



# Continuous School Improvement Plan

## Forest Elementary School

### 2014-2015

**BCPS Vision:** A community dedicated to our students and their future.

**BCPS Mission:** To prepare our students to be productive and responsible citizens in our community and the world.

**District Goal 1:** Prepare students to be successful in college and career fields.

**District Goal 2:** Enhance community support for student learning.

**District Goal 3:** Manage resources responsibly, efficiently and effectively.

**District Goal 4:** Employ highly effective teachers and support staff.



## Leadership Team Members

<b>Committee Position*</b>	<b>Name</b>
Chairperson	Lorri Manley, Principal
Kindergarten Representative	Lisa O'Neal, Kindergarten Teacher
First Grade Representative	Kristy Mistretta, 1 <sup>st</sup> Grade Teacher
Second Grade Representative	Jeanne Ramsey, 2 <sup>nd</sup> Grade Teacher
Third Grade Representative	Becky Hight, 3 <sup>rd</sup> Grade Teacher
Fourth Grade Representative	Shenandoah French, 4 <sup>th</sup> Grade Teacher
Fifth Grade Representative	Valerie Harris, 5 <sup>th</sup> Grade Teacher
Resource Teachers Representative	Donna Handy, Art Teacher
Classified Staff Representative	Beth Rodgers, Paraprofessional
ITRT	Jennifer Harrison

\* Add to list as needed. Each group may have more than one representative.



## Recommended Data Sources for Analysis by School Improvement Teams

*Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior, or other areas. Please indicate each type of data you examined and check all that apply:*

### Three Year Trend Data:

Mark All that Apply	Data Reviewed	Notes
✓	Standards of Learning Test Results by Grade Level	See attached chart
	VGLA and VAAP Results by Grade Level	
✓	Recovery Data	# Students: Reading-36, Math-33
	SAT Reasoning Test Scores	
	Graduation rate by diploma	
	Phonological Awareness Literacy Screening (PALS) Pre-K Spring results	
✓	Phonological Awareness Literacy Screening (PALS) Spring results for grades K-3	91% Met Fall 2014 Benchmark for 1 <sup>st</sup> -5 <sup>th</sup> (Awaiting Kindergarten scores Nov. 7)
	Qualitative Reading Inventory (QRI) grades 4-6	N/A
✓	Number and percent of students identified for intervention	Did not pass spring 2014 SOL Reading- 26 Did not pass spring 2014 SOL Math- 32 Did not meet fall 2014 PALS benchmark- 28
	Number of students enrolling in advanced classes	
	Number of students enrolling in Pre-AP classes	
	Number of students enrolling in AP classes	
✓	Retention data by grade level enrollment	# Students: Kindergarten - 2
✓	Discipline referral data	# Referrals: 2 – 5 <sup>th</sup> grade
	AP test participation and qualifying score rates	
	CTE completion	
✓	Student and teacher attendance rates	Student - 97% (39 Perfect Attendance)
✓	Internal Review results and surveys	
✓	Other: Benchmark Assessment Results	Spring 2014 Pass Rate 3-5: Reading: 85%,



		Math: 77%; History: 80%, Science: 66%
✓	Other: SOL Performance By Question Reports	See data below. Areas noted were below the Division average which indicates a planning and instructional problem at FES.
✓	Other: Writing Predictor Results	Quarterly Writing Samples Scored with Rubric
✓	Other: Stanford 10 and OLSAT Test Results	
✓	Other: WIDA ELL Assessment Results	

**Disaggregated Data:**

Mark All that Apply	Data Reviewed	Notes
✓	Number and percent of students passing English and Math by AMO subgroup (3 <sup>rd</sup> -5 <sup>th</sup> grades)	See attached chart
✓	Number and percent of students not tested by subgroup	100% Tested
✓	Number and percent of students passing Standards of Learning by test (general education, special education, alternative education, and those who failed the previous year's test)	
✓	Number and percent of students passing Standards of Learning with Pass Advanced scores by test (general education, special education, alternative education, and those who failed the previous year's test)	
	Number of VGLA and VAAP participants by grade	N/A
	Percent passing middle school classes (EOC Algebra I, EOC Geometry, EOC Earth Science, and World History I)	
✓	Number and percent passing Algebra Readiness Diagnostic Test (ARDT)	25 gifted students assessed: 7 recommended for Pre-Algebra, 10 for Algebra I, 8 for Advanced 6 <sup>th</sup> Math
	Number and percent passing high school classes	
	Verified credits by grade level (high school)	
✓	Discipline infractions by grade level for general education last year, including data for students who failed the previous year's test	2 – With no correlation



✓	Discipline infractions by grade level for special education last year, including data for students who failed the previous year's test	0
	Funding available to schools during current school year that supports the school improvement plan, including Title I 1003 (a) and Title I 1003 (g)	N/A
✓	Other: Review SOL Reporting Categories to isolate specific areas of weakness	
✓	Other: Comparison between time spent taking the SOL test with pass rate	88% of students who took less than 1 hour did not pass, 50% of students who took more than 1.5 hours received pass advanced

**Staffing:**

Mark All that Apply	Data Reviewed	Notes
✓	Number and qualifications of school staff	66% of teachers have MEd, all licensed in area in which they teach
	Title I staffing and assignments	N/A
✓	Special education staffing and assignments	1 teacher, 2 paraprofessionals
✓	Number of Virginia Substitute Evaluation Program (VSEP) participants	0
	Other:	



## Summary of Data Analysis

### Spring 2014 SOL Results of % Students Passing

Reading	Pass Rate	Fail	PP	PA	Perfect	Mean
3 <sup>rd</sup> :	78%	22%	57%	21%	6%	454
4 <sup>th</sup> :	83%	17%	66%	17%	3%	457
5 <sup>th</sup> :	86%	14%	66%	20%	4%	459
<b>Overall:</b>	<b>82%</b>	<b>18%</b>	<b>63%</b>	<b>19%</b>	<b>4%</b>	<b>457</b>

Math	Pass Rate	Fail	PP	PA	Perfect	Mean
3 <sup>rd</sup> :	67%	33%	52%	16%	4%	434
4 <sup>th</sup> :	84%	16%	58%	26%	3%	462
5 <sup>th</sup> :	83%	15%	56%	27%	3%	459
<b>Overall:</b>	<b>78%</b>	<b>21%</b>	<b>39%</b>	<b>51%</b>	<b>3%</b>	<b>452</b>

History	Pass Rate	Fail	PP	PA	Perfect	Mean
3 <sup>rd</sup> :	98%	2%	44%	54%	16%	507
4 <sup>th</sup> :	90%	10%	23%	66%	17%	510
5 <sup>th</sup> :	85%	15%	51%	34%	8%	473
<b>Overall:</b>	<b>91%</b>	<b>9%</b>	<b>39%</b>	<b>51%</b>	<b>14%</b>	<b>497</b>

Science	Pass Rate	Fail	PP	PA	Perfect	Mean
3 <sup>rd</sup> :	93%	7%	71%	22%	0%	468
5 <sup>th</sup> :	78%	22%	56%	22%	8%	456
<b>Overall:</b>	<b>86%</b>	<b>15%</b>	<b>64%</b>	<b>22%</b>	<b>4%</b>	<b>465</b>

### Performance By Question

#### **Focus Areas:**

- 3<sup>rd</sup>: Endurance, identify details, main idea
- 4<sup>th</sup>: Author's purpose, summarizing, significance of title
- 5<sup>th</sup>: Problems and conflicts in a story

#### **Focus Areas:**

- 3<sup>rd</sup>: Interpret graphs, analyze outcomes, multi-step problems
- 4<sup>th</sup>: Fraction decimal equivalence, GCF, patterns
- 5<sup>th</sup>: Multiplying decimals, geometry, mean, equations

#### **Focus Areas:**

- 3<sup>rd</sup>: Civics, major features of maps
- 4<sup>th</sup>: Battle cities, settlements, Indians
- 5<sup>th</sup>: Civil War, events/President, US physical features

#### **Focus Areas:**

- 3<sup>rd</sup>: Soil, plants, simple machines
- 5<sup>th</sup>: Scientific method, compounds, rock cycle



### SOL Spring 2013 Subgroup Data

	Reading			Mathematics		
	AMO Target	AMO Result	Met AMO	AMO Target	AMO Result	Met AMO
<b>All Students</b>	69	84	YES	66	80	YES
<b>Gap Group 1</b> Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	59	63	YES	57	63	YES
<b>Gap Group 2</b> Black Students (6)	57	< (50)	TS	56	< (67)	TS
<b>Gap Group 3</b> Hispanic Students (3)	60	< (100)	TS	60	< (67)	TS
<b>SWD (9)</b>	42	< (67)	TS	49	< (56)	TS
<b>LEP (10)</b>	52	< (67)	TS	53	< (70)	TS
<b>D (32)</b>	59	< (59)	TS	57	< (63)	TS
<b>Asian (19)</b>	CP	< (83)	TS	CP	< (79)	TS
<b>White (170)</b>	75	84	YES	70	79	YES

### Comparing SOL Scores with Time Spent Taking the Test

Range of Scores	Average # of Minutes Spent Taking 5 <sup>th</sup> Grade <u>Writing</u> Test	Average # of Minutes Spent Taking 5 <sup>th</sup> Grade <u>Reading</u> Test
<b>300-399</b>	163	83
<b>400-499</b>	173	83
<b>500-600</b>	209	93

88% of students who took less than 1 hour did **not** pass

50% of students who took more than 1.5 hours received pass advanced



## **Forest Elementary School**

### **Vision Statement**

**FES will be the foundation for developing a knowledgeable and responsible citizen who makes positive contributions to their community.**

### **Mission Statement**

**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.**





## School Data and Summary Analysis

Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

### 1. What does the analysis tell you about your school's strengths?

- Our collaborative efforts with Accelerated Reader show that 191 students have over 100 cumulative points.
- Benchmark results were a good predictor of student success on SOL tests.
- Scored higher than our 3 year average in math and history, only missing reading and science by 2 points each, which indicates we are starting to recover from low scores during the transition to TEI and higher level questions.
- SOL Recovery points? The number of students who were identified as Recovery students who passed the SOL increased from previous years, Reading - 2/11 and Math - 13/39, which shows that remediation and interventions are providing the necessary support.
- With a mean of 509, more than half of the students in both 3<sup>rd</sup> & 4<sup>th</sup> grades scored in the advanced range on History SOL tests.
- Students are not distracted from learning because of discipline issues.

### 2. What does the analysis tell you about your school's gaps and/or opportunities for improvement?

- Even though 3<sup>rd</sup> grade Math SOL results increased from a mean score of 412 to 434, many students are still in jeopardy of failing.
- Even though FES saw an increase in sub groups, performance report reflects a need to continue to focus on students who are identified in Gap Group 1, especially those who are categorized as Economically Disadvantaged.
- Continued attention should be given to Students with Disabilities. The focus areas will continue to be reading and math.

### 3. What data is missing and how will you go about collecting this information for future use?

- Parent survey information regarding school communication and safety
- Formal math data similar to PALS for reading. Moby Max should be considered.

### 4. Based upon your analysis, what priorities emerge for your school? Cite relevant evidence from the analysis to support these priorities.

- Teacher should model our instruction to provide experience with SOL question format, especially questions that require students to select more than one answer.
- 2nd grade concepts were lowest area on the 3<sup>rd</sup> grade History SOL. How can we build, support, and extend what 2nd grade teachers have taught in addition to teaching our 3rd grade concepts?
- Based on data from our independent testing time data, building endurance for taking lengthy tests, especially in reading, will improve scores.
- Provide a safe environment for students, with support from PTA.
- Increase parent communication.



## **Plan for Remediation of Students in Tiers 2 and 3 (Identification, Intervention, and Monitoring)**

Forest Elementary School will provide remediation services to identified students in grades K-5 in the areas of reading, writing, and/or mathematics. A schedule has been developed for two part-time remediation aides to rotate to each grade level every 30 minutes during their Language Arts block. Teachers will have the option to use the remediation aide as part of their reading group rotation or to pull students for specific skill review. Classroom teachers will provide remediation aides plans and materials for each lesson.

1. Describe the identification process for all students at risk of failing or in need of targeted interventions. Be sure to include ongoing conversations with leadership teams and data points to be used.

Students are identified based on data collected from the Spring 2014 SOL results or PALS data from Fall 2014. Students who did not pass or meet the benchmark score are provided small group or one on one instruction with the Reading Specialist or Remediation Aides daily.

2. Describe the tiered, differentiated intervention process to assign research-based interventions by student need to tier 2 and tier 3 students. Be sure to include how interventions are selected, frequency, and duration of the intervention.

All students receive support in the general classroom setting as a part of good teaching practices. When students are not successful with a specific skill and need re-teaching and retesting, they are pulled out and work in small groups with the Remediation Aides for Tier 2 support. If students continue to struggle, they are provided direct instruction and/or using software programs and one on one instruction. If a student reaches this level, SCT is closely monitoring and documenting progress as Tier 3 interventions. Teachers work closely with the Reading Specialist to come up with various interventions that match students' learning styles.

3. Describe how interventions for tier 2 and tier 3 students are monitored on a regular basis. Be sure to include information from a team that meets regularly to review outcome data and identify next steps for unsuccessful interventions.

Teachers complete a checklist of evidence that documents areas of weakness in reading and math. This form also includes a place to record pre and post assessment data, who will provide the services needed, how will the student be instructed, and what are the areas of weakness needing targeted instruction. This form is reviewed and updated often throughout the year. Parent contact is documented on this form as well. If a student continues to show a lack of progress, the teacher will make a referral to SCT. SCT will determine targeted skills based on data from the classroom teacher and tier 2 interventions. At this time, students are assigned a tier 3 instructor, a schedule is set, duration of support is determined, and a follow up SCT meeting is scheduled. During this time additional data is gathered to determine the need for more testing. Teachers who meet with this student will document date, time, skills, activities, results, pre & post data, etc. to be shared at the follow up meeting.



## Goal(s) and Associated Strategies

School Improvement Goal 1 and Associated Strategies			
<b>Area for improvement and supporting data:</b> Technology			
<b>School Goal 1:</b> To increase the amount and use of technology equipment available to students in the classroom for the purpose of instruction			
<b>Supports district goal:</b>			
<ul style="list-style-type: none"> <li>• Prepare students to be successful in college and career fields</li> <li>• Enhance community support for student learning</li> <li>• Manage resources responsibly, efficiently, and effectively</li> </ul>			
Goal 1 Improvement Strategies			
<b>Strategy 1:</b> <span style="color: green;">On Going</span>	<b>Strategy:</b> Establish a technology committee to assess needs, research financial options, and create a purchasing plan		
	<b>Action Steps:</b>		<b>Resources/Funding:</b>
	1. Assess school needs and priorities	1.	Technology Committee, PTA
	2. Research products and cost	2.	Technology Committee
	3. Set target dates for purchasing	3.	Technology committee
	4. Create business partnerships	4.	Administrator, PTA
	5.	Administrator, PTA	
<b>Milestone Date:</b> Spring 2014			
<b>Strategy 2:</b> <span style="color: green;">On Going</span>	<b>Strategy:</b> Teachers and paras will be provided with professional development activities on the care and use of a variety of technology devices such as laptops, iPads, iPods, and Kindles.		
	<b>Action Steps:</b>		<b>Resources/Funding:</b>
	1. Solicit trainers from BCPS technology staff	1.	Director of Technology
	2. Schedule ITRT to model lessons for teachers in the general classroom setting with access to BCPS iPad & iPod carts	2.	ITRT
	3. Schedule opportunities for peer observations with teachers at FES and other Bedford County schools who already integrate technology in the general classroom	3.	Administration
	4.	ITRT	
<b>Milestone Date:</b> Spring 2015			



## Review of Progress

<b>Plan</b>	<b>Review Frequency:</b> Goal will be reviewed at the end of each nine week period
	<b>Assigned Implementation Team:</b> Technology Committee, Leadership Team, PTA
<b>Review 1</b>	<p><b>Date: October 17, 2015</b>            Business partnership with Kroger for Professional Development snacks of apple and caramel dip on August 13, for “Unpacking the Standards” with Beckie Pierce and other members of the BCPS Instructional Team. In-service included Otter River Elementary School and Boonsboro Elementary School.</p> <p>Grades 3-5 Standards and Grading, Beckie Pierce – October 15            FES PD: August 27 – Interactive Achievement SGA, September 16 – PALS training for 4<sup>th</sup>-5<sup>th</sup>, September 24 – Gradebook Set Up, October 17 – Smartboard 14, Jennifer Harrison, November 19 – Interactive Achievement Data Analysis</p>
	<p><b>Date: January 7, 2015</b>            Addition laptop cart provided by county technology department. They currently need to be reimaged to match our network. We also received 15 iPod touches.            The ITRT challenged teachers to use choice boards to create a unit using personalized learning.            Classroom teachers are using the school’s Wii for instruction. PTA also used the Wii at our December School House Rock.            3<sup>rd</sup> grade, along with the ITRT, created a video to show during the Christmas Sing-Along with the staff celebrating the holiday.            iPads were update with Apple apps.            Personalized Learning Unit collaboration with ITRT and Mrs. Loy, 2<sup>nd</sup> grade science.</p>
<b>Review 3</b>	<b>Date:</b>
<b>Review 4</b>	<b>Date:</b>



## Goal(s) and Associated Strategies

School Improvement Goal 2 and Associated Strategies			
	<b>Area for improvement and supporting data:</b> Instructional		
	<b>School Goal 2:</b> To enhance student learning through remediation or enrichment based on knowledge of individual student needs.		
	<b>Supports district goal:</b> Prepare students to be successful in college and career fields		
	<b>Goal 2 Improvement Strategies</b>		
	<b>Strategy:</b> Increase students' SOL mean scores in reading and math by 5%		
	<b>Action Steps:</b>		<b>Resources/Funding:</b>
<b>Strategy 1: On Going</b>	1. Create instructional focus groups targeting students who scored 475-499 on SOL tests in all subject areas to provide students the opportunity to move forward into the Pass Advanced range	1.	Administrator, 3 <sup>rd</sup> & 4 <sup>th</sup> Grade General Education Teachers
	2. Provide differentiated instruction using the DuFour model to address specific areas of weakness as noted by quarterly benchmark tests, Moby Max retests, PALS reading assessment, and quarterly formal writing assignments.	2.	Administrator, Gifted Teacher, Instructional Facilitator, Gen. Ed. Teachers, Remedial Aides
	3. Provide students who score low on unit tests an opportunity to review and practice the information and retest in order to gain knowledge and improve their grade. The Leadership Team will develop standards to that teachers throughout the school are consistent.	3.	Administrator, Gen. Ed. Teachers, Special Ed, Paras, Remediation Aides, and Resource Teachers when available
	<b>Milestone Date:</b> June 2015		
	<b>Strategy:</b> Professional Development		
	<b>Action Steps:</b>		<b>Resources/Funding:</b>
<b>Strategy 2: On Going</b>	1. To provide teachers with instructional strategies for teaching effective test taking skills	1.	Administration, Central Office Instructional Team
	2. Professional development activity to support instruction in the areas of math, reading, and technology, some of which may integrate personalized learning.	2.	Administration, local funding
	<b>Milestone Date:</b> June 2015		



## Review of Progress

<b>Plan</b>	<b>Review Frequency:</b> Goal will be reviewed at the end of each nine week period
	<b>Assigned Implementation Team:</b> Technology, Instruction, and Leadership Teams
<b>Review 1</b>	<p><b>Date: October 17, 2014</b></p> <p>Teacher used PALS reading data and 1<sup>st</sup> nine weeks benchmark test results to create groups for small groups. Instructional aides are scheduled to be available to assist with small groups during reading block.</p> <p>Teachers have been notified of students who qualify for remediation.</p> <p>Teachers have been made aware of students in their class that falls into a gap group.</p> <p>Teachers have been made aware of students who are Remediation Recovery.</p> <p>Unpacking the Standards, Smartboard 14, Grading Practices using Standards Rubric, Bully Prevention</p>
<b>Review 2</b>	<p><b>Date: January 7, 2015</b></p> <p>Remediation aide was approved to start November for 5 hours per day to provide opportunities for one on one or two on one groups to help students with specific skills.</p> <p>Benchmark tests were successfully implemented using IA school wide. Teachers were able to review assessment data.</p> <p>Gradebook training for grades 3-5 to mark standards. Our goal is to begin using this feature second semester. More training may be needed before teachers are comfortable with this.</p> <p>Fire safety presentation provided by the Bedford County Fire Department on October 22.</p> <p>Career Day was November 14.</p>
<b>Review 3</b>	Date:
<b>Review 4</b>	Date:



## Goal(s) and Associated Strategies

School Improvement Goal 3 and Associated Strategies			
<b>Area for improvement and supporting data:</b> Climate			
<b>School Goal 3:</b> To provide a safe and secure learning environment for students, staff, and community stakeholders			
<b>Supports district goal:</b>			
<ul style="list-style-type: none"> <li>• Prepare students to be successful in college and career fields</li> <li>• Enhance community support for student learning</li> <li>• Manage resources responsibly, efficiently, and effectively</li> </ul>			
Goal 3 Improvement Strategies			
<b>Strategy 1:</b> New	<b>Strategy:</b> Establish a School Safety Team to assess needs, research financial options, and create a plan		
	<b>Action Steps:</b>		<b>Resources/Funding:</b>
	1. Assess school security needs and priorities	1.	Safety Team, Leadership Team, Spring 2014 School Safety Inspection
	2. Research products and cost	2.	Admin, Central Office, Safety Team
	3. Set target dates for implementation	3.	Administration, Security Team, Central Office
<b>Milestone Date:</b> Spring 2015			
<b>Strategy 2:</b> New	<b>Strategy:</b> Professional Development for staff members on new security systems and programs that support safe school practices.		
	<b>Action Steps:</b>		<b>Resources/Funding:</b>
	1. Surveillance system with 6-12 cameras	1.	BCPS, PTA, Administration
	2. Door access system	2.	BCPS, PTA, Administration
<b>Milestone Date:</b> Spring 2015			
<b>Strategy 3:</b> New	<b>Strategy:</b> Enhance communication to staff, parents, and students		
	<b>Action Steps:</b>		<b>Resources/Funding:</b>
	1. Power Announcements	1.	Administration
	2. Newsletters	2.	Administration, Teachers



		3. FES Website and teacher webpages	3.	Administration, Teachers
		4. Implementation of resources and programs that emphasize school safety, such as, but not limited to, Escape School, Watch D.O.G.S., Bully Assembly, etc.	4.	Administration, PTA, Guidance Counselor, Teachers
	<b>Milestone Date:</b> Spring 2015			





## Review of Progress

<b>Plan</b>	<b>Review Frequency:</b> Goal will be reviewed at the end of each nine week period
	<b>Assigned Implementation Team:</b> Leadership Team, Administration, Safety Team, PTA
<b>Review 1</b>	<p><b>Date: October 17, 2014</b></p> <p>Established a School Safety Team.</p> <p>Watch D.O.G.S. had their first meeting with charter group October 14. A second meeting has been scheduled for November 2 to finalize program to be presented to all fathers prior to Thanksgiving Break.</p> <p>Anti-Bullying Assembly was held September 22.</p> <p>Bids have been received for the door access system.</p> <p>Plans have been made with BCSB and Hudson Payne to install a surveillance system in late October.</p> <p>Power Announcement has been utilized to inform parents of a variety of events.</p> <p>All but 40 families have completed emergency information in Infosnap.</p>
<b>Review 2</b>	<p><b>Date: January 7, 2015</b></p> <p>Watch D.O.G.S. met for formal training on October 27 via conference call.</p> <p>Watch D.O.G.S. kick off Pizza Party was held November 13, with over 150 people attending.</p> <p>Installation of 11 surveillance cameras and Security Access System for the main entrance is complete.</p> <p>McDonald's Teacher Night raised \$1000.00 toward the camera system.</p> <p>Character Education/Bully program is scheduled for February 6.</p> <p>Teachers are sending out monthly newsletters and providing administrator a copy.</p> <p>Power Announcement is used often for general reminders.</p> <p>29 families have not updated their emergency information on Infosnap.</p>
<b>Review 3</b>	<b>Date:</b>
<b>Review 4</b>	<b>Date:</b>

