

SNOWVILLE ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2011-2012



4858 Lead Mine Rd.

Hiwassee, VA 24347

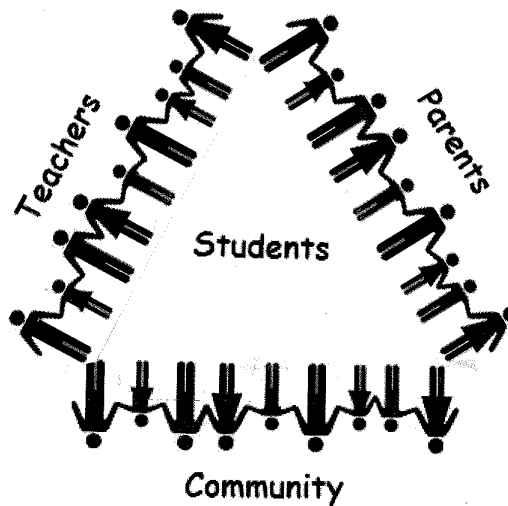
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# Snowville Elementary School

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.

## LANGUAGE ARTS

<p><b>Goal Statement: 91% of all 3rd, 4th, and 5th grade students will score 400 or higher on language arts SOL tests. 85% of 5<sup>th</sup> grade students will score 400 or higher on writing SOL test.</b></p>		
<p><b><u>Performance Indicators</u></b></p>	<p><b><u>Alignment w/Comprehensive Plan</u></b></p>	<p><b><u>Target Performance</u></b></p>
<p>3-5 Language Arts test results on SOL SPBQs PK-3 PALS STAR Reader assessments Writing SPBQs</p>	<p>2. Teaching &amp; Evaluating Today's Learners and Tomorrow's Leaders 2.1a, 2.1b, 2.1c, 2.1d, 2.3c, 2.3f, 2.3g, 2.3j, 2.6d, 2.6k, 2.8a</p>	<p>Meeting or exceed language arts SOL accreditation targets and AYP AMOs</p>

Grade	Rationale
PK	<p>Fall PALS administration: Name writing: 31% Passed 69% Failed; Upper-case Letters: 12.5% Passed 87.5% Failed; Beg. Sound Awareness: 19% Passed 81% Failed; Print/Word Awareness: 37% Passed 63% Failed; Rhyme Awareness: 63% Passed 37% Failed; Nursery Rhyme Awareness: 87.5% Passed 12.5% Failed</p>
K	<p>PALS assessment: 21% students identified at risk on Fall administration</p>
1 <sup>st</sup>	<p>Reading levels as determined by the fall administration of the PALS assessment of 24 students: (4% Readiness level) (63% Preprimer) (21% Primer) (4% 2<sup>nd</sup> Grade) (8% 3<sup>rd</sup> Grade)</p>
2 <sup>nd</sup>	<p>Reading levels as determined by the fall administration of the PALS assessment of 34 students: 0% Readiness level; 3% Preprimer; 29% Primer; 3% 1st Grade 4% 24% 2<sup>nd</sup> Grade; 29% 3<sup>rd</sup> Grade level; 6% 4<sup>th</sup> Grade level; 3% 5<sup>th</sup> Gr. Level; 3% 6<sup>th</sup> Gr. Level Fall STAR Reading: At or above grade level=52%; Watch=17%; Intervention=28%; Intensive Intervention=21%</p>
3 <sup>rd</sup>	<p>Reading levels as determined by the fall administration of the PALS assessment of 14 students: 7% Readiness level; 7% Pre-primer; 14% Primer; 3%; 29% 2<sup>nd</sup> Grade; 36% 3<sup>rd</sup> Grade level; 7% 4<sup>th</sup> Grade level <b>Note: only students who did not meet benchmarks at the end of 2<sup>nd</sup> grade are assessed on PALS in their 3<sup>rd</sup> grade year</b> Language Arts SOL: Failed=25%; Proficient =50%; Pass Advanced= 25% Fall STAR Reading: At or above grade level=76%; Watch=17%; Intervention=3%; Intensive Intervention=17%</p>
4 <sup>th</sup>	<p>Language Arts SOL: Failed=0%; Proficient =50%; Pass Advanced= 50% Fall STAR Reading: At or above grade level=52%; Watch=21%; Intervention=21%; Intensive Intervention=3%</p>
5 <sup>th</sup>	<p>Language Arts SOL: Failed=3%; Proficient =60%; Pass Advanced= 38% Writing Failed = 18% Passed = 82% Fall STAR Reading: At or above grade level=83%; Watch=17%; Intervention=3%; Intensive Intervention=0%</p>

### LANGUAGE ARTS (Continued)

	<b>Areas of Focus for Improvement</b>
PK	<ul style="list-style-type: none"> <li>• Alphabet recognition</li> <li>• Word recognition</li> </ul>
K	<ul style="list-style-type: none"> <li>• Alphabet recognition</li> <li>• Word recognition</li> </ul>
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Use context clues to identify the meaning of a word</li> <li>• Identify main idea</li> <li>• Identify how a word is divided into syllables</li> <li>• Draw conclusions</li> <li>• Fluency</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Sight words</li> <li>• Comprehension</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Use context clues to identify the meaning of a word</li> <li>• Summarize information from selected paragraphs</li> <li>• Identify important details in a passage</li> <li>• Draw conclusions</li> <li>• Identify the main idea</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Apply knowledge of multiple-meaning words</li> <li>• Analyze the author's purpose for including specific information in a text</li> <li>• Use context to infer the meaning of unfamiliar words</li> <li>• Draw conclusions based on information stated in a text</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Use context to infer meaning of unfamiliar words</li> <li>• Use guide words on a dictionary</li> <li>• Determine the effect of a given event in a story</li> <li>• Combine two sentences</li> <li>• Identify correct use of commas with interrupters</li> </ul>

### LANGUAGE ARTS (Continued)

<u>Operational Strategy</u>	<u>Personnel Responsibilities</u>	<u>Specific Resources Needed</u>	<u>Timeline</u>	<u>Evidence/Evaluation</u>
Provide drill and practice using technology	All Teachers	Study Island, SOL Pass.org, Breakthrough to Literacy, Brain Pop, Brain Pop, Jr., Earobics, Reading A-Z	Ongoing	Lesson Plans
Motivate students to read and assess comprehension	2 <sup>nd</sup> -5 <sup>th</sup> Grade Teachers	Accelerated Reader	Ongoing	Accelerated Reader Reports
Assess students' reading levels three times per year to identify which students need further support	2 <sup>nd</sup> – 5 <sup>th</sup> Grade Teachers	STAR Reader	Fall, Mid year, Spring	Star Reader Results
Provide tiered intervention	All Teachers	Power Up	Ongoing	Master Schedule, Weekly Memos
Provide tutoring on various SOL objectives	Retired Teacher	Tutor	Beginning 2 <sup>nd</sup> nine weeks	Sign in Sheets for Retired Teachers
Track students' progress on specific SOL objectives based on various assessments	2 <sup>nd</sup> – 5 <sup>th</sup> Grade Teachers	Flanagan and Mott	Beginning 2 <sup>nd</sup> nine weeks	Student tracking sheets
Working on perfecting the 5 paragraph essay (5 <sup>th</sup> grade)	5 <sup>th</sup> Grade Teachers		Ongoing	Student writing samples
Collect writing samples from all students four times per year.	All Teachers		End of each nine weeks	Student writing samples
Assign mentors to students who did not pass the LA SOL test last year.	Principal		August	Mentor list

## MATH

<b>Goal Statement: 90% of all 3rd, 4th, and 5th grade students will score 400 or higher on the math SOL tests.</b>		
<b><u>Performance Indicators</u></b>	<b><u>Alignment w/Comprehensive Plan</u></b>	<b><u>Target Performance</u></b>
3-5 Math results on SOLs SPBQs Star Math Assessment	2. Teaching & Evaluating Today's Learners and Tomorrow's Leaders 2.1a, 2.1b, 2.1c, 2.1d, 2.3c, 2.6d, 2.6k, 2.8a	Meeting or exceed math SOL accreditation targets and AYP AMOs

Grade	Rationale
2 <sup>nd</sup>	Fall STAR Math: At or above grade level=28%; Watch=21%; Intervention=48%; Intensive Intervention=10%
3 <sup>rd</sup>	Fall STAR Math: At or above grade level=76%; Watch=17%; Intervention=14%; Intensive Intervention=7% Math SOL: Failed=0%; Proficient =54%; Pass Advanced= 46%
4 <sup>th</sup>	Fall STAR Math: At or above grade level=59%; Watch=7%; Intervention=31%; Intensive Intervention=3% Math SOL: Failed=3%; Proficient =25%; Pass Advanced= 72%
5 <sup>th</sup>	Fall STAR Math: At or above grade level=72%; Watch=24%; Intervention=3%; Intensive Intervention=0% Math SOL: Failed=5%; Proficient =30%; Pass Advanced= 65%

Areas of Focus for Improvement	
PK	<ul style="list-style-type: none"> <li>• Coin values</li> </ul>
K	<ul style="list-style-type: none"> <li>• Determine the value of a set of dimes, nickels, and pennies.</li> </ul>
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Determine the value of a set of dimes, nickels, pennies up to \$1.00</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Review fact families each nine weeks</li> <li>• Review place value each nine weeks</li> <li>• Money</li> </ul>

### MATH (Continued)

	<b>Areas of Focus for Improvement</b>
3 <sup>rd</sup>	<ul style="list-style-type: none"><li>• Use inverse operations to determine a missing quantity</li><li>• Identify the least likely outcome of a specified selection</li><li>• Recognize written form of a 6-digit number presented in standard form</li><li>• Identify value of a given number of a 5-digit number</li><li>• Fact families</li><li>• Probability</li><li>• Place value</li><li>• Solve a problem by estimating the sum of two 3-digit numbers</li></ul>
4 <sup>th</sup>	<ul style="list-style-type: none"><li>• Number and Number Sense – rounding and models</li><li>• Patterns – extending patterns</li><li>• Multi-step word problems</li></ul>
5 <sup>th</sup>	<ul style="list-style-type: none"><li>• Stem and leaf plots</li><li>• Determine the mean</li><li>• Identify tree diagram</li><li>• Patterns, Functions, and Algebra – missing numbers in a pattern, identify a problem that could be solved using a specific number sentence</li><li>• Elapse time</li><li>• Multi-step word problems</li></ul>

### MATH (Continued)

<u>Operational Strategy</u>	<u>Personnel Responsibilities</u>	<u>Specific Resources Needed</u>	<u>Timeline</u>	Evidence/Evaluation
Provide drill and practice using technology	All Teachers	Study Island, Brain Pop, Brain Pop, Jr., SOL Pass.org, Go Solve	Ongoing	Lesson Plans
Pre/post testing and tracking of specific SOLs per student	2 <sup>nd</sup> – 5 <sup>th</sup> Grade	Flanagan and Mott	Beginning 2 <sup>nd</sup> nine weeks	Track sheets; pre/post testing results
Provide tiered intervention	All Teachers	Power Up	Ongoing	Master schedule
Provide remediation based on nine weeks testing analysis	2 <sup>nd</sup> – 5 <sup>th</sup> Grade Teachers	Power Up	At the end of each nine weeks	Nine weeks testing analysis
Do universal screening three times per year using STAR Math to determine students needing additional support	2 <sup>nd</sup> – 5 <sup>th</sup> Grade Teachers	STAR Math Enterprise Version	Fall, Mid year; Spring	STAR Math results
Monitor progress of students needing remediation	All Teachers	STAR Math Enterprise Version	Begin during the 2 <sup>nd</sup> nine weeks	STAR Math progress monitoring charts
Assign a mentor for students who did not pass the math SOL last year.	Principal		August	Mentor list

## SCIENCE

<b>Goal Statement: 97% of all 3rd, 4th, and 5th grade students will score 400 or higher on the science SOL tests.</b>		
<b><u>Performance Indicators</u></b>	<b><u>Alignment w/Comprehensive Plan</u></b>	<b><u>Target Performance</u></b>
3-5 Science on SOLs SPBQs	2. Teaching & Evaluating Today's Learners and Tomorrow's Leaders 2.1b, 2.1c, 2.1d, 2.3c, 2.6d, 2.6k, 2.8a	Meeting or exceed science SOL accreditation targets

Grade	Rationale
3 <sup>rd</sup>	Science SOL: Failed=14%; Proficient =46%; Pass Advanced= 39%
5 <sup>th</sup>	Science SOL: Failed=3%; Proficient =53%; Pass Advanced= 45%

	Areas of Focus for Improvement
PK	<ul style="list-style-type: none"> <li>• Analyze adaptive behaviors in animals in response to season changes</li> <li>• Evaluate causes of pollution</li> <li>• Classify objectives using two attributes</li> <li>• Order the stages in life cycles</li> </ul>
K	<ul style="list-style-type: none"> <li>• Analyze adaptive behaviors in animals in response to season changes</li> <li>• Evaluate causes of pollution</li> <li>• Classify objectives using two attributes</li> <li>• Order the stages in life cycles</li> </ul>
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Analyze adaptive behaviors in animals in response to seasonal changes</li> <li>• Classify objects using two attributes</li> <li>• Recognize the force needed to change the movement of an object</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Adaptations – use more visual</li> </ul>

### SCIENCE (Continued)

<b>Areas of Focus for Improvement</b>	
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Ecosystems – population</li> <li>• Compound machines</li> <li>• Forces</li> <li>• Adaptations</li> <li>• Pollution – causes</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• The student will investigate and understand characteristics and interaction of moving objects and related vocabulary.</li> <li>• The student will investigate and understand the relationships among the Earth, moon, and sun and related vocabulary.</li> </ul>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Identify the independent variable in an experiment</li> <li>• Review 4<sup>th</sup> grade objectives</li> </ul>

<u><b>Operational Strategy</b></u>	<u><b>Personnel Responsibilities</b></u>	<u><b>Specific Resources Needed</b></u>	<u><b>Timeline</b></u>	Evidence/Evaluation
Provide skill and practice using technology	All Teachers	Study Island, United Streaming, SOL Pass.org, Brain Pop, Brain Pop, Jr.	Ongoing	Lesson Plans; various reports
Track specific SOL objectives by student based on various assessments	3 <sup>rd</sup> – 5 <sup>th</sup> Grade Teachers	Flanagan and Mott	Ongoing	Student tracking sheets
Provide remediation based on nine weeks tests analysis	2 <sup>nd</sup> – 5 <sup>th</sup> Grade Teachers		End of each nine weeks	Nine Weeks Testing Analysis

## SOCIAL STUDIES

<b>Goal Statement: 90% of all 3<sup>rd</sup> grade students and 98% of 4th grade will score 400 or higher on the social studies (3<sup>rd</sup> Gr.) and Virginia Studies (4<sup>th</sup> Gr.) SOL tests.</b>		
<b><u>Performance Indicators</u></b>	<b><u>Alignment w/Comprehensive Plan</u></b>	<b><u>Target Performance</u></b>
3-5 Social Studies on SOLs SPBQs 4 <sup>th</sup> Grade VA Studies on SOLs SPBQs	2 Teaching & Evaluating Today's Learners and Tomorrow's Leaders 2.1b, 2.1c, 2.1d, 2.3c, 2.6d, 2.6k, 2.8a	Meet or exceed Social Studies and VA Studies accreditation targets

Grade	Rationale
3 <sup>rd</sup>	Social Studies SOL: Failed=11%; Proficient =64%; Pass Advanced= 25%
4 <sup>th</sup>	Virginia Studies SOL: Failed=0%; Proficient =16%; Pass Advanced= 84%

	Areas of Focus for Improvement
PK	<ul style="list-style-type: none"> <li>• Identify characteristics of climate</li> <li>• Identify an American holiday</li> </ul>
K	<ul style="list-style-type: none"> <li>• Identify characteristics of climate</li> <li>• Identify an American holiday</li> </ul>
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Use a map to locate continents within a hemisphere</li> <li>• Identify an example of an economic concept</li> <li>• Identify characteristics of climate</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Identify an example of an economic concept</li> <li>• Identify the location of a early civilization</li> <li>• Identify a patriotic symbol of the United States</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Map skills – labeling countries</li> <li>• American holiday</li> <li>• Government</li> </ul>

4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Understanding graphic organizers</li> <li>• Cause and effect</li> <li>• Sequencing events</li> </ul>
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**SOCIAL STUDIES (Continued)**

<u>Operational Strategy</u>	<u>Personnel Responsibilities</u>	<u>Specific Resources Needed</u>	<u>Timeline</u>	<u>Evidence/Evaluation</u>
Provide skill and practice using technology	All Teachers	Study Island, United Streaming, SOL Pass.org, Brain Pop, Brain Pop, Jr.	Ongoing	Lesson Plans; various reports
Track specific SOL objectives by student based on various assessments	3 <sup>rd</sup> – 5 <sup>th</sup> Grade Teachers	Flanagan and Mott	Ongoing	Student tracking sheets
Provide remediation based on nine weeks tests analysis	2 <sup>nd</sup> – 5 <sup>th</sup> Grade Teachers		End of each nine weeks	Nine Weeks Testing Analysis

## PARENTAL AND COMMUNITY INVOLVEMENT

<b>Goal Statement: Increase parental involvement by 5% after collecting benchmark data during the 2011-12 school year.</b>		
<b><u>Performance Indicators</u></b>	<b><u>Alignment w/Comprehensive Plan</u></b>	<b><u>Target Performance</u></b>
Parent Survey Parent participation in various events	1. Facilities for Tomorrow's Schools and Their Communities 1.4e 5. Partnering with Parents and Community 5.1h	Increase parental involvement Collect benchmark data during 2011-12 school year

<b>Rationale</b>
Twenty five parents responded to a survey for school improvement. Based on this survey it has been determined that we need to improve by better informing parents about the overall academic performance of our students.

<b>Areas of Focus for Improvement</b>
<ul style="list-style-type: none"> <li>• Inform parents about school improvement efforts and schoolwide academic progress</li> </ul>

<b><u>Operational Strategy</u></b>	<b><u>Personnel Responsibilities</u></b>	<b><u>Specific Resources Needed</u></b>	<b><u>Timeline</u></b>	<b><u>Evidence/Evaluation</u></b>
Provide an enjoyable community event (Fall Festival)	PTO and School Personnel	PTO Funds	Fall	Fall Festival flier
Seek 100% participation in parent-teacher conferences	Teachers & Principal		Fall & Spring	Parent conference schedules
Hold Back to School Nights to inform parents about expectations at each grade level	Teachers & Principal		Fall	Teachers' list of topics to cover
Invite veterans, parents and community to annual Veteran's Day program	Principal		November	Veteran's Day invitations
Invite parents to awards assemblies each nine weeks	Principal		End of each nine weeks	Monthly calendar

**PARENTAL AND COMMUNITY INVOLVEMENT\ (Continued)**

<u>Operational Strategy</u>	<u>Personnel Responsibilities</u>	<u>Specific Resources Needed</u>	<u>Timeline</u>	Evidence/Evaluation
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	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
Provide parents with information about academic progress and school improvement efforts during Back to School Night	Principal		August (2012)	Information Packets
Track number of parents participating in each event	Principal		Ongoing	Parent participation tracking information