible New Innovations 2016-2017
A List of the Continuous School Improvement Plan Adjustments That Were Made

** Add or delete space as needed.*

Part VII: End-of-Year Reflection

** Add or delete space as needed. Can be completed during early summer.*

**End-of-Year Celebrations, Concerns, and Possible New Innovations 2017-2018
A List of the Continuous School Improvement Plan Adjustments That Were Made**

** Add or delete space as needed. Can be completed during early summer.*

Appendix

PALS Resource Information:

PALS-K 2015-2016 Benchmarks

PALS - Kindergarten	Rhyme	Beginning Sound	ABC Lower	Letter Sounds	Spelling	Concept of Word Word List	Summed Score
Fall Benchmark 2015	5	5	12	5	2	0	29

Fall Maximum 2015	10	10	26	26	20	10	102
Spring Benchmark 2016	9	9	24	21	13	7	83
Spring Maximum 2016	10	10	26	26	20	10	102

PALS-K 2016-2017 Benchmarks

PALS - Kindergarten	Rhyme	Beginning Sound	ABC Lower	Letter Sounds	Spelling	Concept of Word Word List	Summed Score
Fall Benchmark 2016	5	5	12	5	2	0	29
Fall Maximum 2016	10	10	26	26	20	10	102
Spring Benchmark 2017	9	9	24	21	13	7	83
Spring Maximum 2017	10	10	26	26	20	10	102

**A kindergarten student with a Fall PALS-K Summed Score lower than 29 (or a Spring PALS-K Summed Score lower than 83) would be identified as needing intervention in the form of remedial phonetic and/or literacy instruction.*

PALS-1-3 2015-16 Benchmarks

PALS First - Third 2015-16	Spelling Inventory Fall	Spelling Inventory Spring	Word Recognition in Isolation - Word List Fall	Word Recognition in Isolation - Word List Spring	Letter Sounds Fall	Letter Sounds Spring*	Entry Level - Summed Score Fall	Entry Level - Summed Score Spring
PALS 1 Benchmark	10	20	10 (PP)	15 (1st grade)	21	N/A	41	35
PALS 1 Maximum	44	48	20	20	26	N/A	90	68
PALS 2 Benchmark	20	39	15 (1st grade)	15 (2nd grade)	N/A	N/A	35	54

PALS 2 Maximum	48	56	20	20	N/A	N/A	68	76
PALS 3 Benchmark	39	50	15 (2nd grade)	15 (3rd grade)	N/A	N/A	54	65
PALS 3 Maximum	56	64	20	20	N/A	N/A	76	84

**Letter Sounds administered only in first grade, Fall only*

PALS-1-3 2016-17 Benchmarks

PALS First - Third 2016-17	Spelling Inventory Fall	Spelling Inventory Spring	Word Recognition in Isolation - Word List Fall	Word Recognition in Isolation - Word List Spring	Letter Sounds Fall	Letter Sounds Spring*	Entry Level - Summed Score Fall	Entry Level - Summed Score Spring
PALS 1 Benchmark	10	20	10 (PP)	15 (1st grade)	21	N/A	41	35
PALS 1 Maximum	44	48	20	20	26	N/A	90	68
PALS 2 Benchmark	20	39	15 (1st grade)	15 (2nd grade)	N/A	N/A	35	54
PALS 2 Maximum	48	56	20	20	N/A	N/A	68	76
PALS 3 Benchmark	39	50	15 (2nd grade)	15 (3rd grade)	N/A	N/A	54	65
PALS 3 Maximum	56	64	20	20	N/A	N/A	76	84

**Letter Sounds administered only in first grade, Fall only*

PALS Plus 4-5 2015-16 Benchmarks

PALS Plus Fourth-Fifth 2015-16	Spelling Inventory Fall	Spelling Inventory Spring	Word Recognition in Isolation - Word List	Word Recognition in Isolation - Word List	Letter Sounds Fall	Letter Sounds Spring*	Entry Level - Summed Score	Entry Level - Summed Score
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			Fall	Spring			Fall	Spring
PALS 4 Benchmark	50	62	15 (3rd grade)	15 (4th grade)	N/A	N/A	65	77
PALS 4 Maximum	88	92	20	20	N/A	N/A	108	112
PALS 5 Benchmark	62	74	15 (4th grade)	15 (5th grade)	N/A	N/A	77	89
PALS 5 Maximum	92	96	20	20	N/A	N/A	112	116