



SNOWVILLE ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN 2016-2017



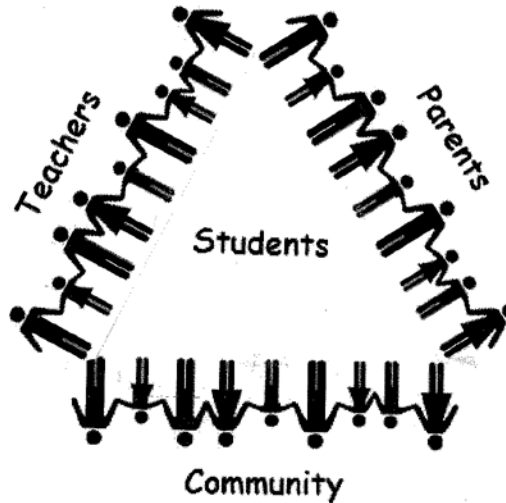
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VISION: Reach Each Child

S.E.S = Strive – Excel - Succeed



MISSION

We are working together as a team of caring teachers, parents, students, and community to create a safe, nurturing learning environment to enable students to experience success all throughout life.

VISION: Reach Each Child

LANGUAGE ARTS

Goal Statement:

- **Maintain 90% or greater of all 3rd, 4th, and 5th grade students passing language arts SOL tests.**
 - **2016 AMO subcategory performance - All Students - 91%, Gap Group 1 - 87%, Economically Disadvantaged – 85%, Students with Disabilities (3-year – 29 students) – 66%, White – 89%**

<u>Performance Indicators</u>	<u>Alignment w/Comprehensive Plan</u>	<u>Target Performance</u>
3-5 Language Arts test results on SOL SPBQs from 2013, 2014, 2015, 2016 PK-3 PALS STAR Reader assessments	1.e – Graduation rate 1.f – Reading on grade level by 3 rd grade 2.e – Virginia Tiered Systems of Support (VTSS) 2.f – Writing 2.g – Assessments by grade level 5.b – Enrichment opportunities	Meet or exceed language arts SOL accreditation targets and AMOs

Rationale (SOLs do not include AYP/SOA adjustments)

FALL PALS 2016		
Grade	# I.D. for intervention	% I.D. for intervention
PK	4 of 17	24%
K	5 of 24	21%
1	2 of 21	10%
2	4 of 27	15%
3	3 of 19	16%

Fall 2016 STAR Reading

	On Level	Watch	Intervention	Urgent
■ 2	52%	15%	15%	19%
■ 3	74%	11%	5%	11%
■ 4	72%	22%	6%	0%
■ 5	68%	16%	16%	0%

2016 Reading SOL

	3	4	5
■ Reading Fail	13%	4%	12%
■ Reading Pass	74%	64%	65%
■ Reading Adv.	13%	32%	23%

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LANGUAGE ARTS

Areas of Focus for Improvement in Language Arts

P/K	Demonstrate comprehension by drawing conclusions.	3rd	Demonstrate comprehension by drawing conclusions.
	Identify the main idea.		Compare characters, settings, and events.
	Make predictions		Identify antonyms.
	Summarize details in the correct sequence.		Identify author's purpose.
	Identify author's purpose.		Locate information in a passage to answer questions.
1 st	Identify author's purpose.	4 th	Demonstrate understanding of guide words in a dictionary
	Summarize details in correct sequence.		Draw conclusions based on textual support.
	Differentiate between fiction and non-fiction.		Make inferences based on textual support.
	Use pictures, captions, and charts.		Multiple meanings.
	Demonstrate comprehension by drawing conclusions.		Identify the main idea.
2 nd	Demonstrate comprehension by drawing conclusions.	5 th	Identify synonyms.
	Identify supporting details.		Determine the cause/effect relationship.
	Making predictions.		Demonstrate comprehension by predicting an appropriate text heading.
	Identify main idea.		Determine the most relevant conclusion.
	Identify author's purpose.		Summarize text relating supporting details.

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LANGUAGE ARTS

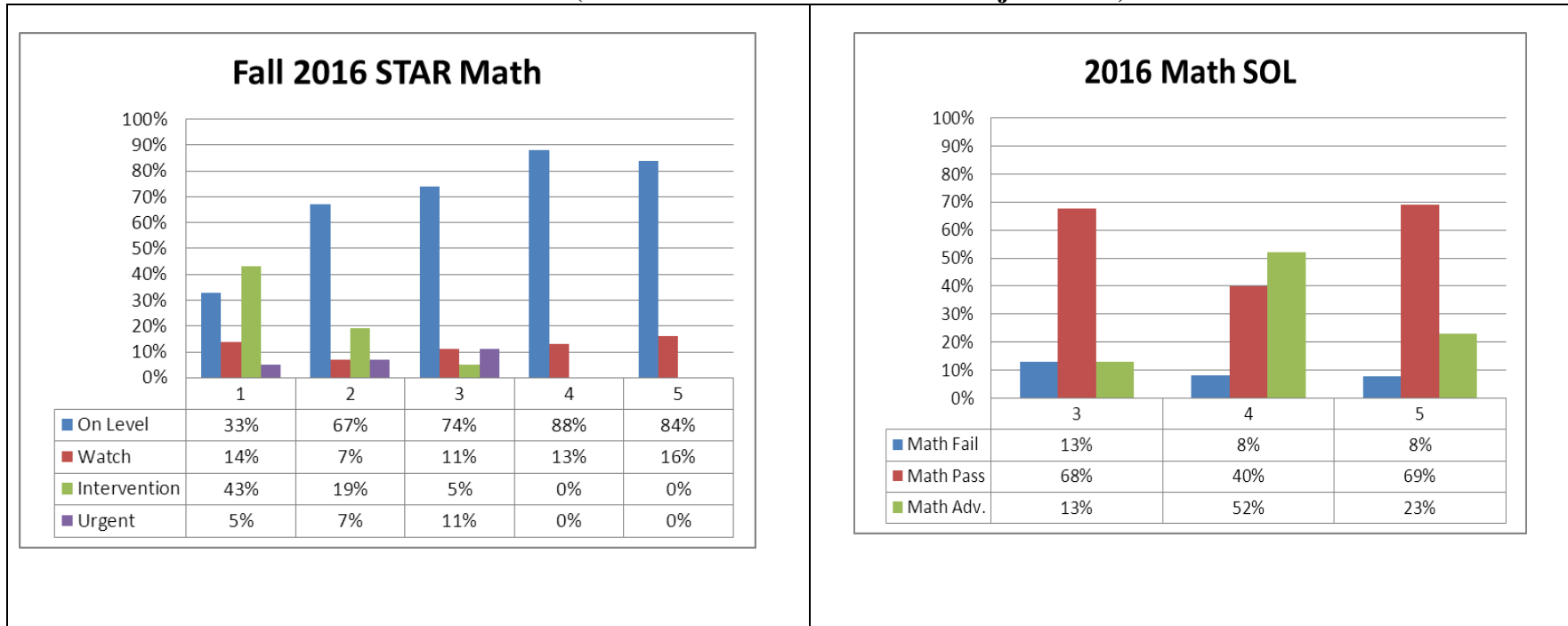
<u>Operational Strategy</u>	<u>Personnel Responsibilities</u>	<u>Specific Resources Needed</u>	<u>Timeline</u>	<u>Evidence/Evaluation</u>
Note focus areas in lesson plans.	All Teachers		Ongoing	Focused objectives noted in lesson plans
Reassess low performance objectives at the end of each nine weeks after remediation.	3-5 Teachers	Pearson, MobyMax, teacher made assessments, SOLPass.org	End of each nine weeks	Reassessment data
Provide drill and practice using technology.	All Teachers	Pearson, MobyMax, SOL Pass.org, Earobics, Reading A-Z, Failure Free Reading, Edmark, ABC Mouse	Ongoing	Lesson Plans
Motivate students to read and assess comprehension.	2 nd -5 th Grade Teachers	Accelerated Reader	Ongoing	Accelerated Reader Reports
Assess students' reading levels three times per year to identify which students need further support.	PK – 5 th Grade Teachers	STAR Reader, PALS	Fall, Mid-year, Spring	Star Reader results, PALS results
Provide tiered intervention.	All Teachers	Power Up Quick Checks	Ongoing	Master Schedule, PLC Meeting Minutes, Progress Monitoring Data
Collect samples of students' writing each nine weeks and put in a folder to be passed to the next grade.	All Classroom Teachers		End of each nine weeks	Students' writing folders

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MATH

Goal Statement: <ul style="list-style-type: none"> ● 90 % of all 3rd, 4th, and 5th grade students will score 400 or higher on the math SOL tests. <ul style="list-style-type: none"> ○ 2016 AMO Subgroup Performance - All Students - 89%, Gap Group 1 - 87%, Economically Disadvantaged – 88%, Students with Disabilities (3 year – 29 students) 62%, White – 89% 		
<u>Performance Indicators</u> 3-5 Math results on SOLs SPBQs From 2013, 2014, 2015, 2016 STAR Math Assessment	<u>Alignment w/Comprehensive Plan</u> 1.e – Graduation Rate 2.e – Virginia Tiered Systems of Support (VTSS) 2.g – Assessments by Grade Level 5.b – Enrichment Opportunities	<u>Target Performance</u> Meet or exceed math SOL accreditation targets and AMOs

Rationale (SOLs do not include AYP/SOA adjustments)



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MATH

Areas of Focus for Improvement for Math			
P/K	Money	3rd	Rounding
	Fractions		Place value
	Patterns		Telling time
	Sorting		Counting money
	Addition and subtraction		Subtracting with regrouping (specifically with 0)
1 st	Recall basic addition facts with sums to 18 or less and the corresponding subtraction facts.	4 th	Describe geometric figures and their properties.
	Create and solve one-step story problems using basic addition facts with sums of 18 or less and the corresponding subtraction facts.		Determine and represent the outcomes of events using fraction representations from 0 to 1, including representations on a number line.
	Identify the parts of a set and/or region that represent fractions for halves, thirds and fourths, and write the fractions.		Estimate measures for objectives using appropriate units for weight/mass.
	Determine the value of a collection of pennies and nickels, and dimes whose total value is 100 cents or less.		Round decimals to nearest whole number, tenth and hundredth
	Group a collection of objects up to 100 into groups of tens and ones and write the corresponding number to develop an understanding of place value.		Add and subtract fractions having like and unlike denominators that are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fractions, using common multiples and factors.
2nd	Telling time	5 th	Solve multistep problems involving decimals.
	Counting money		Solve single step practical problems involving fractions and mixed numbers.
	Place value		Solve multistep practical problems involving fractions and mixed numbers
	Faces-corners		Calculate the mean for a set of data.
	Probability		Determine the perimeter of a rectangle.

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MATH

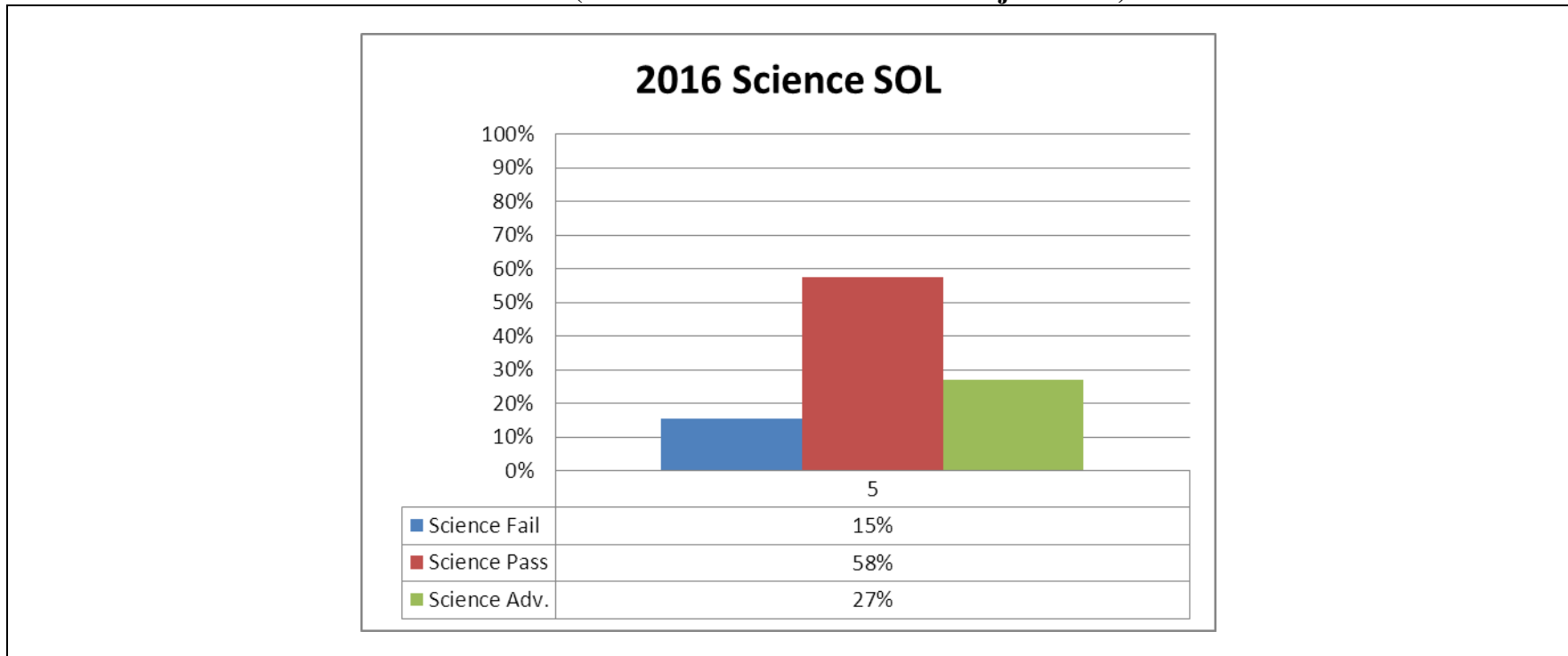
<u>Operational Strategy</u>	<u>Personnel Responsibilities</u>	<u>Specific Resources Needed</u>	<u>Timeline</u>	<u>Evidence/Evaluation</u>
Note focus areas in lesson plans	All Teachers		Ongoing	Focus objectives noted in lesson plans
Reassess low performance objectives at the end of each nine weeks after remediation.	3-5 Teachers	Pearson, MobyMax, teacher made assessments, Sumdog, xtramath.com	End of each nine weeks	Reassessment data
Provide drill and practice using technology.	All Teachers	Pearson, MobyMax, teacher made assessments, Sumdog, xtramath.com	Ongoing	Lesson Plans
Provide tiered intervention.	All Teachers	Power Up	Ongoing	Master Schedule, PLC Meeting Minutes, Progress Monitoring Data
Do universal screening three times per year using STAR Math to determine students needing additional support.	1 st – 5 th Grade Teachers	STAR Math Enterprise Version	Fall, Midyear; Spring	STAR Math results

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SCIENCE

Goal Statement:		
<ul style="list-style-type: none"> • 90% of 5th grade students will score 400 or higher on the science SOL tests. 		
<p style="text-align: center;"><u>Performance Indicators</u></p> <p>3-5 Science on SOLs SPBQs from 2013, 2014, 2015, 2016</p>	<p style="text-align: center;"><u>Alignment w/Comprehensive Plan</u></p> <p>1.e – Graduation Rate 2.g – Assessments by Grade Level 5.b – Enrichment Opportunities</p>	<p style="text-align: center;"><u>Target Performance</u></p> <p>Meet or exceed science SOL accreditation targets</p>

Rationale (SOLs do not include AYP/SOA adjustments)



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SCIENCE

Areas of Focus for Improvement for Science			
P/K	Focus on objectives identified by 5 th grade SPBQs that are related to those taught in grades PK-3.	3 rd	Focus on objectives identified by 9 weeks testing.
1 st	Focus on objectives identified by 5 th grade SPBQs that are related to those taught in grades PK-3.	4 th	Focus on objectives identified by 9 weeks testing.
2 nd	Focus on objectives identified by 5 th SPBQs that are related to those taught in grades PK-3.	5 th	Identify a hypothesis for scientific investigation.
			Apply a knowledge of magnetic fields.
			Recognize cellular structures in plants and animals.
			Predict weather using information from a map.
			Identify interdependence of organisms in a food web.

SCIENCE

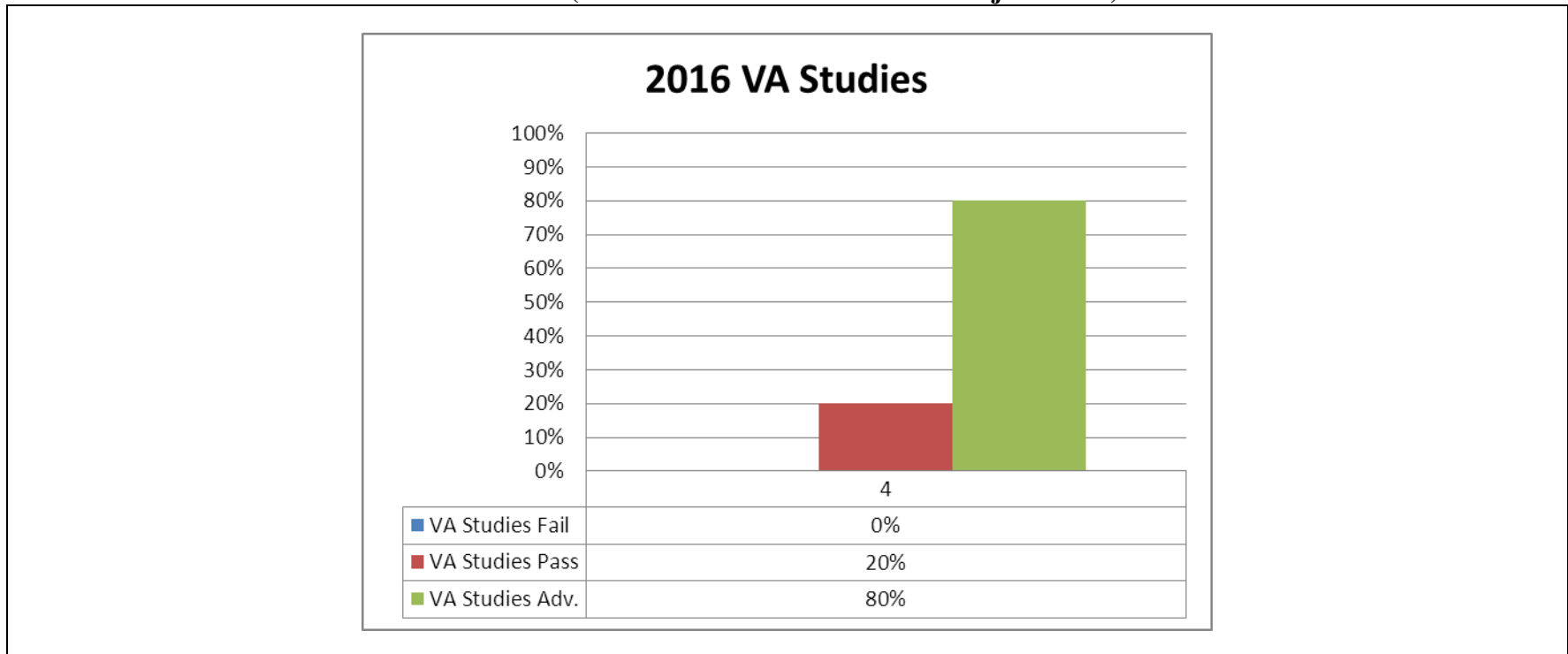
<u>Operational Strategy</u>	<u>Personnel Responsibilities</u>	<u>Specific Resources Needed</u>	<u>Timeline</u>	<u>Evidence/Evaluation</u>
Note focus areas in lesson plans	All Teachers		Ongoing	Focus objectives noted in lesson plans
Provide skill and practice using technology.	5 th Grade Teachers	Pearson, MobyMax, SOL Pass.org,	Ongoing	Lesson Plans; various reports
Provide remediation on identified objectives based on nine weeks tests analysis.	3 rd – 5 th Grade Teachers	Pearson, MobyMax, teacher made assessments	End of each nine weeks	Nine Weeks Testing Analysis
Use technology to present lessons.	PK-5 th Grade Teachers	Brain Pop, Brain Pop Jr.	Ongoing	Lesson Plans

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SOCIAL STUDIES

Goal Statement:		
<ul style="list-style-type: none"> • 100% of 4th grade students will score 400 or higher on Virginia Studies SOL tests. 		
<p style="text-align: center;"><u>Performance Indicators</u></p> <p>VA Studies on SOLs SPBQs from 2013, 2014, 2015, 2016</p>	<p style="text-align: center;"><u>Alignment w/Comprehensive Plan</u></p> <p>1.e - Graduation 2.g – Assessments by Grade Level 5.b – Enrichment Opportunities</p>	<p style="text-align: center;"><u>Target Performance</u></p> <p>Meet or exceed Social Studies and VA Studies accreditation targets</p>

Rationale (SOLs do not include AYP/SOA adjustments)



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SOCIAL STUDIES

Areas of Focus for Improvement for Social Studies			
P/K	Focus on objectives identified by 4 th grade SPBQs that are related to those taught in grades PK-3.	3 rd	Focus on objectives identified by 9 weeks testing.
1 st	Focus on objectives identified by 4 th grade SPBQs that are related to those taught in grades PK-3.	4 th	Identify the location of early settlements.
2 nd	Focus on objectives identified by 4 th grade SPBQs that are related to those taught in grades PK-3.		Understanding life in the post-Reconstruction South.
			Analyze the cause and effect relationships of events.
			Explain factors that influence people to move to new locations.
		5 th	Focus on objectives identified by 9 weeks testing.

SOCIAL STUDIES

<u>Operational Strategy</u>	<u>Personnel Responsibilities</u>	<u>Specific Resources Needed</u>	<u>Timeline</u>	<u>Evidence/Evaluation</u>
Note focus areas in lesson plans.	All Teachers		Ongoing	Focus objectives noted in lesson plans
Provide remediation based on nine weeks tests analysis.	3 rd – 5 th Grade Teachers	Pearson, MobyMaxt, Teacher made assessments	End of each nine weeks	Nine Weeks Testing Analysis
Use technology to present lessons.	PK-5th Grade Teachers	Brain Pop, Brain Pop Jr.	Ongoing	Lesson Plans

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PARENTAL AND COMMUNITY INVOLVEMENT

Goal Statement: Parent input will be collected and parents will be provided more opportunities to participate in school events.		
<u>Performance Indicators</u> 2015 PTO Survey	<u>Alignment w/Comprehensive Plan</u> 4.a - Communication 4.b - Communication 4.g - Beautification 4.i – Awards Assembly	<u>Target Performance</u> Gather input and provide action plan

Rationale

	We want to increase parent involvement in as many areas in school events as possible.
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Areas of Focus for Improvement for Parental and Community Involvement

	<ul style="list-style-type: none"> • Inform parents about school improvement efforts and schoolwide academic progress. • Obtain parent input and ideas for more parent involvement.
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PARENTAL AND COMMUNITY INVOLVEMENT

<u>Operational Strategy</u>	<u>Personnel Responsibilities</u>	<u>Specific Resources Needed</u>	<u>Timeline</u>	<u>Evidence/Evaluation</u>
Provide enjoyable community events (Trick-or-Treat Trail, Breakfast with Santa, Spring Fling and Yard Sale)	PTO and School Personnel	PTO Funds	Fall, Winter, Spring	Event fliers
Seek 100% participation in parent-teacher conferences by contacting parents who do not participate.	Teachers & Principal		Fall & Spring	Parent conference sign-in documents
Hold Back-to-School Nights to inform parents about expectations at each grade level.	Teachers & Principal		Fall	Teachers' list of topics to cover, Parent sign-in documents
Do call outs, send notices, monthly calendar about upcoming events	Principal/Secretary		Ongoing	Copies of callout messages and notices
Invite veterans, parents, and community to annual Veterans Day program	Principal		November	Veterans Day invitations

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PARENTAL AND COMMUNITY INVOLVEMENT

<u>Operational Strategy</u>	<u>Personnel Responsibilities</u>	<u>Specific Resources Needed</u>	<u>Timeline</u>	<u>Evidence/Evaluation</u>
Invite parents to awards assemblies each nine weeks.	Principal		End of each nine weeks	Monthly calendar
Post School Improvement Plan on the website for parents to review	Principal	School Website	End of the 1 st nine weeks	Website
Allow use of school facilities for community events such as the Firemen's Dinner, Rec. League activities	Principal		Ongoing	Facilities use forms
Invite parents to student performances.	Teachers & Principal		Ongoing	Monthly calendar
Send home monthly calendar of events and update online calendar monthly.	Principal	Paper and copier use	Monthly	Monthly calendar
Continue Back Pack Buddies program offered by community members.	Guidance	Volunteers, back packs, and food items	Weekly	Back Pack Buddies roster
Request volunteers to assist with Field Day	P.E. Teacher		May	List of participating parent volunteers
Involve parents in the Garden Project	Garden Committee	PTO funds for Garden Project	Ongoing	Garden, Invitations to Parents to Participate