

THREE YEAR SCHOOL IMPROVEMENT PLAN
(8 VAC 20-131-310.F; 8 VAC 20-131-310.G)

School Improvement Plan for the Period **2011-12**

Targeted Academic Area(s):

Reading
Social Studies

School Name: **Richlands Elementary School**

School Number: **0822**

Division: **Tazewell County**

Grade Levels Served: **Pre-K - 5**

Amount of Time in School Day Devoted to Instruction in the Four Core Academic Areas: **45 min. X 4 Core Academic Areas = 225 min/day**
(8 VAC 20-131-310.G.3)

Plan Developed with Assistance from (check all that apply):

(8 VAC 20-131-310.F.1.)

- X Teachers
 - X Building Administrators
 - X Central Office Administrators Supervisor Elementary Education
 - X Paraprofessionals (PALS, TITLE I, Librarian)
 - X Computer-based reading programs/instructors (Waterford, Study Island, SuccessMaker)
 - X Teachers' Aides
 - X Community/Parent Volunteer Tutors
 - X TTAC Effective Schoolwide Discipline staff from Radford Univ.
 - X Elgin Imagine It Reading Program
 - X Elgin Principal Representative visiting every 6 weeks
 - X Elgin Representative Modeling in classrooms every 4 weeks
 - X NWEA MAP Testing 3 times a year
 - X 2 hour uninterrupted reading block (K-3)
 - X Direct reading instruction for one hour each day for all at-risk and special education students (any student 10% and below)
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Description of Data Reviewed Supporting Need for Improvement in Each Warned Area: SOL Reading Scores Economically Disadvantaged, Students with Disabilities over the last 3 years, however, current year requirements met
SOL Data for 3rd, 4th, and 5th Grade
Benchmark Assessments (9 weeks)
Grades
Teacher Assessments
Classroom Observations
Lesson Plans
ESD Plans
Waterford Assessments
Title I Services
RTI Plans
K-3rd Grade PALS instruction
NWEA MAP Testing 3 times a year

Waiver(s) Needed and Request(s) Attached (check one):
(8 VAC 20-131-310.G.8.)

- Yes
- No

Date Approved by Local School Board/Superintendent: _____
(8 VAC 20-131-310.F.3.)

Superintendent Signature

Principal Signature

**SCHOOL IMPROVEMENT
RICHLANDS ELEMENTARY SCHOOL
2011-12**

Goal Statement #1: By the end of the 2011-12 school years, Richlands Elementary School will meet AYP (Annual Yearly Progress).

Objective 1: By the end of 2011-12 school years, 3rd-5th grade students will pass the reading SOL meeting or exceeding 91%.

Strategies and/or Action Steps	8 VA C 20-131-310 Code	Projected Time Frame	Person(s) Responsible	Financial Resources Needed	Other Resources Needed	Evidence of Implementation of the Strategy	October 1 Status
Principal and Assistant Principal will develop school improvement plan with input from teachers, parents, students, community, higher education personnel.	G.4 G.5 G.6 G.7 cont.	8/18/11-6/01/12	Principal, Asst. Principal, Parents, Teachers, Aides, School Improvement Committee, Students, Community Members, Higher Education Personnel	N/A	N/A	PLC meetings held; logs of attendance; Plan reviewed and revised, SOL scores, Elgin benchmark tests	
Principal and elementary coordinator review planning logs, lesson plans, observe classrooms to monitor reading instruction.	G.4 G.5	8/18/11-6/01/12	Principal, Asst. Principal, Elementary Coordinator	N/A	N/A	Classroom observations; walkthroughs, lesson plans, SOL tests, MAP testing	
Principal, Assistant Principal, staff, parents, community members will review and revise current	G.4 G.5 G.6 G.7	8/18/11-6/01/12	Principal, Asst. Principal, Staff, Parents, Community Members,	Elgin Foundation Grant	N/A	Improved reading scores through MAP and assessment tests	

school improvement plan emphasizing reading improvement following new Elgin reading curriculum.			Higher Education Personnel Elgin representative				
Administrators will continue PD 360 staff development (see attached Staff Development Plan)	G.4 G.5 G.6 G.7	8/18/11- 6/01/12	Principal, Asst. Principal, teachers	Central Office	Central Office	Administrative reports showing implementation of strategies	
Principal and Assistant Principal will meet with grade group leaders weekly to review reading teaching strategies and plans, and each 9 weeks to review Elgin Benchmark reports.	G.4 G.5	8/18/11- 6/01/12	Principal, Asst. Principal, Grade group leaders, teachers	N/A	N/A	Meetings held; logs of attendance; Elgin Benchmark scores, SOL scores	
Teachers will attend division grade level meetings to participate in curriculum activities such as revisions to pacing guides, Elgin benchmark assessments, and sharing of effective strategies.	G.4 G.5 G.6 G.7	8/18/11- 6/01/12	Principal, Asst. Principal, Teachers, Elementary Coordinator	Division funded	N/A	Attendance logs, grade group meetings, revised pacing guides, lesson plans, rubrics for walkthroughs	
Results of Elgin benchmark tests and classroom assessments are used to identify students for enrichment and intervention programs with Elgin reading curriculum as core of assessments (MAP)	G.4 G.5	8/18/11- 6/01/12	Principal, Asst. Principal, teachers	Elgin Reading Grant	Test materials, SOL prep. materials, Elgin benchmark reports, gifted teachers/progr., special services teachers/progr., MAP	Attendance logs; SOL prep. results; SOL Test results, benchmark scores, RTI plans, assessment scores (PALS, Waterford, MAP)	
Students are assessed every 6 weeks using Elgin benchmark assessments. The results of these assessments, as well as	G.4 G.5 G.6 G.7	8/18/11- 6/01/12	Principal, Asst. Principal, Elementary Coordinator, teachers, curriculum planning committees, Central Office staff	Central Office	Improved end-of-six weeks benchmark test scores; improved SOL	Disaggregation of end-of-six weeks Elgin benchmark tests by grade levels and	

daily and weekly teacher assessments, will be used to guide lesson plans and adjust pacing					scores	individual teachers; Meetings with administrators and teachers to realign lesson plans with specific SOLs, revision of pacing guides	
School-level staff development sessions, PD 360, and team meetings will focus on effective classroom and tutoring reading strategies	G.5 G.6	8/18/11- 6/01/12	Principal, Asst. Principal, teachers, community members, parents, volunteers, volunteer program coordinator (counselor), Elgin representative, personnel/students	Central Office and Elgin Reading Grant	Staff development leaders	Tutoring logs, Staff development Logs/ PD 360 Reflection responses	
Classroom activities include opportunities for students to be actively engaged: i.e. effective questioning strategies, students involved in discussions, hands-on learning (Smart Boards, ELMO, Imagine It Series manipulative)	G.4 G.5	8/18/11- 6/01/12	Principal, Asst. Principal, Teachers, teachers, tutors, aides, students, parents, Elgin representative	Elgin Reading Grant	Workshops, staff development, Elgin representative modeling in classrooms, volunteers	Team planning, lesson plans, staff development, daily walkthroughs by administrators, critique of teaching strategies by Elgin reading representative	
Common planning time will be available to grade level teams, with specific emphasis on reading.	G.4 G.5	8/18/11- 6/01/12	Principal, Asst. Principal, Teachers Pre-K – 5	N/A	Principal, Asst. Principal	Observations, Grade Level Meetings with principal weekly	
Response to Intervention implemented school wide to address and improve academics of at-risk students	G.4 G.5	8/18/11- 6/01/12	Teachers, aides, tutors, parents, students, administrators, Title I teachers, volunteers, Waterford aide, Family Preservation, counselor, Elgin representative	N/A	TTAC from Va. Tech/Radford Univ., computer-based programs (Waterford, Study Island, SOL Pass, Academics,	Summary of RTI meetings, grades, scores from SOL, Elgin benchmark, PALS, Waterford, MAP, classroom tests/assignments, observations, report	

					Success Maker) , Readers Theater, assessment scores (SOL, Elgin benchmark, PALS, Waterford, MAP), special ed staff, classroom tests/assignments observations, grades	cards,	
Response to Intervention (RTI) implemented school wide to address and improve behavior and thereby also improve academic success of at-risk students	G.4 G.5	8/18/11- 6/01/12	Teachers, aides, tutors, parents, students, TTAC from Va. Tech/Radford University, Family administrators, Family Preservation staff	Elgin Reading Grant, Central Office	Assessment scores from SOL, Elgin benchmark, classroom tests/assignments observations, grades, PD 360	Summary of RTI meetings, scores, decrease in office referrals for discipline, assessments (Elgin Benchmark, SOL, classroom, report cards, PD 360 reflection administrators, parents, counselor, Family Preservation staff	
Effective School wide Discipline (ESD) program implemented school wide to improve behavior and grades	G.4 G.5	8/18/11- 6/01/12	Teachers, aides, tutors, parents, students, TTAC from Va. Tech/Radford University, Family administrators, Family Preservation staff	N/A	Data from administrators, teachers, grade groups, parents, staff development, ESD conferences, in-school and in-home Family Preservation workers	Monthly ESD team meetings, staff development meetings, ESD conferences, Family Preservation reports, data from administrators, teachers, grade groups, parents, staff, counselors	

Effective school wide implementation of Family Preservation services (in-school)	G.4 G.5	8/18/11- 6/01/12	Principal, Assistant Principal, teachers, aides, TTAC from Va. Tech/Radford University, Family Preservation staff, counselor	Medicaid-based program	Cumberland Mountain Community Services	Data from office disciplinary referrals, meetings with FPS staff, TTAC staff, teachers, students, parents, RTI minutes, counselor	
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**SCHOOL IMPROVEMENT
RICHLANDS ELEMENTARY SCHOOL
2010-12**

Goal Statement #2: By the end of the 2011-14 school years, a minimum of 70 % of all students will pass Social Studies SOL.

Objective 1: By the end of the 2011-14 school years, a minimum of 70 % of all students will pass Social Studies SOL.

Strategies and/or Action Steps	8 VA C 20-131-310 Code	Projected Time Frame	Person(s) Responsible	Financial Resources Needed	Other Resources Needed	Evidence of Implementation of the Strategy	October 1 Status
Principal and Assistant Principal will develop school improvement plan with input from teachers, parents, students, community, higher education personnel.	G.4 G.5 G.6 G.7 cont.	8/18/11-6/01/12	Principal, Asst. Principal, Parents, Teachers, Aides, School Improvement Committee, Students, Community Members, Higher Education Personnel	N/A	N/A	Meetings held; logs of attendance; plan reviewed and revised, SOL scores, assessment scores	
Principal and Assistant Principal will integrate Social Studies into academic curriculum with input from teachers, colleagues, research, and Central Office staff	G.4 G.5	8/18/11-6/01/12	Principal, Asst. Principal, Teachers, Title I staff, aides, parents, students, Higher Education Personnel, Central Office staff	N/A	textbooks, curriculum, web sites, DVDs, PD 360	Classroom observations, walkthroughs, lesson plans, PD 360 reflection essays, released items tests	

Principal and elementary coordinator review planning logs, lesson plans, curriculum framework and observe classrooms to monitor social studies instruction.	G.4 G.5 G.6 G.7	8/18/11- 6/01/12	Principal, Asst. Principal, and Elementary Coordinator	N/A	N/A	Classroom observations; Walkthroughs Lesson plans, SOL scores, released items test, study island	
Administrative staff will monitor the degree to which the new practices are implemented in the classrooms.	G.4 G.5	8/18/11- 6/01/12	Principal and Assistant Principal, Elementary supervisor, Central Office staff	N/A	Walk-through rubric, weekly grade group meetings, lesson plans	Observation logs, grade group meetings, lesson plans	
Common planning time will be available to grade level teams, with specific emphasis on social studies	G.4 G.5	8/18/11- 6/01/12	Principal, Asst. Principal, teachers Pre-K – 5	N/A	Principal, Asst. Principal	Observation, Grade Level Meetings with Principal weekly	
Classroom instruction will focus on specific learning objectives that are clearly understood by the students.	G.4 G.5	8/18/11- 6/01/12	Principal, Assistant Principal, teachers, students, aides, parents	N/A	Principal, Assistant Principal	Classroom observations; walkthroughs to verify alignment to SOL objectives and focused instruction, pacing guides.	
Response to Intervention implemented school wide to improve academics and behavior	G.4 G.5	8/18/11- 6/01/12	Teachers, aides, tutors, (volunteers, special ed), students, administrators, Title I staff, volunteers, Family Preservation, counselor,	N/A	TTAC from Va. Tech/Radford Univ., computer-based programs (Study Island, SOL Pass, Academics), assessment scores, special ed staff, classroom tests/assignments , observations, grades	Summary of RTI meetings, grades, scores from SOL, benchmark, classroom tests/assignments, observations, report cards	

Effective School wide Discipline (ESD) program implemented school wide to improve behavior and grades	G.4 G.5	8/18/11- 6/01/12	Teachers, aides, tutors, parents, students, TTAC from Va. Tech/Radford University, administrators, Family Preservation staff	N/A	Data from administrators, teachers, grade groups, parents, staff development, ESD conferences, in-school and in-home Family Preservation workers	Monthly ESD team meetings, staff development meetings, ESD conferences, Family Preservation reports, data from administrators, teachers, grade groups, parents, staff, counselors	
Effective school wide implementation of Family Preservation services (in-school)	G.4 G.5	8/18/11- 6/01/12	Principal, Assistant Principal, teachers, aides, TTAC from Va. Tech/Radford University, Family Preservation staff, counselor	N/A	Medicaid-based program	Data from office disciplinary referrals, meetings with FPS staff, teachers, students, parents, RTI minutes, counselor	

Staff Development Plan

Richlands Elementary School

2011-12

Richlands Elementary School is in its second year of implementation of the Imagine It Elgin Grant, which is a \$500,000 county-wide grant. This is a six-year grant through the Elgin Foundation, with emphasis on improving reading in grades K-3. The goal is to have 90% of our student body reading on grade level by the third year. Based on the fact that one in five U.S. residents is illiterate, and that forty percent of all children are now reading below the basic level on national reading assessments, the Elgin Foundation is aimed at correcting this reading deficit. There is a network of “partners” working toward this reading goal, including parents, teachers, community groups, government, higher education, and others. The three goals of the Reading Foundation are as follows:

- Managing a long term media/community education campaign to emphasize the importance of parenting and encourage parents to read with their children 20 minutes each day.
- Leading community-based activities and volunteer programs to ensure these values are demonstrated by all segments of our population.
- Developing a clearinghouse of information and activities to support the involvement of others in literacy activities.

The Elgin grant is all-inclusive, including training for all persons from the teachers, aids, administrators, to members of our school board. Before the school year began, a kick-off dinner took place which educated local business and community groups, government, and staff members from our community college. In addition to the training, Elgin’s Imagine It reading materials are now in each classroom. Students are assessed using MAPS testing, and through the results of MAPS students are placed in small groups for one hour of reading daily based on their ability. Additionally, each student receives another hour of whole group instruction daily. Students who tested on or below the ten percent category are serviced with an extra thirty minutes daily of direct instruction. Assessments occur three times a year, and students are regrouped to meet their specific weaknesses. Every aid and teacher in our building instructs students daily in the small groups.

A staff development tool which is being introduced to our staff for the first time this year is the PD360, or Professional Development 360, which is web based. As the name suggests, it covers the whole 360 circle of any question one might have related to education. Topics covered range from academics, curriculum, behavioral, learning disabilities, differentiation, autism, etc. The topics are linked to either elementary, middle, or high school levels. When you search a topic, a whole plethora of short articles and videos appear, most taking only approximately ten or fifteen minutes to view. In place of actual after-school staff development meetings, this year our school will be allowing teachers the opportunity to participate individually and turn in time for thirty hours of PD360 time. After viewing a topic, the teacher answers reflection questions that are provided at the end of the segment and submit it to an administrator. Then the teacher is to implement it in the classroom, and after a few days, an implementation response is emailed to the teacher, and the teacher completes and emails this to the principal as well. Additionally, PD360 has a web-based group of pals which are friends and professionals chosen by you with whom you share information and ask for their advice. You can either choose to accept or deny invitations for you to be included in someone else’s PD 360 Pals group.

Staff Development-Richlands Elementary School
for 2011-2012 School Year

September 8th:

- Divide up into School Improvement committees. Each committee will review their objectives and goals, they will discuss rubrics to have an understanding of the evidence that will have to be collected.
- Groups will also have to decide on one day a week , each week, to gather their evidence to be presented at the next staff development. They will be required to complete one section per month and turn in that section at the following staff development. All evidence will be turned in at the January 5th meeting.
- To assist the faculty with a better understanding of RTI we are providing a list of videos to be completed by Oct. 31st. The videos are as follows: (remember that if you answer the questions and do follow up, you can count it as double time)
 - Defining RTI
 - A Working RTI: Steps 1-3
 - A Working RTI: Steps 4-6
 - Common RTI Implementation Challenges
 - Monitoring Student Progress
 - Making Decisions Based on Data
- Faculty and staff will be required to view the Blood Borne Pathogens video by September 30th on their own time.

October 6th:

- Committees will turn in their first completed sections. There will be a few minutes set aside to review the next section and answer any questions.
- We will have a guest speaker focusing on the following reading strategies: inferences, context clues, and drawing conclusions.

November 3rd:

- Committees will turn in their second completed sections of School Improvement.
- Jackie Davis will be speaking on RTI.

December 1st:

- Guest speaker to talk about VDOE website and how to locate SOL pacing guides as well as changes made to the Social Studies curriculum.
- Committees will turn in completed 3rd section of School Improvement.

January 5th:

- Turn in final evidence for School Improvement committees.
- Guest speaker for health and fitness.
- We are listing PD360 videos that are required to be watched by Feb. 1st. They are as follows:
 - The Nature of Autism

- Ritualistic Behaviors with Autism
- Early Signs of Autism
- Social Challenges of Autism

February 2nd:

- Guest Speaker Jackie Davis, will be speaking to the faculty on Autism

March 1st:

- Smart board training

April 4th: **This is a Wednesday**

- Stress Management/Relaxation with Brent Warner