

**Amelia County Public Schools
School Improvement Plan**

School: Amelia Elementary School

Year 2016-2017

State Accreditation Status: Fully Accredited

Federal Accountability Status: Did not meet all Federal AMOs

| Focus Area | SMART Goal | Specific Strategies to Meet Goal/Methods to Monitor | Timeline for Strategies: Initiated and Accomplished |
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| <p>Standard 1 - Instructional Leadership/Student Academic Progress (Assessment of/for Student Learning)</p> | <p><i>By May 2017, ACES will increase the SOL pass rate in Reading to exceed the state accreditation rate to at least 80% and decrease the failure rate by at least 10% in Gap Group 1 and Gap Group 2.</i></p> <p><i>By May 2017, ACES will increase the SOL pass rate in Math to exceed the state accreditation rate to at least 85% and decrease the failure rate by 10% in Gap Group 2.</i></p> <p><i>By May 2017, all K-4 grade level teachers will implement a school-wide writing program based on the work of Ruth Culham's <u>6 + 1 Writing</u>.</i></p> | <p>Implement monthly PLC meetings with every grade level to analyze students' academic progress, collaborative planning and common assessments.</p> <p>Implement a daily master instructional schedule that allows for researched based small group guided reading instruction based on the work of Dr. Jan Richardson.</p> <p>Articulate the expectation that all K-4 grade level teachers meet with every student every day who is reading on the intensive or marginal level (below grade level).</p> <p>Provide small group Title I reading intervention (Fountas and Pinnell LLI program) to every student who is reading on the marginal or intensive level, as measured by his or her BAS reading level.</p> <p>Assess all K-4 students on the BAS reading assessment two or three times per year, depending on level and analyze the results to group students accordingly for guided reading instruction.</p> | <p>September 2016- May 2017</p> <p>August 2016- completed</p> <p>August 2016-May 2017</p> <p>September 2016- May 2017</p> <p>September 2016- May 2017</p> |

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| | | <p>Assess all K-2 students and certain 3rd grade students on the PALS assessment twice a year to measure students' reading level and analyze the results to determine which students require Title I reading intervention.</p> <p>Create and implement weekly team and individual lesson plans based on the Virginia Department of Education lesson planning tool that are aligned in content, assessment, and cognitive level.</p> <p>Observe every PreK-4th grade teacher during guided reading instruction through a process of formal and informal classroom observations.</p> <p>Implement a school-wide "Marvelous Reading Challenge" and Accelerated Reader program for all K-4 students as a means of motivating students to read and comprehend a variety of different books throughout the school year.</p> <p>Implement a reading partnership with Longwood University to motivate all K-4 students to read, which will include a reading assembly and other motivational items (such as possible basketball tickets) for students.</p> <p>Recruit community volunteers to assist selected students in K-1-2 with sight word recognition, letter and sound identification, and text reading with prompting.</p> | <p>August 2016- May 2017</p> <p>August 2016- May 2017</p> <p>August 2016- May 2017</p> <p>September 2016- May 2017</p> <p>October 2016- May 2017</p> <p>September 2016- May 2017</p> |
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| | | <p>Implement monthly PLC meetings with every grade level to analyze students' academic progress, collaborative planning and common assessments.</p> <p>Encourage parents on weekly messages and on social media (ACPS Facebook and ACES Twitter pages) to read with their child for 20 minutes per night.</p> <p>Implement a cross-grade level book buddy program to foster peer reading and student leadership opportunities.</p> <p>Implement a daily master instructional schedule that allows for researched based daily small group math instruction.</p> <p>Provide professional development (from a retired elementary math teacher consultant) to all K-4 teachers, with a focus on Number/Number Sense and Computation/Estimation.</p> <p>Provide small group Title I math intervention to every 4th grade student who failed the 3rd grade math SOL test as well as 3rd and 4th grade students who are identified as being at-risk of failing the math SOL test.</p> <p>Provide additional math manipulatives for each K-4 classroom to support small group math instruction and math stations.</p> | <p>September 2016- May 2017</p> <p>August 2016- May 2017</p> <p>September 2016- May 2017</p> <p>August 2016- May 2017</p> <p>October 2016- ongoing through 2017</p> <p>August 2016- May 2017</p> <p>September 2016- May 2017</p> |
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| | | <p>Complete a school-wide comprehensive book study on Ruth Culham's <u>6 + 1 Writing</u>. Teachers who complete the book study will receive 18 recertification points.</p> <p>Implement monthly PLC meetings with every grade level to discuss implementation of school-wide writing program and analyze students' academic progress with writing.</p> <p>Publish at least (1) piece of student writing in grades 3-4-5 by the end of the year, in a variety of formats.</p> <p>Hold a "Family Writing Night" which will highlight student writing and provide hands-on activities for parents to use with their children at home.</p> | <p>September 2016- May 2017</p> <p>September 2016- May 2017</p> <p>September 2016- May 2017</p> <p>February 2017</p> |
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| Focus Area | SMART Goal | Specific Strategies to Meet Goal/Methods to Monitor | Timeline for Strategies: Initiated and Accomplished |
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| <p>Standard 2 - School Climate/Learning Environment</p> | <p><i>By May 2017, ACES will increase the student yearly attendance rate by 2% and will decrease bus suspensions and out of school suspensions by 10%.</i></p> <p><i>By May 2017, ACES will provide a variety of student leadership opportunities to 100% of 3rd and 4th grade students.</i></p> | <p>Publicize a school-wide initiative of #EveryMinuteCounts to promote an awareness of increased school attendance and time on task.</p> <p>Inform school community daily by displaying # of tardies and # of early dismissals on our front counter, from the day before.</p> <p>Utilize School Messenger to call parents of students who are absent from school.</p> <p>Proactively meet with the parents of students who have 3 or more unexcused absences, with the assistance of the ACPS truancy officer.</p> <p>Review ROAR expectations for positive behavior on the bus, classroom, playground, cafeteria, hallways, bathroom, and assemblies.</p> <p>Implement a school-wide PBIS/ ROAR program for all students in grades PreK-4th which focuses on Respect-Organized-Appropriate-Responsible behaviors. The ROAR program includes a token economy system (PAWS) which students redeem for items in the PAWS store and</p> | <p>August 2016- May 2017</p> <p>August 2016 – May 2017</p> <p>August 2016- May 2017</p> <p>August 2016- May 2017</p> <p>August 2016- completed</p> <p>August 2016- May 2017</p> |

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| | | <p>attendance at 3 ROAR events during the school year.</p> <p>Implement classroom and individual student counseling sessions on a wide variety of topics, which focus on student success in school.</p> <p>Establish a Tiger Tech Club for 3rd and 4th grade students.</p> <p>Establish a Student Ambassadors leadership initiative for 3rd and 4th grade students to greet new students and serve as greeters for special school events.</p> <p>Establish an ACES Run Club for 3rd and 4th grade students, supported by Kids Run RVA and Sports Backers.</p> <p>Establish a Community Service Club for 3rd and 4th grade students.</p> <p>Implement a “Character Counts” school-wide counseling program, based on the 6 Pillars of Character, for all students in grades PreK- 4th.</p> <p>Implement a comprehensive school-wide anti-bullying program, for all students in grades PreK- 4th.</p> <p>Establish a 4th grade “flag core” under the direction of the SRO to teach students proper flag etiquette.</p> | <p>August 2016- May 2017</p> <p>September 2016- May 2017</p> <p>October 2016- May 2017</p> <p>October 2016- May 2017</p> <p>August 2016- May 2017</p> <p>August 2016- May 2017</p> <p>August 2016- May 2017</p> <p>September 2016- May 2017</p> |
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| <p>Standard 3 - Human Resources Management (Instructional Planning/Delivery)</p> | <p><i>By May 2017, ACES will foster effective human resources by evaluating 100% of the professional staff with no less than ONE formal evaluation and ONE informal evaluation per year.</i></p> <p><i>By May 2017, ACES will foster effective human resources by evaluating 100% of the support staff.</i></p> <p><i>By May 2017, all classroom teachers will participate in a comprehensive book study on Ruth Culham's <u>6 +1 Writing</u>.</i></p> <p><i>By May 2017, all 2nd and 3rd grade teachers will participate in mathematics professional development centered on Number/Number Sense and Computation/Estimation.</i></p> | <p>Implement an evaluation system and provide observation and feedback to professional staff (teachers) with multiple sources.</p> <ul style="list-style-type: none"> -Formal observations (minimum of 1 or 2 per year, possibly more, depending on individual teacher and cycle year) -Informal observations (minimum of 1 or 2 per year, possibly more, depending on individual teacher and cycle year) -Walk through observations -Summative evaluations <p>Implement an evaluation system to provide feedback to all support staff through a yearly performance evaluation.</p> <p>Conduct monthly meetings with office staff.</p> <p>Contract with a retired math specialist to provide a series of high quality professional development workshops for 2nd and 3rd grade teachers.</p> | <p>August 2016 – May 2017</p> <p>August 2016 – May 2017</p> <p>August 2016-June 2017</p> <p>October 2016- June 2017</p> |

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| <p>Standard 4 - Organizational Management</p> | <p><i>By May 2017, ACES will effectively manage 100% of its school finances/activity funds by communicating with the bookkeeper regarding finances, purchase orders, and financial records on a biweekly basis.</i></p> <p><i>By May 2017, ACES will decrease the number of daily student clinic visits by 10% when compared to the number of daily student clinic visits during the 2015-2016 school year.</i></p> | <p>Review all fiscal records and purchase orders biweekly with the bookkeeper to ensure accountability of funds and set processes.</p> <p>Inquire with the bookkeeper regarding availability of funds before creating a purchase order and purchasing school related items with the school debit card.</p> <p>Ensure that all purchases exceeding \$2,000.00 include (3) documented quotes prior to generating a purchase order.</p> <p>Provide professional development to teachers on 2014-2015 data from student clinic visits and how to potentially reduce the number of student visits to the clinic.</p> <p>Positively recognize classes with the lowest number and percentage of student clinic visits each month.</p> <p>Coordinate with the school nurse to send home health/wellness flyers and brochures to families.</p> <p>Provide basic first aid supplies to each teacher/staff member.</p> | <p>August 2016 – May 2017</p> <p>August 2016- May 2017</p> <p>September 2016- June 2017</p> <p>August 2016- completed</p> <p>August 2016- June 2017</p> <p>October 2016- May 2017</p> <p>August 2016- May 2017</p> |

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| <p>Standard 5 - Communication & Community Relations</p> | <p><i>By May 2017, ACES will inform 100% of its parents regarding students' reading progress and level on a quarterly basis and students' grades on a weekly basis.</i></p> <p><i>By May 2017, ACES will inform 100% of its parents regarding weekly school wide and classroom specific activities.</i></p> <p><i>By May 2017, ACES will offer a variety of student leadership opportunities to 100% of its 3rd and 4th grade students.</i></p> | <p>Every teacher will make at least one positive contact with each student's parent(s) during the first 10 days of school.</p> <p>Send home "Take Home Tuesday" envelopes every Tuesday to inform parents of grades and important upcoming school wide events.</p> <p>Create and maintain teacher webpages to inform parents of homework and upcoming classroom activities.</p> <p>Use School Messenger to call and email parents once a week (Sundays) to inform them of weekly school wide activities.</p> <p>Inform parents of students' current BAS reading level each marking period via the school report card.</p> <p>Hold two Title I Book and Breakfast workshops for parents to promote reading at home.</p> | <p>August 2016- completed</p> <p>August 2016 – May 2017</p> <p>August 2016- May 2017</p> <p>August 2016- May 2017</p> <p>October 2016, January 2017, March 2017, May 2017</p> <p>November 2016, March 2017</p> |

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| | | <p>Hold one Family Writing Night to promote student writing and highlight students' published writing.</p> <p>Establish and maintain a school Twitter page to inform parents of school wide activities and accomplishments.</p> <p>Use ACPS Facebook page to inform parents of weekly and monthly school-wide activities.</p> <p>Establish Student Ambassadors for 3rd and 4th grade students to welcome new students and serve as greeters for special school events/activities.</p> <p>Establish a Tiger Tech Club for 3rd and 4th grade students.</p> | <p>February 2017</p> <p>September 2016- May 2017</p> <p>August 2016- May 2017</p> <p>October 2016- May 2017</p> <p>October 2016- May 2017</p> |
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| <p>Standard 6 - Professionalism</p> | <p><i>By June 2017, all ACES K-4 teachers will complete a book study on Ruth Culham's book, <u>6 + 1 Writing</u>.</i></p> <p><i>By June 2017, all ACES K-4 teachers will implement a developmental spelling instructional program.</i></p> <p><i>By June 2017, ACES will update the faculty handbook to include specific expectations with regard to professionalism.</i></p> | <p>Reading specialist will provide professional development on student writing and will preview <u>6 + 1 Writing</u> book with teachers.</p> <p>Reading specialist will meet with grade level teams and teachers throughout the school year to discuss various chapters on <u>6 + 1 Writing</u> and help teachers connect the book to their own writing instruction.</p> <p>Provide (1) workshop to all K-4 teachers on writing instruction and the writing process, facilitated by a professor from Longwood University's School of Education.</p> <p>Hold faculty meetings with professional staff that have a professional development component imbedded with them.</p> <p>Provide (1) workshop to all K-4 teachers on Words Their Way spelling program, facilitated by (4) ACES teachers.</p> <p>Hold monthly PLC meetings with teachers to discuss student writing and Words Their Way implementation.</p> | <p>September 2016- May 2017</p> <p>October 2016- May 2017</p> <p>June 2016- completed</p> <p>August 2016- May 2017</p> <p>August 2016- completed</p> <p>September 2016- May 2017</p> |

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| | | <p>Collaborate with school and division leadership teams to address expectations such as: Attendance, code of conduct, code of ethics, and overall professionalism.</p> | <p>August 2016- May 2017</p> |
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| <p>Standard 7 – Student Academic Progress (individual to the Principal and tied to SOL achievement or other instructional gains)</p> | <p><i>By May 2017, ACES will increase its reading SOL pass rate to exceed the state accreditation rate to at least 80% and decrease the failure rate of Gap Group 1 and Gap Group 2 by at least 10%.</i></p> <p><i>By May 2017, ACES will increase its math SOL pass rate to exceed the state accreditation rate to at least 85% and decrease the failure rate of Gap Group 2 by at least 10%.</i></p> | <p>Provide Title I math intervention for 3rd and 4th grade students who either failed the math SOL test last year, were in the bubble range last year, or who are in jeopardy of failing the SOL math test.</p> <p>Offer SOL afterschool remediation for selected 3rd and 4th grade students in both reading and math, four days per week.</p> <p>Provide small group SOL reading test prep sessions to selected 3rd and 4th grade students, facilitated by the Title I team.</p> <p>Hold PLC meetings with all grade levels to focus on pacing, common instruction and assessments, benchmark assessments, and remediation for selected students.</p> <p>Provide continuous review of SOL test taking strategies for reading (RELAX) and math (CUBES) for 2nd, 3rd, and 4th grade students.</p> <p>Provide daily Title I reading intervention to every student who is either identified as intensive or marginal (reading below grade level).</p> | <p>October 2016– May 2017</p> <p>January 2017- May 2017</p> <p>October 2016- May 2017</p> <p>September 2016- May 2017</p> <p>September 2016- May 2017</p> <p>September 2016- May 2017</p> |

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| | | <p>Provide daily small group math instruction and math stations to all students in grades K-4 to develop problem solving skills and provide a spiral review of previously taught math skills.</p> <p>Provide instructional support (1:1 and small group) by a variety of community tutors with a focus on reading and math intervention.</p> <p>Monitor and track the academic progress in reading and math of all students identified as belonging to Gap Group 1 and Gap Group 2.</p> | <p>September 2016- May 2017</p> <p>October 2016- May 2017</p> <p>August 2016- May 2017</p> |
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