

Bedford County Public Schools

**Goals/Continuous School Improvement Plan Elementary Template
2016-17 School Year**

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

FOREST ELEMENTARY SCHOOL	
Mrs. Lorri Manley	
Vision: Vividly paints a picture of the future/leads to a desired outcome.	FES will be the foundation for developing a knowledgeable and responsible citizen who makes positive contributions to their community.
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).	Forest Elementary School provides opportunities for our students to grow and develop into responsible and independent citizens. We establish a meaningful and safe learning environment that meets individual needs and offers each child the opportunity for success by teaching them to be creative thinkers, problem solvers, decision makers, and effective communicators.
Federal Accountability Information	Fully Accredited
State Accreditation Information	Fully Accredited
SMART Goal Statement 1:	By May 2017, 85% of students in grades K-5 will meet the Spring 2017 PALS benchmark. By May 2017, 85% of students in grades 3-5 will pass the Spring 2017 Reading SOL assessment.
SMART Goal Statement 2:	By May 2017, 81% of students in grades 3-5 will pass the Spring 2017 Math SOL assessment.
SMART Goal Statement 3:	By May 2017, families, students, school staff, and community members will work together to expand learning opportunities, school safety, community services, and civic participation to create a positive school climate.

** Add or delete rows as needed.*

Part II: School Leadership Team Members

Add School Name Here	
Name	Committee Position*
Lorri Manley	Principal
Shenandoah French	Principal Designee/Instructional Facilitator
Lisa O’Neal	Kindergarten
Kristy Mistretta	First Grade
Leslie Barbour	Second Grade
Lynda Silvey	Third Grade
Lisa Kaczanowski	Fourth Grade
Paula Mason	Fifth Grade
Jennifer Harrison	ITRT/Resource
Laurie Johnston	Para
Beverly Thomas	Classified
Sarah Danaher	District Office Liaison

**Sample committee positions provided. Schools may customize.*

Part III: Data Analysis

Standards of Learning Testing Information

State Standards of Learning Results

Grade	Subject	Pass Rate for 2013-14	Pass Rate for 2014-15	Pass Rate for 2015-16
Third	Reading	78	88	78
Fourth	Reading	83	95	87
Fifth	Reading	86	90	94
School-Wide	Reading	84	91	89
Third	Math	67	78 (75)	73 (69)
Fourth	Math	84	93 (86)	86 (84)
Fifth	Math	83	91	90
School-Wide	Math	80	88	86
Fourth/School-Wide	History/Social Studies	90	95	91
Fifth/School-Wide	Science	78	88	92

() - Without Recovery Calculations

State Accreditation Rating School History

Year	Rating
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

Groups	Reading Annual Measurable Objectives & Results (Percent Passing)		Reading Annual Measurable Objectives & Results (Percent Passing)		Reading Annual Measurable Objectives & Results (Percent Passing)	
	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17
Accountability Year	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17
Assessment Year	2013-14 Target	2013-14	2014-15 Target	2014-15	2015-16 Target	2015-16
All Students	69	84	72	91	75	88
Proficiency Gap Group 1	59	63	65	68	72	69
Proficiency Gap Group 2	57	60	64	100	71	100
Proficiency Gap Group 3	60	100	66	100	72	75
Students with Disabilities	42	67	54	30	66	55
LEP Students	52	67	61	75	69	69
Economically Disadvantaged	59	59	65	79	72	80

Students						
White Students	75	84	76	92	77	89
Asian Students	Continuous Improvement	83	Continuous Improvement	81	Continuous Improvement	85

Federal Annual Measurable Math Objective Data

Groups	Reading Annual Measurable Objectives & Results (Percent Passing)		Reading Annual Measurable Objectives & Results (Percent Passing)		Reading Annual Measurable Objectives & Results (Percent Passing)	
	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17
Accountability Year						
Assessment Year	2013-14 Target	2013-14	2014-15 Target	2014-15	2015-16 Target	2015-16
All Students	66	80	70	88	70	85
Proficiency Gap Group 1	57	63	68	64	68	59
Proficiency Gap Group 2	56	80	67	60	67	67
Proficiency Gap Group 3	60	100	69	100	69	86
Students with Disabilities	49	38	65	30	65	18
LEP Students	53	70	66	75	66	71
Economically	57	67	78	74	68	80

Disadvantaged Students						
White Students	70	79	72	89	72	87
Asian Students	Continuous Improvement	84	Continuous Improvement	81	Continuous Improvement	85

Phonological Awareness Literacy Screening (PALS) Information

Percentage of Students Not Meeting PALS Benchmarks & Who Need Remediation

	District Fall 2014	School Fall 2014	District Spring 2015	School Spring 2015	District Fall 2015	School Fall 2015	District Spring 2016	School Spring 2016	District Fall 2016	School Fall 2016	District Spring 2017	School Spring 2017
Kindergarten	13%	5%	10%	9%	13%	6%	9%	5%		6%		
First Grade	11%	8%	17%	9%	19%	5%	14%	10%		5%		
Second Grade	24%	21%	20%	13%	19%	8%	13%	8%		15%		
Third Grade	17%	15%	14%	10%	19%	9%	20%	10%		11%		
Fourth Grade	13%	5%	24%	4%	11%	9%	20%	12%		10%		
Fifth Grade	18%	3%	19%	3%	24%	8%	25%	9%		12%		

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 2016-17 School Year

PALS - Kindergarten	Rhyme	Beginning Sound	ABC Lower	Letter Sounds	Spelling	Concept of Word Word List	Summed Score
Fall 2016	16%	18%	10%	14%	12%	0%	6%

Spring 2017							
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Percentage of Students Not Meeting PALS-1-3 Benchmarks for 2016-17 School Year

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 2016	5%	10%	5%	5%	13%
PALS 1 Spring 2017			N/A		
PALS 2 Fall 2016	8%	25%	N/A	15%	25%
PALS 2 Spring 2017			N/A		
PALS 3 Fall 2016	17%	3%	N/A	11%	6%
PALS 3 Spring 2017			N/A		

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

PALS Plus 4-5 2016-17 Benchmarks

PALS Plus Fourth-Fifth 2016-17	Spelling Inventory	Word Recognition in Isolation - Word List	Summed Score	Instructional Oral Reading Level
PALS 4 Fall 2016	7%	8%	10%	10%
PALS 4 Spring 2017				
PALS 5 Fall 2016	5%	12%	12%	5%
PALS 5 Spring				

2017				
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PSAA Progress Monitoring Information

PSAA SGA #1, Benchmark, SGA #2, & Remediation Data for 2016-17

Grade	Subject	SGA #1 (Pre-Test) Number/Percent Passing (Aug 15-Sept 2)	Mid-Year Benchmark Number/Percent Passing (Dec 5-Jan 13)	Number/Percent Students Remediated	SGA #2 Number/Percent Passing (March 6-Apr 7)	Number/Percent Students Remediated
Kindergarten	Reading	8% (4/50)	57% (29/51)	20% (10/51)	78% (39/50)	
First	Reading	33% (21/63)	88% (56/64)	2% (13/64)		
Second	Reading	6% (3/48)	67% (32/48)	14% (7/48)	43% (22/51)	
Third ♦	Reading	24% (18/75)	45% (32/71)	14% (10/71)	49% (34/69)	
Fourth ♦	Reading	41% (24/48)	48% (27/58)	21% (12/58)	54% (32/59)	
Fifth ♦	Reading	52% (37/71)	66% (34/59)	18% (11/59)	78% (56/72)	
School-Wide	Reading	30% 107/355	60% (210/351)	18% (63/351)		
Kindergarten	Math	10% (5/50)	75% (38/51)	3% (2/51)		
First	Math	11% (7/63)	100% (64/64)	4% (3/64)		
Second	Math	6% (3/48)	79% (38/48)	10% (5/48)		
Third ♦	Math	7% (5/75)	65% (45/69)	17% (12/69)	47% (32/68)	
Fourth ♦	Math	4% (2/57)	55% (32/58)	31% (18/58)	55% (32/58)	

Fifth ♦	Math	14% (10/71)	68% (50/73)	8% (6/73)	78 (57/73)	
School-Wide	Math	9% 32/364	73% (267/363)	13% (46/363)		
Third	SS/History	-	-	-	May 16	-
Fourth (VA Studies) ♦	SS/History	0% (0/58)	70% (40/57)	17%(10/57)	55% (33/60)	
Fifth (US History I)	SS/History	-	-	-	May 15	-
School-Wide	SS/History	0% (0/58)	70% (40/57)	-	55% (33/60)	-
Third	Science	-	-	-	May 11	-
Fourth	Science	-	-	-	May12	-
Fifth ♦	Science	6% (5/73)	94% (68/72)	4% (3/72)	65% (48/74)	16% (12/74)
School-Wide	Science	6% (5/73)	94% (68/72)	-	65% (48/74)	-

♦ SOL Tested

Positive Behavioral Intervention and Supports (PBIS) Information

Referrals, Suspensions, & Restraints

	Referrals 2015-16	Out of School Suspensions 2015-2016	Referrals 2016-17	Out of School Suspensions 2016-17	SPED Out of School Suspensions 2016-2017	Threat Assessments Conducted 2016-2017	NCI Restraints 2016-17
August	0	0	0	0	0	0	0
September	0	0	1	0	0	0	0

October	0	0	4	1	0	1	0
November	0	0	6	4	1	0	0
December	0	0	1	0	0	0	0
January	1	1	4	0	0	0	2
February	1	0	3	0	0	1	1
March	1	0	2	0	0	2	1
April	1	0					
May	0	0					
Total	4	1					

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
August	0	0	0
September	0	0	0
October	0	0	0
November	1	0	0
December	0	0	1

January	0	1	0
February	0	2	0
March	0	1	0
April			
May			
Total			

School/Community Survey Information

School/Community Survey Summary (Optional)

2015-1016: 423 surveys were emailed out, which included all parents and staff. 77 were returned for an 18% participation rate. Surveys were sent out on December 7, 2015 by email using surveymonkey.com containing 10 questions. School Safety with a 100% positive response, followed by an Orderly and Productive School Environment with 95%. Other areas of strength included communication, friendly/welcoming, caring staff, high academic standards, and parent involvement. No area scored lower than 87%. Questions centered around school communication. Parents prefer Email and Tuesday Folders as their main means of receiving information from the school.

2016-2017: Will be available in December 2016.

of IA Tests Given in 2015-2016: 433 tests were assigned by teachers, but not all students took every test. Data shows that sometimes a test was assigned but class could have taken it pencil/paper instead of on the computer. A minimum of 6 tests are required and were assigned to all students (SGA 1, SGA 2, Benchmark, Alternate Assessment) K-21, 1st-12, 2nd-37, 3rd-61, 4th-99, 5th-39 = Total of 269 tests were taken by students. No consistent correlation between the number of IA tests taken and SOL pass rates.

Part IV: Back to School Reflection

Back to School Summary of Data Analysis 2016-17

- A pattern showing the differences between the SOL Math scores from 3rd grade to 4th grade is emerging. Significant gains were made by these same students as 4th grades over several years. In 2014 to 2015, Math pass rate went from 67% in 3rd grade to 93% in 4th grade and in 2015 to 2016, scores increased from 78% to 86%.
- Gap Group 1 has not met the benchmark score for the past two years due to Students with Disabilities.
- Based on an analysis of PALS pass rates and Spring Reading SOL pass rates, we were able to see a trend in the data as well as the correlation between the two in order to project and make goals for our Spring PALS and Reading SOL pass rates. There is consistently a rise in the number of students that do not meet the PALS benchmark from Fall to Spring. For the past two years the Reading pass rate has been around 90%, but with the increase in the number of students with disabilities and the new CAT format, we estimate that the SOL pass rate could decrease to 85%.
- After reviewing the Math Spring SGA and SOL tests, we project a decrease in the Spring 2017 SOL tests, could be as low as 81%. Causes are the switch to CAT format and the increase in the number of special education students in grades 3-5.
- Percentage of students scoring in the Pass Advanced range on SOL:
 - Spring 2015 - Reading-36%, Math-30%, VA Studies-44%, Science-19%
 - Spring 2016 - Reading-32%, Math-34%, VA Studies-52%, Science-40%
 - 5th Grade Science implemented Personalized Learning Units.
- SOL Mean Scores:
 - Spring 2015 - Reading-478, Math-467
 - Spring 2016 - Reading-463, Math-468
- Increase in the number of Students with Disabilities from 17 in 2015-2016 to 21 currently. (Aut, SLD, OHI, DD, OI, VI, ED)
- Community Involvement Opportunities:
 - Actual Number of school activities 2015-2016: 74
 - Projected Number of school activities 2016-2017: 73 schedule to date
 - This tally includes plays, assemblies, PTA meetings, special PTA events, contests and awards, community outreach and guest presenters, volunteers, community service and collections, and extracurricular programs and clubs.

** Add or delete space as needed.*

Back to School Celebrations, Concerns, and Possible New Innovations 2016-2017

- After analyzing our SOL data from the 2015-2016 school year, we were very pleased with the overall results. The staff was able to celebrate the accomplishment of not only meeting the benchmark and being fully accredited in all subject areas, but we

were able to put between a 14 and 22 percentage point buffer between the benchmark and our actual pass rate results. The staff also celebrated in meeting the benchmark goals in all GAP groups with the exception of GAP Group 1 and Students with Disabilities.

- Other celebrations included the overall success on PALS. All grade levels met/exceeded the benchmark on the end of the year PALS assessment. This success is attributed to the support of programs such as Accelerated Reader, Scholastic News, SuperKids, Reading Specialist support, and innovative teaching practices.
- A concern that has risen between last year and this year is that the SOLs will be using the CAT format. Our concern is that the CAT test will disable a primary testing strategy that our staff has always taught and which students use. By disabling the ability to skip challenging questions and going back to answer or to check work at the completion of the test, our staff is concerned that the test scores this year will not be as favorable as they have been in the years past.
- A possible new innovation for the staff would be to increase collaboration by setting up checks and balances between the grade levels. This would allow grade levels to share teaching strategies, programs, tools, and alternate resources to improve and increase innovation and teaching outside the box.
- Another strategy that the leadership team has decided to focus on is increasing the number of technology based assessments in an effort to prepare students for future computer based tests. We hope that this practice starting in grades K-2 and reinforced in grades 3-5 will help prepare students for their CAT and SOL computer based assessments.

** Add or delete space as needed*

Part V: Goals, Strategies, and Action Steps

SMART Goal Statement 1:

By May 2017, 85% of students in grades K-5 will meet the Spring 2017 PALS benchmark.

By May 2017, 85% of students in grades 3-5 will pass the Spring 2017 SOL Reading Assessment.

Strategy: Reading Instruction

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Reinforce test taking skills for CAT, without the opportunity to go back to revisit previous answers.	Administrator Classroom teachers STC	August 2016 - May 2017 Developed forward only testing format using PSAA	SOL 2017 results PSAA log

2) Provide remediation to students who did not meet the PALS benchmark and/or pass the 2016 Spring SOL tests.	Administrator Classroom Teachers Paraprofessionals Remediation Aide	August 2016 - May 2017 Provided by instructional and remediation aides	Spring 2017 SOL results Spring 2017 PALS results Schedules
3) Reading Specialist will provide support to struggling readers by pushing into the classroom for small group instruction.	Administrator Classroom Teachers Reading Specialist	August 2016 - May 2017 Met with Todd Reichert, this was not the best environment for students, easily distracted and less motivated and productive.	Spring 2017 PALS results Schedules
4) Increase the use of technology based assessments for grades K-5 so that students are exposed to a consistent testing format.	Administrator Classroom teachers ITRT	August 2016 - May 2017 Increased from 197 in 2015-16 to 227 as of 3/31/17	SOL 2017 results PSAA log
5) Remediation Aide, SCT and RTI Teams to assist with specific student needs.	Administrator Classroom Teachers Reading Specialist SCT Coordinator Paraprofessionals Remediation Aide	August 2016 - May 2017 Continue to provide RTI as recommended by SCT. All students referred by SCT for full evaluation qualified.	Spring 2017 SOL results Spring 2017 PALS results Spring 2017 SGA results Schedules
6) Continue to increase personalized learning strategies.	Administrator Classroom teachers ITRT	August 2016 - May 2017 On-going	Technology sign out log
7) Implement a pull-out, small group reading program provided by the librarian at all grade levels.	Administrator Classroom Teachers Librarian	August 2016 - May 2017 K, 1, 2, and 5 took advantage of this, groups met every Wednesday.	Librarian Schedule Lesson plans

** 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:

By May 2017, 81% of students in grades 3-5 will pass the Math Spring 2017 SOL assessment.

Strategy: Math Instruction

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Reinforce test taking skills for CAT, without the opportunity to go back to revisit previous answers.	Administrator Classroom teachers STC	August 2016 - May 2017 Developed forward only testing format using PSAA	SOL 2017 results PSAA log
2) Provide remediation to students who did not pass the Spring SOL Math test or demonstrated gaps in instruction on the Math SGA.	Administrator Classroom teachers Paraprofessionals Remediation Aide	August 2016 - May 2017 Provided by instructional and remediation aides	Spring 2017 SOL results Spring 2017 PALS results Schedules
3) Increase the use of technology based assessments for grades K-5 so that students are exposed to a consistent testing format.	Administrator Classroom teachers ITRT	August 2016 - May 2017 Increased from 197 in 2015-16 to 227 as of 3/31/17	SOL 2017 results PSAA log
4) Remediation Aide, SCT and RTI Teams to assist with specific student needs.	Administrator Classroom Teachers SCT Coordinator Paraprofessionals Remediation Aide	August 2016 - May 2017 Continue to provide RTI as recommended by SCT. All students referred by SCT for full evaluation qualified.	Spring 2017 SOL results Spring 2017 PALS results Schedules
5) Continue to increase	Administrator	August 2016 - May 2017	Technology sign out log

personalized learning strategies.	Classroom teachers ITRT	On-going	
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** 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 3: By May 2017, families, students, school staff, and community members will work together to expand learning opportunities, school safety, community services, and civic participation to create a positive school climate.			
Strategy: School Climate			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Students will participate in Morning Meeting daily.	Administrator Classroom teachers	August 2016 - May 2017 All students began Morning Meeting the first day of school. Purchased a book for every teacher.	Schedules PO for Morning Meeting Idea books
2) Implement PBIS through FES CARES program and Responsive Classroom strategies.	Administrator School Counselor PBIS Committee Chair	August 2016 - May 2017 On-going	Tree/leaves Gold coins Responsive Classroom training
3) School and PTA will jointly schedule opportunities for community involvement.	Administrator PTA Board	August 2016 - May 2017 Parent Volunteer Orientation was held September 1. Sign ups for art, copy machine, lunch duty, library, laminating, etc.	School calendar Event photos
4) Maintain safety and security.	Administrator SRO Crisis Team NCI Team "Owl Team"	August 2016 - May 2017 On-going Watch DOGS Events: Pizza Night, Parents Night Out child care, Donuts with Dads Breakfast NCI Training and team meetings	Watch DOGS calendar and schedule, School Safety Inventory

5) Increase PTA Membership from 261 to 300 or higher.	PTA President and board members	August 2016 - May 2017 312 - Exceeded Goal	PTA Membership report PTA meeting and event attendance
6) Increase opportunities for parent involvement	Administrator PTA President	August 2016 - May 2017 Fall Festival, School House Rock, Dinner for Teachers, First Week Kindergarten Helpers, GOTR, Run Hard, Field Trips, Movie Night, Spring Fling, Fun Run, Talent Show, Career Day, Book Fair, Breakfast with Santa, and special lunches.	School calendar Volunteer log PTA meeting minutes

** 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

Mid-Year Summary of Data Analysis 2016-17

- Six teachers participated in the Responsive Classroom training, one per grade level. Three teachers who transferred to FES from other schools are already trained. Currently we have 9 out of 17 classroom teachers trained in Responsive Classroom.
- Our school calendar already documents over 50 school activities where students, parents, teachers, and community members have participated. This includes Family Movie Night, which was a big hit and Parents' Night Out Child Care Services, sponsored by the Watch D.O.G.S.
- PTA Membership has increased: 312 (exceeds goal)
- Students receiving remediation: 82
- Increase in discipline referrals from 0 during first semester of last year to 12 this semester. This is due to the change in demographics in the Forest community. These 12 referrals are from three students who transferred to us from Campbell County and Lynchburg City. Administration is working closely with the families, DSS, FAPT, and the court system in order to access available services.
- Average 25 volunteers per week to assist with copying, lunch duty, library shelving, after school music, and art helpers.

** 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

- 3rd, 4th, & 5th grade math teachers are meeting to discuss continuity with instruction, resources, and programs to determine why 3rd grade SOL Math scores have been significantly lower than 4th & 5th grade for the past several years. 4th grade teachers have implemented small group instruction in math and have seen noticeable improvement with students' ability to verbalize their understanding of concepts. 5th graders are creating a math resource notebook. Teachers will continue to share strategies and materials.
- Grades 3-5 are using Read Theory website so that students can practice reading passages and answering questions in a similar format as the SOL tests.
- During pockets of time during the week, the art teacher has been providing assessment strategies to students in 2nd grade by practicing the use of PSAA.
- Because 3rd graders are taking SOL tests for the first time, they go to the computer lab two times per week, one session emphasizing test taking skills.
- Remediation funds are being used for an additional aide to help support the Reading Specialist with push-in small group instruction. She also has time built in her schedule to provide small group and individualized instruction to struggling 5th graders in math.
- Day Treatment services are being provided by Horizons. Currently servicing four students.
- We are currently still trying to make push-in reading support by the Reading Specialists work for us. We are finding that students are less focused and are more reluctant to participate when they meet with the Reading Specialist in the general classroom setting. Students are watching their peers instead of attending to the group and will ask, "How much longer?" 1st grade tried working with the Reading Specialist with a push-in model. The plan is to try Kindergarten after the mid-year PALS assessments are given. Push-in services are also provided to 5th graders, however, the instructional time is reduced compared to their peers who are receiving the full schedule instruction. We feel that our students made more gains with the traditional pull-out versus what we have seen so far this year.
- Teachers have increased the use of PSAA for unit tests and quizzes. In addition, teachers are also working with students to make their answer choice with confidence so they can continue through the tests without going back to practice for the SOL CAT tests.
- Both of our laptop carts were updated with a total of 52 new computers. We also received 40 Chromebooks to replace Kuno tablets from a previous grant and 30 for a second cart. Kuno tablets were disappointing in their compatibility and ability to access the internet.
- We successfully added several new school events or improved on traditional programs such as Family Movie Night and Fall Festival. This spring we have scheduled a Family Social and Art Night.
- In order for everyone to be able to implement Morning Meeting on the first day of school, Sarah Danaher and I created a "Classroom Management Strategies" in-service for the staff for the August Professional Development Day.
- Our SCA collected \$646.00 for the Forest Volunteer Fire Department, students donated 280 pounds of food for local

families and a local food bank, and provided Wal-mart Gift Cards to seven families for Christmas support.

** Add or delete space as needed.*

Part VII: End-of-Year Reflection

End-of-Year Summary of Data Analysis 2016-17

- 83% of our students are reading on or above grade level based on Mid-Year PALS.
- 30 percentage point increase from SGA 1 to Mid-Year Benchmarks in Reading
- 64 percentage point increase from SGA 1 to Mid-Year Benchmarks in Math
- Significant increase in the number of special education students. 15 in 2015-2016 to 23 in 2016-2017 (8 of these were transfer students)
- SGA Reading: 61% pass rate for grades 3-5
- SGA Math (Testing April 4-6)
- 5th Grade Writing Alternate Assessment: 83% pass rate on the multiple choice section, 91% pass rate on the direct writing section. Students struggled the most with mechanics.
- 60% of 5th graders were recommended for Advanced English next year in 6th grade
- 55% of 5th graders were recommended for Advanced Math next year in 6th grade

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

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

- All K-5 teachers received training on TestNav8 to provide practice and experience with the new changes for the upcoming Spring SOLs. This training was beneficial in showing teachers how to tailor remaining subject assessments to mirror some of the upcoming changes and prepare students for the testing in the Spring. The training also prepared teachers the opportunity to use TestNav8 student training tools so 3rd-5th graders will be familiar with new format changes and practice using new tools.
- Use of PSAA increased from 197 to 227, to date. We have met 85% of our goal of 267 tests given to students in K-5 during this school year.
- Fourth grade was chosen and participated in the NAEP tests on February 16.
- One of our 5th grade student advanced to the Regional Spelling Bee and won 6th place.
- Read Across America was celebrated the whole week of February 27-March 3. Students were challenged to earn the most AR points in their grade level. Total AR points earned school wide was 1,411.8 points. Average AR points earned weekly

school wide is 850 points.

- PTA launched its first Spring Fling Family Night combined with an Art Auction to raise funds for the school and made about \$3000.
- WatchDOGS Program had a successful mid-year campaign with Donut With Dad. This event attracted about 75 “Dads” who reviewed the WatchDOGS program, ordered shirts for themselves and their children, and scheduled work days through the end of the school year.
- Amanda Barclay, Special Education Teacher, was named one of Lynchburg Area’s Top 25 Teachers.
- When SOL scores for 4th grade were recalculated without recovery points, Math went from a 93 to 86 in 2015 and from 86 to 84 in 2016. This still shows a 9-12 percentage point difference from 3rd grade to 4th grade scores.
- 923 parents and grandparents have eaten lunch with their children so far this year.
- 866 volunteers in the building, which equates to 29 per week. This exceeds our goal of 25 per week.
- 42 Veterans joined us lunch on November 11.
- 5th Grade Math teacher and I have met with Sarah Danaher regarding the creation of a math class next year for students who can catch on to skills quickly, where the pace can be accelerated. These students would be learning the same math, but with the faster pace, can integrate more personalized learning and can take skills to a higher level. This could possibly bridge the gap for students who register for Algebra 1 in 6th grade.

** 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 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 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
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