

**OVERARCHING SCHOOL GOAL:**

[VCSIP folder with grade level and action team PLC agendas](#)  
[Comprehensive Needs Assessment completed](#)

**Virginia’s Continuous School Improvement Planning Process**

<b>SMART GOAL #1</b>				
<b>DOMAIN:</b> English / Language Arts				
<b>SMART Goal(s):</b> Students with disabilities taking the SOL reading assessment will increase the pass rate from 69% to 80% by 2021 as evidenced by incremental growth annually.				
<b>ACTION PLAN</b>				
<b>Action Step 1:</b> Engage teachers and leaders in regularly scheduled collaborative practices focusing on individual students through Professional Learning Communities				
<b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
ExEd teachers	Monthly meetings with exceptional education teachers: This team meets monthly to review recent data, collaborate with one another and develop action steps based upon the data. The team is also reading Marilyn Friend’s book on Collaborative Teaching and completing the monthly trainings developed by the ExEd department	Exceptional Education team lead	August 2019 - June 2020	Administration monitors <a href="#">meeting minutes</a> .
ExEd teachers	Team members are attending several sessions for Professional Learning to address the needs of students: Phonemic Awareness, Lesson Planning, etc	Administration	August 2019 - June 2020	Administration
<b>Action Step 2:</b> Set high expectations for student achievement, supported by frequent monitoring of student progress				
<b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
K-1 students	Focus on student reading growth and development of phonemic awareness skills: Monthly progress monitoring of student reading growth & use of Heggerty Phonemic lessons that are approximately 15 minutes per day. Interventionist supporting with LLI.	K-1 teachers	September 2019 - June 2020	Teachers input reading levels into <a href="#">data spreadsheet</a> . Running records will be taken using PALS, Literacy Footprints, and F&P. The Associate Principal reviews the data collected each month.
2-5 students	Regular monitoring of progress in reading:	2-5 teachers	September 2019 - June 2020	Administration regularly reviews <a href="#">data spreadsheet</a> . Grade level data

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	Teachers guide students in maintaining year long data folders to track progress (NWEA, summatives, F&P & benchmark scores) Google doc is also maintained by teachers with data points. Teachers will conference with students to set individualized goals.			is summarized for each data point by administration.
2-5 students	Completion of daily formative exit tickets to assess learning: Teachers assign and collect daily formative assessments to determine student learning on a daily basis. The data is utilized to remediate as necessary in small group.	2-5 teachers	September 2019 - June 2020	Admin reviews plans to include formative assessments.
<b>Action Step 3:</b> Implement a response to intervention framework to support all students				
<b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
3-5 SWD	<a href="#">Analysis of SWD in 3-5</a> to determine specific needs and areas for focus.  Completion of <a href="#">RTI resource map</a> to align students with appropriate intervention.  Additional daily small group instruction targeted to meet the needs of students while providing solid reading instruction: SWD will receive targeted small group instruction utilizing SRA or program matching the needs of the individual students.	Exceptional Education teachers	September 2019 - June 2020	Case Manager creates the plans each week. Flexible grouping to review areas of need based off data.
select 3-5 SWD	SWD will receive additional targeted small group instruction utilizing SIPPS reading instruction.	Reading Specialist	September 2019 - June 2020	Reading Specialist creates the plans each week.
K-5 students	Completion of targeted modules utilizing Moby Max: Teachers assign targeted modules for instruction for students aligning with areas for remediation	all K-5 teachers	September 2019 - June 2020	Teachers assign modules based upon data. Teachers monitor data collected utilizing MobyMax reports.

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<b>SMART GOAL #2</b>				
<b>DOMAIN:</b> Math				
<b>SMART Goal(s):</b> The mean score on the SOL math assessment will increase from 412 to 425 by 2021 as evidenced by incremental growth annually of at least 4 points.				
<b>ACTION PLAN</b>				
<b>Action Step 1:</b> Engage teachers and leaders in regularly scheduled collaborative practices focusing on individual students during Professional Learning Communities				
<b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
all K-5 teachers	Monthly meeting of vertical PLC groups (K/1, 2 & 3): Monthly meeting for discussion and professional learning deemed necessary from data reflection. Professional learning provided by ILC and other specialists as needed.	Administration	October 2019 - June 2020	Administration
<b>Action Step 2:</b> Implement an intervention framework to support all students				
<b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
1-5 students	Completion of targeted modules utilizing Moby Max or Khan Academy	all 1-5 teachers	September 2019 - June 2020	Teachers assign modules based upon data. Teachers monitor data collected utilizing MobyMax reports
K-5 students	Classroom teachers utilize <a href="#">high-yield routines</a> or Number Talks provided by the county on a daily basis.	all K-5 teachers	September 2019 - June 2020	Teacher leads daily.

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K-5 students	<a href="#">MIP</a> lesson plans utilized for remediation to include areas of weakness according to <a href="#">SOL data</a> . <a href="#">Math workshop</a> model ( <a href="#">20 day plan</a> in September used to establish this structure) utilized daily for math instruction using blog resources.	classroom teachers	September 2019 - June 2020	Teacher leads in small group or remediation or whole group
select 3-5 students	Selected students participate in Moving with Math intervention.	Interventionists	October 2019 - June 2020	Administration
K-5 students	Implement school wide challenges targeting pervasive weak strands according to SOL data. (Ex: Graphing, time)	Innovative Learning Coach	October 2019 - June 2020	Administration
<b>Action Step 3:</b> Set high expectations for student achievement, supported by frequent monitoring of student progress.				
<b>Focus Area</b> <i>[Grade Level/Student Subgroup(s)]</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
2-5 students	Regular monitoring of progress in math: Teachers guide students in maintaining year long data folders to track progress (NWEA, summatives, & benchmark scores) Google doc is also maintained by teachers with data points. Teachers will conference with students to set individualized goals.	2-5 teachers	September 2019 - June 2020	Administration regularly reviews <a href="#">data spreadsheet</a> . Grade level data is summarized for each data point by administration.
2-5 students	Completion of daily formative exit tickets to assess learning: Teachers assign and collect daily formative assessments to determine student learning on a daily basis	2-5 teachers	September 2019 - June 2020	Admin reviews plans to include formative assessments

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<b>SMART GOAL #3</b>				
<b>DOMAIN:</b> Safe & Orderly Environment				
<b>SMART Goal(s):</b> Increase the score reported by students on the Climate Survey in the category of Safety and Wellness from a 4.69 to a 4.8..				
<b>ACTION PLAN</b>				
<b>Action Step 1: Engaging students in positive behavior support mechanism: Implementation of <a href="#">PAW Achievement Plus</a></b>				
<b>Focus Area</b> <i>(Grade Level/Student Subgroup(s))</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
all students	Participation in <a href="#">PAW Power assembly</a> to review PAW Values and to create a common language for expectations for PAW Values throughout the school.	Associate Principal	September 2019	Associate Principal
all students	Monitoring of PAW values students display throughout the school week: Teachers send home <a href="#">PAW Check</a> each Friday to share with parents how PAW values were used during the week by their child.	classroom teachers	September 2019 - June 2020	Administration
2-5 students	Quarterly PAW Achievement celebrations offered for students to celebrate PAW values displayed.	Administration	quarterly during 2019 - 2020 school year	Administration
K-1 students	Weekly PAW celebrations offered for students to celebrate PAW Values.	K-1 teachers	weekly during 2019 - 2020 school year	Administration
K-5 students	<a href="#">Goal setting</a> in place with students to develop goals, steps to reach goals and supports needed for students to find success.	K-5 teachers	September 2019 - June 2020	Administration
K-1 students	ILC/Principal completed interactive lesson with students incorporating the book "Only One You". Students celebrated diversity and will create a rock garden.	K-1 students	September 2019 - October 2019	ILC and Administrator
K-5 students	Positive PAW Office Referrals - Teachers recommend students that have shown PAW values and the Principal contacts families to communicate the achievement.	K - 5 students	October 2019 - June 2019	Teachers and Administration
<b>Action Step 2: Creating and monitoring a plan to address student behaviors</b>				

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Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
total school	Development of Behavior Intervention Team to meet 2x per month to review PAW Achievement program and to review "Requests for Assistance" forms submitted by teachers for students with behavior concerns.	Associate Principal	October 2019 - June 2020	Associate Principal
K-5 classrooms	Counselor provides bi-weekly lessons in all K-5 classrooms to address appropriate behavior expectations and issues involving bullying.	School Counselor	September 2019 - June 2020	School Counselor
K-5 classrooms	Implementation of daily morning meeting utilizing Sanford Harmony.	classroom teachers	September 2019 - June 2020	Administration
total school	<a href="#">Tiered behavior chart</a> developed to guide teachers to work with students to address behaviors and provide coaching for students prior to referring to a Behavior Communicator.	Classroom Teachers	September 2019 - June 2020	Teacher and Associate Principal
5th gr students	Development of Tigers Lead program to offer all 5th grade students a leadership role in the building. Quarterly leadership symposiums will be held to develop leadership skills among the students.	Associate Principal	September 2019 - June 2020	Associate Principal
K-5 students	Implementation of Bus Bucks - students earn Bus Bucks on the bus for displaying PAW values on the bus. A drawing is held each week.	Associate Principal/Teachers	October 2019 - June 2019	Associate Principal/Teachers
K-5 students	Implementation of PAW Value plan in each of the resource classes to include classroom celebrations each month for the class on each grade level demonstrating the strongest PAW Values.	Resource Teachers	September 2019 - June 2019	Resource Teachers