

Russell County Public Schools

(Region VII School Improvement Plan Template)

SCHOOL NAME: Belfast Elementary School

PRINCIPAL: Georgia McCoy

ASST. PRINCIPAL: Christy Bowman

SI CHAIRPERSON: Georgia McCoy

PERIOD: 2015-2016 School Year

GRADE LEVELS SERVED: K-5

SCHOOL:	Belfast Elementary School
Essential Action:	Maintain "Fully Accredited" status for the 2015-2016 school year.
How will the school meet the requirements to be Fully Accredited?	Provide instruction in the core areas of reading and math with emphasis on targeted sub-groups of students.
Specific measure for achieving and documenting student academic improvement:	<ol style="list-style-type: none">1. Proficient score or higher on the reading and math SOL tests for grades 3-5.2. Proficient score or higher on the CIP benchmark and unit tests for reading and math.3. Benchmark score or higher on the PALS assessments for grades K-3.
Amount of time in the school day devoted to instruction in the core academic areas:	120 minutes for reading in grades K-2 90 minutes for reading in grades 3-5 90 minutes for math in grades K-5
Instructional practices designed to remediate students who have not been successful on SOL tests:	<ul style="list-style-type: none">• Technology Lab Remediation• Accelerated Reader Program• SOL Pass• SOL Test Practice• Graphic Organizers

	<ul style="list-style-type: none"> • VDOE Website Resources
Intervention strategies designed to prevent further declines in student performance and graduation rates:	<ul style="list-style-type: none"> • One on One Teacher Interaction • After-School Remediation • Peer Tutoring • Increased Technology Lab Remediation • Small Group Stations
Staff Development:	Comprehensive Instructional Program (CIP) teacher training
Checkpoint Dates: <i>(When do you plan to collect data to monitor your progress?)</i>	6 and 9 week intervals
Checkpoint Data: <i>(What data do you plan to collect to demonstrate progress toward goals.)</i>	CIP Benchmark assessments for reading and math PALS beginning, mid-year, and end-of-year assessments D/F Report Mark Analysis Report
Progress Monitoring: <i>(Update this form with data collected from your Checkpoint Dates. Be sure to include dates for each set of data.)</i>	
IMPROVEMENT AREA #1	Reading
Rationale of Need: <i>(State Accreditation, AMO, Graduation Rates, etc.)</i>	State Accreditation-75% AMO-77%
Current Data:	All Students: 100% Gap Group 1: (Students with disabilities, limited-English proficient (LEP) students and economically disadvantaged students, regardless of race and ethnicity) 100% Gap Group 2: (Black) 100% Gap Group 3: (Hispanic) 0 SWDs: 100% LEPs: 0 Economically Disadvantaged: 100%

	White: 100% Asian:0
Goal:	One hundred percent of students will increase student reading proficiency and achievement in fiction and nonfiction comprehension for the subgroups White, Economically Disadvantaged, and Students with Disabilities with the target Annual Measurable Objective of 77% as measured by using the Comprehensive Instructional Program (CIP) benchmark and unit assessments for kindergarten through fifth grade, end of year PALS assessments for grades K-3, and end of year Standards of Learning assessments for reading for grades 3-5.
Relation to Division Goals:	Spring 2015 SOL Data for State Accreditation and AMOs All Students: 85% Gap Group 1: (Students with disabilities, limited-English proficient (LEP) students and economically disadvantaged students, regardless of race and ethnicity) 79% Gap Group 2: (Black) 87% Gap Group 3: (Hispanic) 83% SWDs: 58% LEPs: 67% Economically Disadvantaged: 79% White: 85% Asian-100%
Strategies:	Utilize the CIP pacing guides and lesson plans and the Virginia SOL Curriculum Framework in grades K-5 to guide instruction. <ul style="list-style-type: none"> ● All teachers were given prepared notebooks containing the Region VII CIP Pacing Guides, Curriculum Framework, and the VA SOL Testing Blueprints. ● Meet with new teachers to discuss lesson plans and effective teaching strategies. Implement intervention strategies to prevent declines in student performances. <ul style="list-style-type: none"> ● Implementation of the Debbie Diller reading model in PreK-3 that provides whole group, small group, and literacy station instruction. ● Design of schedule that allows a two hour block of read instruction. ● Individual meetings with high-risk students to discuss current grades. ● Utilize Tyler Pulse, Marks Analysis, and the D-F Report to determine high-risk

	<p>students.</p> <ul style="list-style-type: none"> ● Professional development for teachers in delivery of highly effective teaching methods. ● K-5 teachers will attend the CIP training. <p>Require students to participate in the school-wide Accelerated Reader program to increase comprehension.</p> <ul style="list-style-type: none"> ● Students ‘buy’ prizes from the Accelerated Reader Store using accumulated points each six weeks and at the end of the school year. <p>PALS assessments in grades K-3 to determine readiness and target student weaknesses.</p> <ul style="list-style-type: none"> ● All students are tested in September, January, and May. ● Identified students received remediation in phonics and concept of word 25 hours per week in grades K-3. <p>Data Disaggregation from PALS assessments, CIP benchmark assessments, and the Virginia Standards of Learning in reading to determine student instructional needs.</p> <ul style="list-style-type: none"> ● SOL Student performance by question is analyzed individually to guide instruction. ● Teachers determine which standards need the most focus and determine differentiated instruction. <p>Assess student progress using the CIP benchmark and unit assessments for grades K-5.</p> <ul style="list-style-type: none"> ● All students are tested at 9 week intervals in grades K-5. <p>Provide remediation for all students through the Title I technology lab using local, state, and federal resources.</p> <ul style="list-style-type: none"> ● Students are identified and ranked for remedial services using SOL test data, CIP benchmark assessments, and PALS testing. ● Purchase of “Study Island” reading website license for grades 3-5. ● County-wide purchase of “Footprints to Brilliance” using iPads. ● County-wide purchase of “Education City”. <p>Differentiate instruction for all students using the higher levels of Bloom’s taxonomy.</p> <ul style="list-style-type: none"> ● Teachers use lesson plan formats that highlight critical thinking skills and real-world connections. ● Provide teachers with desk-size quick guide for questioning techniques. ● Teachers in grades K-5 will use whole group and small group instruction guided by student data. <p>SOL testing participation will remain at 100%.</p> <ul style="list-style-type: none"> ● All students in grades 3-5 are tested in reading beginning in May.
<p>Checkpoint Dates: <i>(When do you plan to collect data to monitor your progress?)</i></p>	<p>Every nine weeks</p>
<p>Checkpoint Data:</p>	<p>Interactive Achievement, CIP benchmark test scores, and PALS scores</p>

<i>(What data do you plan to collect to demonstrate progress toward goals.)</i>	
Progress Monitoring: <i>(Update this form with data collected from your Checkpoint Dates. Be sure to include dates for each set of data.)</i>	PALS Test Scores: September 2015 K-5 students identified for remediation 1st-4 students identified for remediation 2nd-3 students identified for remediation 3rd-1 student identified for remediation Interactive Achievement Scores: 2nd-43.3%; 3rd-51%; 4th-61.1%; 5th-74.1% October 2015 CIP Benchmark Scores: 2nd-83.3%; 3rd-59.6%; 4th-78%; 5th-85.2%
IMPROVEMENT AREA #2	Math
Rationale of Need: <i>(State Accreditation, AMO, Graduation Rates, etc.)</i>	State Accreditation-70% AMO-72%
Current Data:	All Students: 88% Gap Group 1: (Students with disabilities, limited-English proficient (LEP) students and economically disadvantaged students, regardless of race and ethnicity) 83% Gap Group 2: (Black) 50% Gap Group 3: (Hispanic) 0 SWDs: 100% LEPs: 0 Economically Disadvantaged: 83% White: 90% Asian:0
Goal:	One hundred percent of students will increase student math proficiency and achievement in number and number sense, computation and estimation, measurement and geometry, probability, statistics, patterns, functions, and algebra for the subgroups White, Economically Disadvantaged, and Students with Disabilities with the target Annual Measurable Objective of 72% as measured by using the Comprehensive Instructional Program (CIP) benchmark

	and unit assessments for kindergarten through seventh grade and end of year Standards of Learning assessments for math for grades 3-5.
Relation to Division Goals:	<p>Spring 2015 SOL Data for State Accreditation and AMOs All Students-78% Gap Group 1: (Students with disabilities, limited-English proficient (LEP) students and economically disadvantaged students, regardless of race and ethnicity) 70%</p> <p>Gap Group 2: (Black) 70%</p> <p>Gap Group 3: (Hispanic) 83%</p> <p>SWDs: 45%</p> <p>LEPs: 67%</p> <p>Economically Disadvantaged: 71%</p> <p>White: 78%</p> <p>Asian-100%</p>
Strategies:	<p>Utilize the Region VII CIP pacing guide and lesson plans and Virginia SOL Curriculum Framework in grades K-5 to guide instruction.</p> <ul style="list-style-type: none"> ● The CIP Pacing Guide and lesson plans is being implemented in grades K-5. ● All teachers were given prepared notebooks containing the CIP Pacing Guides, Curriculum Framework, and the VA SOL Testing Blueprints. ● Teacher training in the CIP lesson plans and effective teaching strategies. <p>Implement intervention strategies to prevent declines in student performances.</p> <ul style="list-style-type: none"> ● Design of schedule that allows a 90 minute block of math instruction that incorporates whole group, small group, and individual student instruction. ● Individual meetings with high-risk students to discuss current grades. ● Utilize Tyler Pulse, Marks Analysis, and the D-F Report to determine high-risk students. <p>Incorporate technology through the use of smartboard and web-based resources through the use of local, state, and federal resources.</p> <ul style="list-style-type: none"> ● Purchase of the web-based IXL math program for grades 3-5 in November 2012. ● Purchase of the web-based program for K-5 “Splashmath”. ● Purchase of “Interactive Notebooks” for math for grades K-5. <p>Assess student progress as measured by the CIP benchmark tests for grades 2-5.</p> <ul style="list-style-type: none"> ● All students are tested every nine weeks. <p>Provide remediation for all students through the Title I technology lab using a full-time technology teacher and local, state, and federal resources.</p> <ul style="list-style-type: none"> ● Students were identified and ranked for remedial services using SOL test

	<p>data and PALS assessments.</p> <p>Data Disaggregation from textbook assessments in K-1, CIP benchmark tests, and the Virginia Standards of Learning in math to determine student instructional needs.</p> <ul style="list-style-type: none"> • Student performance by question is analyzed individually to guide instruction. • Teachers determine which standards need the most focus and determine differentiated instruction and guide instruction. <p>Differentiate instruction for all students using the higher levels of Bloom’s taxonomy</p> <ul style="list-style-type: none"> • Teachers use lesson plan formats that highlight critical thinking skills and real-world connections. • Teachers in grades K-5 will use whole group and small group instruction guided by student test data. <p>SOL testing participation will remain at 100%</p> <ul style="list-style-type: none"> • All students are tested in grades 3-5 beginning in May.
Checkpoint Dates: <i>(When do you plan to collect data to monitor your progress?)</i>	Every nine weeks
Checkpoint Data: <i>(What data do you plan to collect to demonstrate progress toward goals.)</i>	Interactive Achievement and Benchmark tests from CIP.
Progress Monitoring: <i>(Update this form with data collected from your Checkpoint Dates. Be sure to include dates for each set of data.)</i>	<p>September 2015 Interactive Achievement Scores: 2nd-39%; 3rd-44.4%; 4th-51.6%; 5th-57.8%</p> <p>October 2015 CIP Benchmark Scores: 2nd-92.1%; 3rd-72.9%; 4th-91.4%; 5th-66.7%</p>
IMPROVEMENT AREA #3	Student Attendance
Rationale of Need: <i>(State Accreditation, AMO, Graduation Rates, etc.)</i>	State Accreditation-95%
Current Data:	95%
Goal:	Maintain student attendance rate of 95%

Relation to Division Goals:	Maintain student attendance rate of 95%
Strategies:	<ol style="list-style-type: none"> 1. Provide awareness of the parent/student responsibility to ensure attendance through the distribution of the Russell County Student Conduct Code. <ul style="list-style-type: none"> ● Distribute the Student Handbook to all students. ● Daily calls to parents when a student is absent. 2. Implement classroom incentives each six-weeks/end of year to reward daily/yearly membership. <ul style="list-style-type: none"> ● Students receive an award and school recognition each six-weeks for perfect attendance. 3. Conduct parent/student meetings when a truancy issue arises.
Checkpoint Dates: <i>(When do you plan to collect data to monitor your progress?)</i>	Monthly
Checkpoint Data: <i>(What data do you plan to collect to demonstrate progress toward goals.)</i>	Student Attendance report for unexcused absences and early check-outs, and tardies.
Progress Monitoring: <i>(Update this form with data collected from your Checkpoint Dates. Be sure to include dates for each set of data.)</i>	August 2015-97.99% September 2015-96.11% October 2015-95.22%