



*Bedford County Public Schools*

## Goals/Continuous School Improvement Plan Elementary Template 2017-18 School Year

### Part I: Vision, Mission, Accountability & Accreditation Info, and Goal Statements

Thomas Jefferson Elementary School	
Andy Greenough, Principal	
<b>Vision:</b> Vividly paints a picture of the future/leads to a desired outcome.	The vision of Thomas Jefferson Elementary is to give children the opportunity to reach their potential and be successful lifelong learners.
<b>Mission:</b> Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).	Our mission, in partnership with our families and community, is to educate our children in a way that encourages independence, responsibility and good citizenship in a safe, supportive environment.
<b>Federal Accountability Information</b>	Fully accredited
<b>State Accreditation Information</b>	Met Accreditation Benchmarks
<b>SMART Goal Statement 1:</b>	By May 2018, TJES students in grades 3-5 will increase their pass rates on the spring 2018 SOL tests in English and math by 5% over the spring 2017 SOL scores. English will increase from 80% to 85% and math will increase from 81% to 86%.
<b>SMART Goal Statement 2:</b>	By May 2018, TJES students in grades 3-5 will increase their pass advanced rates on the spring 2018 SOL tests in English and math by 3% over the spring 2017 SOL scores. English - 3, 4, 5 will increase from 14% to 17%, 30% to 33%, 32% to 35% respectively. Math - 3, 4, 5 will increase from

	8% to 11%, 22% to 25%, 35% to 38% respectively.
<b>SMART Goal Statement 3:</b>	By May 2018, TJES students and staff will improve technology skills through (1) creation of projects that have at least one component completed in Microsoft Office or Google Drive, (2) increasing use of online assessments in PSAA from 250 to 400 tests, (3) classroom teachers becoming Google certified, and (4) use of adaptive websites that can be personalized for students throughout the year.
<b>SMART Goal Statement 4:</b>	By May 2018, TJES will see a reduction in discipline referrals for the 2017-18 school year by at least 10% over 2016-17 school year. Referrals in 2016-17 were 124.

\* Add or delete rows as needed.

## Part II: School Leadership Team Members

Thomas Jefferson Elementary School	
Name	Committee Position*
Andy Greenough	Principal
Jeanie Floyd	Assistant Principal/Designee
Sarah Danaher	District Office Liaison
Karen Jennings	Community Connections Chair
Ric Owen	Intervention Chair
Mary Kate Glime	Attendance Chair
Jodi Biggio	Parent and Family Involvement Chair
Nicole Tibbs	Cooperative Culture Chair and Instructional Facilitator
Dr. Susan Mele	Director of Elementary Programs
Jennifer Harrison	ITRT
Carolyn Coffey	Solutions Team Chair

## Part III: Data Analysis

### Standards of Learning Testing Information

#### State Standards of Learning Results - By Subject Area / Grade Level

Grade	Subject	Pass Rate for 2013-14	Pass Rate for 2014-15	Pass Rate for 2015-16	Pass Rate for 2016-17
3rd	Reading	<b>68%</b> (Div 66, State 69)	<b>78%</b> (Div 75, State 75)	<b>77%</b> (Div 76, State 76)	<b>66%</b> (Div 76, State 75)
4th	Reading	<b>70%</b> (Div 69, State 70)	<b>78%</b> (Div 77, State 77)	<b>81%</b> (Div 79, State 77)	<b>77%</b> (Div 82, State 79)
5th	Reading	<b>86%</b> (Div 75, State 73)	<b>81%</b> (Div 78, State 79)	<b>81%</b> (Div 81, State 81)	<b>87%</b> (Div 86, State 81)
<b>School-Wide</b>	<b>Reading</b>	<b>75%</b> (Div 75, State 74)	<b>80%</b> (Div 80, State 79)	<b>81%</b> (Div 81, State 80)	<b>80%</b> (Div 82, State 80)
3rd	Math	<b>63%</b> (Div 57, State 67)	<b>68%</b> (Div 65, State 74)	<b>76%</b> (Div 72, State 77)	<b>67%</b> (Div 71, State 75)
4th	Math	<b>79%</b> (Div 76, State 80)	<b>84%</b> (Div 81, State 84)	<b>86%</b> (Div 80, State 83)	<b>82%</b> (Div 81, State 81)
5th	Math	<b>75%</b> (Div 69, State 73)	<b>88%</b> (Div 80, State 79)	<b>81%</b> (Div 80, State 79)	<b>85%</b> (Div 81, State 79)
<b>School-Wide</b>	<b>Math</b>	<b>73%</b> (Div 69, State 74)	<b>82%</b> (Div 75, State 79)	<b>83%</b> (Div 78, State 80)	<b>81%</b> (Div 80, State 79)
<b>4th/School-Wide</b>	<b>History/SS</b>	<b>90%</b> (Div 84, State 85)	<b>92%</b> (Div 87, State 87)	<b>85%</b> (Div 86, State 87)	<b>90%</b> (Div 86, State 87)
<b>5th/School-Wide</b>	<b>Science</b>	<b>75%</b> (Div 73, State 73)	<b>88%</b> (Div 82, State 79)	<b>87%</b> (Div 83, State 81)	<b>85%</b> (Div 84, State 82)

## State Standards of Learning Results - Math Performance by Question Analysis

Grade Level	3 Lowest Performance Areas for Each Grade Level	% Pass	Type of Question		
			Low	Med	High
3rd	Design data investigations.	38%	3	11	4
	Solve problems involving addition or subtraction of proper fractions with like denominators using models.	40%	26	94	7
	Construct or identify a line plot, a bar graph, or a pictograph that represents collected data.	42%	17	30	0
4th	Order a set of fractions or mixed numbers.	26%	1	30	0
	Compare fractions or mixed numbers.	29%	0	28	27
	Identify the relationship between fraction and division statements.	32%	1	1	13
5th	Identify a variable in an open sentence.	40%	6	0	0
	Determine perimeter, area, and volume from given information.	48%	7	29	10
	Define a variable in an expression representing a practical problem situation.	48%	0	27	23

## State Standards of Learning Results - Pass Advanced Rates by Grade Level

Grade	Subject	Pass Advanced Rate for 2013-14	Pass Advanced Rate for 2014-15	Pass Advanced Rate for 2015-16	Pass Advanced Rate for 2016-17
3rd	Reading	14% (Div 14, State 16)	19% (Div 18, State 21)	22% (Div 12, State 17)	14% (Div 16, State 19)
4th	Reading	14% (Div 13, State 18)	20% (Div 20, State 21)	25% (Div 21, State 20)	30% (Div 23, State 22)
5th	Reading	17% (Div 13, State 21)	30% (Div 25, State 24)	30% (Div 26, State 26)	32% (Div 29, State 26)
3rd	Math	9% (Div 9, State 16)	12% (Div 13, State 19)	14% (Div 12, State 19)	8% (Div 11, State 18)
4th	Math	18% (Div 21, State 26)	18% (Div 21, State 29)	40% (Div 27, State 29)	22% (Div 21, State 27)
5th	Math	30% (Div 20, State 24)	36% (Div 26, State 26)	30% (Div 25, State 26)	35% (Div 25, State 24)
4th	History/SS	46% (Div 40, State 44)	36% (Div 42, State 43)	47% (Div 43, State 43)	58% (Div 43, State 43)
5th	Science	23% (Div 17, State 18)	33% (Div 22, State 19)	34% (Div 24, State 27)	35% (Div 29, State 23)

## State Accreditation Rating School History - 5 Year History

Year	Rating
State Accreditation Rating 2017-18, Based on 2016-17 Data	Fully Accredited
State Accreditation Rating 2016-17, Based on 2015-16 Data	Fully Accredited
State Accreditation Rating 2015-16. Based on 2014-15 Data	Fully Accredited
State Accreditation Rating 2014-15, Based on 2013-14 Data	Fully Accredited
State Accreditation Rating 2013-14. Based on 2012-13 Data	Fully Accredited

State Accreditation Results								
Subject	Accreditation Benchmark	2014-2015		2015-2016		2016-2017		Met Accreditation Benchmark
		1 Year	3 Year	1 Year	3 Year	1 Year	3 Year	
English	75	81	77	81	79	80	80	YES
Mathematics	70	82	73	83	80	81	82	YES
History	70	92	88	85	89	90	89	YES
Science	70	88	85	88	84	85	87	YES

## State Accountability

Groups	Reading Annual Measurable Objectives & Results (Percent Passing)		Reading Annual Measurable Objectives & Results (Percent Passing)		Reading Annual Measurable Objectives & Results (Percent Passing)		Reading Annual Measurable Objectives & Results (Percent Passing)	
<b>Reading</b>								
Assessment Year	2013-14 Target	2013-14	2014-15 Target	2014-15	2015-16 Target	2015-16	2016-17	2016-17
All Students	69	75	72	79	75	80	75	80
Students with Disabilities	42	37	54	30	66	35		21
ELL Students	52	<	61	<	69	65		84
Economically Disadvantaged	59	59	65	70	72	66		58
<b>Math</b>								
Assessment Year	2013-14 Target	2013-14	2014-15 Target	2014-15	2015-16 Target	2015-16	2016-17	2016-17
All Students	66	73	70	80	70	82	70	81
Students with Disabilities	49	38	65	41	65	43		10
ELL Students	53	<	66	77	66	82		88
Economically Disadvantaged	57	67	78	65	68	60		52

### School Comparisons within the Division

## Ranking Based on SOL Performance

All Grade Levels	Rank out of 12 Schools Spring 2016	Rank out of 12 Schools Spring 2017	Change in Ranking	TJES Score 2016	TJES Score 2017	Change 2016 to 2017	Division High	Division Low	Division Avg
Math SOL 3-5	5th out of 12	7th out of 12	Dropped 2	83	78	-5	87	63	79
Science SOL 5th	5th out of 12	5th out of 12	Same	88	85	-3	94	59	83
VAS SOL 4th	6th out of 12	5th out of 12	Increased 1	85	90	+5	98	72	86
Reading SOL 3-5	8th out of 12	10th out of 12	Dropped 2	81	77	-4	91	75	82

Grade Level Break Down	Rank out of 12 Schools Spring 2017	TJES Score 2017	Division High	Division Low	Division Avg
Math SOL 3rd	9th out of 12	67	84	57	71
Reading SOL 3rd	12th out of 12	66	94	66	78
Math SOL 4th	6th out of 12	82	96	73	83
Reading SOL 4th	10th out of 12	77	92	69	83
Math SOL 5th	6th out of 12	85	90	69	81
Reading SOL 5th	7th out of 12	87	92	77	86

### Phonological Awareness Literacy Screening (PALS) Information

### Percentage of Students (#) Not Meeting PALS Benchmarks & Who Need Remediation

	TJES Fall 2014	TJES Spring 2015	TJES Fall 2015	TJES Spring 2016	TJES Fall 2016	Chg 2015 - 2016	TJES Spring 2017	TJES Fall 2017	Chg 2016 - 2017	TJES Spring 2018
K	1% (1)	4% (3)	7% (6)	2% (2)	7% (6)	0%	6% (5)	5% (5)	-2%	
1st	7% (7)	11% (12)	1% (1)	4% (3)	8% (8)	+7%	4% (4)	6% (7)	-2%	
2nd	12% (8)	7% (5)	14% (11)	9% (9)	10% (10)	-4%	1% (1)	10% (11)	0%	
3rd	11% (11)	6% (6)	3% (2)	5% (4)	15% (15)	+12%	7% (8)	5% (5)	-10%	
4th	8% (8)	8% (8)	3% (3)	5% (6)	5% (6)	2%	0% (0)	3% (3)	-2%	
5th	5% (5)	6% (6)	17% (18)	13% (13)	20% (24)	+3%	0% (0)	4% (3)	-16%	
School	40	40	41	37	69		18	31		

Identified students in grades K-3 are required to receive 2 ½ hours of weekly remediation per Early Intervention Reading Initiative (EIRI) funding. It is best practice to ensure identified students in grades 4-5 also receive remediation.

### Percentage of Students Not Meeting PALS-K Benchmarks for 2017-18 School Year

PALS - Kindergarten	Rhyme	Beginning Sound	ABC Lower	Letter Sounds	Spelling	Concept of Word Word List	Summed Score
Fall 2017	12% (11)	7% (7)	7% (7)	7% (7)	7% (7)	0 (0)	5% (5)
Spring 2018							



### PALS-1-3 2017-18 % Below Benchmarks

PALS First - Third 2017-18	Spelling Inventory	Word Recognition in Isolation - Word List	Letter Sounds Fall	Summed Score	Instructional Oral Reading Level
PALS 1 Fall 2017	8% (7)	10% (9)	8% (7)	7% (6)	10% (9)
PALS 1 Spring 2018			N/A		
PALS 2 Fall 2017	5% (5)	25% (26)	N/A	10% (11)	22% (24)
PALS 2 Spring 2018			N/A		
PALS 3 Fall 2017	13% (13)	4% (4)	N/A	5% (5)	9% (9)
PALS 3 Spring 2018			N/A		

*\*Letter Sounds administered only in first grade, Fall only*

### PALS Plus 4-5 2017-18 % Below Benchmarks

PALS Plus Fourth- Fifth 2017-18	Spelling Inventory % & #	Word Recognition in Isolation - Word List	Summed Score	Instructional Oral Reading Level
PALS 4 Fall 2016	6% (6)	5% (5)	6% (6)	13% (15)
PALS 4 Spring 2017				
PALS 5 Fall 2016	2% (2)	15% (12)	5% (4)	20% (16)
PALS 5 Spring 2017				

## PowerSchool Assessment & Analytics Progress Monitoring Information

### Benchmark, SGA #2, & Remediation Data for 2017-18

Grade	Subject	Q1 Benchmark 70%	# Remediated	Q2 Benchmark	# Remediated	Q3 Benchmark	SGA2	# Remediated
K	Reading	60%		71%				
1st	Reading	92%		83%				
2nd	Reading	68%		47%				
3rd ♦	Reading	64%		34%				
4th ♦	Reading	49%	32	40%				
5th ♦	Reading	57%	17	66%				
<b>School-Wide</b>	<b>Reading</b>	<b>65%</b>		<b>55%</b>				
K	Math	69%		81%				
1st	Math	74%		87%				
2nd	Math	81%		90%				
3rd ♦	Math	53%		59%				
4th ♦	Math	66%	29	54%				
5th ♦	Math	78%	13	70%				
<b>School-Wide</b>	<b>Math</b>	<b>69%</b>		<b>73%</b>				

♦ SOL Tested

## Benchmark Analysis

Teacher		Q1 2017-18								Q2 2017-18							
		Reading				Math				Reading				Math			
		#	# Pass	% Pass	All	#	# Pass	% Pass	All	#	# Pass	% Pass	All	#	# Pass	% Pass	All
		Benchmark target: 70				Benchmark target: 70				Benchmark target: 70				Benchmark target: 70			
K	SWD	7	4	57%		7	5	71%		7	5	71%		7	6	86%	
	LEP	7	3	43%		7	4	57%		5	3	60%		6	2	33%	
	At Risk	18	7	39%		18	8	44%		17	10	59%		16	11	69%	
	Total #	95	58	61%		95	69	73%		86	61	71%		86	70	81%	
1 <sup>st</sup>	SWD	9	4	44%		9	5	56%		8	3	38%		7	4	57%	
	LEP	3	3	100%		3	3	100%		2	2	100%		2	2	100%	
	At Risk	18	16	89%		16	11	69%		15	11	73%		16	13	81%	
	Total #	84	77	92%		86	64	74%		83	69	83%		84	73	87%	
2 <sup>nd</sup>	SWD	13	6	46%		13	4	31%		12	3	25%		12	10	83%	
	LEP	4	4	100%		4	4	100%		4	4	100%		4	4	100%	
	At Risk	24	15	63%		24	17	71%		25	8	32%		22	17	77%	
	Total #	106	77	73%		105	84	80%		106	50	47%		105	94	90%	
3 <sup>rd</sup>	SWD	9	4	44%		9	2	22%		9	5	56%		9	4	44%	
	LEP	1	1	100%		1	0	0%		1	0	0%		1	1	100%	
	At Risk	29	14	48%		28	12	43%		29	9	31%		29	13	45%	
	Total #	95	62	65%		93	49	53%		93	32	34%		94	55	59%	
4 <sup>th</sup>	SWD	11	1	9%		9	3	33%		10	0	0%		10	0	0%	
	LEP	7	2	29%		7	5	71%		7	2	29%		7	4	57%	
	At Risk	25	5	20%		24	14	58%		24	5	21%		23	9	39%	
	Total #	110	51	46%		109	72	66%		110	44	40%		108	58	54%	
5 <sup>th</sup>	SWD	9	3	33%		9	5	56%		7	2	29%		7	3	43%	

	LEP	4	2	50%		4	4	100%		3	2	67%		3	3	100%	
	At Risk	20	8	40%		21	10	48%		17	7	41%		16	7	44%	
	Total #	81	45	56%		81	60	74%		76	50	66%		71	50	70%	
<b>Schoolwide:</b>	<b>Total</b>	<b>Passed</b>	<b>%</b>		<b>Total</b>	<b>Passed</b>	<b>%</b>		<b>Total</b>	<b>Passed</b>	<b>%</b>		<b>Total</b>	<b>Passed</b>	<b>%</b>		
	571	370	65%		569	398	70%		554	306	55%		548	400	73%		

### Positive Behavioral Intervention and Supports (PBIS) Information

### Referrals, Suspensions, & Restraints

	2015-2016		2016-2017					2017-2018					
	Referrals	OSS	Referrals	OSS Total	OSS SPED	Threat Assess Conducted	NCI Restraint	Referrals	OSS Total	OSS SPED	Threat Assess Conducted	NCI Restraint	# Student Ref
<b>Aug</b>	7	1	6	0	0	1	0	10	3	2	2	0	6
<b>Sep</b>	16	0	21	1	1	0	2	16	5	5	1	4	11
<b>Oct</b>	11	2	22	5	1	1	0	15	3	2	1	2	12
<b>Nov</b>	7	0	10	3	2	0	0	14	1	1	1	0	11
<b>Dec</b>	3	2	7	2	2	0	0	20	0	0	0	0	17
<b>Jan</b>	3	2	11	2	1	2	0						
<b>Feb</b>	6	3	15	0	0	1	0						
<b>Mar</b>	9	2	22	3	1	1	0						
<b>Apr</b>	7	0	13	3	1	0	0						
<b>May</b>	10	2	10	3	1	1	0						
<b>Total</b>	<b>79</b>	<b>14</b>	<b>137</b>	<b>19</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>75</b>	<b>12</b>	<b>10</b>	<b>5</b>	<b>6</b>	<b>33</b>

### Truancy Information

### Truancy Summary Data

	Number of Meetings Held for Students with 6 Unexcused Absences 2017-18	Number of Students with 7 or More Unexcused Absences 2017-18	Number of Students Referred to Court Services for CHINS 2017-18
August	0	0	0
September	0	0	0
October	0	0	0
November	0	0	0
December	0	0	0
January			
February			
March			
April			
May			
Total			

School/Community Survey Information

## School/Community Survey Summary

A parent survey was conducted in 2016-17, with 86 surveys completed. A summary of results follows:

There was a fairly even distribution of responses from parents with children in each grade, with the exception of 2nd and 4th grades who had about half as many responses as the other grades. A summary of the results is as follows:

- 1) 81% and higher of respondents indicated that the teachers communicated with them clearly and on a regular basis,
- 2) 83% indicated that they believed homework was appropriate,
- 3) 72% of parents responding felt teachers offer additional help when necessary for students,
- 4) 79% felt teachers set high expectations,
- 5) 85% believed teachers fairly and consistently enforce rules,
- 6) 82% felt teachers provide a nurturing and respectful environment,
- 7) 79% believed teachers prepare students to be organized and independent,
- 8) 87% felt teachers provide instruction based on student needs,
- 9) 77% believe that teachers use technology to enhance student learning,
- 10) 73% felt principals consistently and fairly enforce school rules,
- 11) 78% believe principals listen to and address concerns,
- 12) 83% felt principals communicate in a timely manner,
- 13) 86% believe principals promote a positive and respectful climate,
- 14) 71% feel principals promote high standards for staff,
- 15) 65% felt principals encourage collaboration and teamwork with 29% being unsure,
- 16) 90% feel principals create a safe school environment,
- 17) Parents indicate the following in regards to the effectiveness of related arts programs: PE 81%, Music 86%, Art 78%,
- 18) 65% of parents believe that guidance was effective with 35% indicating they were not sure,
- 19) 95% felt the school is clean and well maintained, 90% for the cafeteria,
- 20) 53% felt Cafeteria noise was acceptable, 26% indicated sometimes, 1% felt it was not, and 20% was unsure,
- 21) 74% felt technology was adequate,
- 22) 83% believe the playground to be a safe environment,
- 23) Parents indicated they use the following School communication: Patriot Press 9%, Website 33%, Email 55%, Teacher Webpages 3%.

### Update:

A Survey was delivered through Google Forms to 74 staff members during the month of December. 32 staff completing the survey (43% response rate). Staff had two weeks prior to the winter break and the survey was left open over the break. No other factors may have influenced the results that I can establish.

The staff survey included questions regarding the school, administration, staff, and parents. Ratings were based on a 5 point scale ranging from Strongly Agree to Strongly Disagree. Neutral, Agree and Strongly Agree responses were lumped together to identify strengths. Disagree and Strongly Disagree responses were lumped together to identify weaknesses. Areas where 100% responded Neutral to Strongly Agree included:

- School is clean and in good condition
- Staff feel safe on school grounds
- Administrators are helpful resource
- Administrators respond in a timely manner
- Administrators encourage and support professional growth

- Parents are actively involved in the school
- Visitors are made to feel welcome
- Parents are informed about what is going on in the school
- Parents are actively involved with the school

All other responses typically were favorable (90% or higher), other than those listed below. See attachment for complete results.

Areas staff identified as weaknesses included:

- School schedule allows adequate time for teacher preparation and planning (53% disagreed)
- Staff spend a great deal of time dealing with social and emotional challenges (93% agreed)
- Teachers spend too much time disciplining (68% agreed)

The following is also an area to keep close tabs on:

School's schedule allows for adequate time for teacher collaboration (19% disagreed)

The schedule is not much different when it comes to common planning time than the last few years. There are very limited times when teachers are observed utilizing the common planning time in the master schedule.

## Part IV: Back to School Reflection

### Back to School Summary of Data Analysis 2017-18

Based on the data, student performance on reading and math SOL assessments has plateaued overall pass rates as compared to prior years. When analyzing the data by grade levels, subgroups, specific focus areas are evident. The school continues to achieve pass rates that are very similar to the state and district rates.

### Back to School Celebrations, Concerns, and Possible New Innovations 2017-2018

**Celebrations:** The school pass advanced rates in grade 5 are above the state and district rates in math and over 10% above in math. Grade 4 reading is solidly above the state and district in reading, but slightly below the state average in math. Grade 4 VA Studies pass advanced rate is 15% above the state and district averages. Grade 5 Science pass rate is above the state and district averages.

In fall of 2016, 69 students were identified as needing remediation based on the PALS assessment. By the spring of 2017, 18 students were identified as needing remediation based on the PALS assessment.

**Concerns:** In the area of reading, TJES underperformed in the category of Students with Disabilities with only 21% of those students passing, down from 35% last school year. TJES performed below the division and state average. 58% of the TJES disadvantaged students passed the reading SOL. When ranked in reading based on reading SOL pass rates, TJES ranked at number 10 out of 12 BCPS elementary schools, which is two positions lower than the previous school year. Based on PALS data, 6% of students in Kindergarten, 4% of 1st, 1% of 2nd grade, 7% of 3rd, and 0% in 4th & 5th grade did not meet the spring benchmark. This is an increase for Kindergarten and 3rd grade from the previous year. No change for 1st grade with the remaining grade having a reduction from the previous year.

In the area of math, TJES underperformed in the subcategories of Students with Disabilities with only 10% of those students passing. Economically disadvantaged students passed at only 52%. When ranked in math based on math SOL pass rates, TJES ranked at number 7 out of 12 BCPS elementary schools which is 2 places lower than the previous school year.

**Possible Innovations:** TJES teachers will be integrating leveled math groups for the 2017-18 school year to better address student needs. The IXL computer program was purchased by County for Grades K-4. Teachers will be utilizing this assessment and leveled instructional tool with students at school while providing access for students at home as well. Teachers will continue to expand their use of online assessments and technology based projects. Staff continues to explore other schools and resources to improve instruction. Efforts continue to acquire



financial support to purchase the Success For All (SFA) reading curriculum which staff has supported as needed to improve reading instruction.

TJES will be fully implementing the SFA Getting Along Together (GAT2) curriculum and implementing SFA Solutions Teams.

The master schedule has been adjusted to incorporate a school-wide reading time, reduced related arts time, What I Need (WIN) time for remediation and enrichment and morning GAT instruction.

## Part V: Goals, Strategies, and Action Steps

**SMART Goal Statement 1 - Instructional:** TJES students in grades 3-5 will increase their pass rates on the spring 2018 SOL tests in English and math by 5% over the spring 2017 SOL scores. English will increase from 80% to 85% and math will increase from 81% to 86%.

**Strategy 1 of 3:** Continue instructional strategies for targeted individual and small groups (SOL Gap-groups) of students at each grade level.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Grade level teams in collaboration with Reading Specialist, Gifted Teacher and Special Education staff, will review SGA, PALS, Benchmark and other student data in making decisions about instructional delivery focus and remedial support.	School Staff	Ongoing	Grade level Team meeting minutes, <b>UPDATE:</b> Grade level meetings with administrators; as of 1/8/18, have documented 23 team meetings; administration has met with teams twice and will meet again in January 2018
2) Instructional Facilitator, along with grade level teams, will examine identified area of weakness from the grades 3-5 Reporting Category Performance, Group Summary, Student Detail by Question (SDBQ) reports, and PSAA SGA2 data. Teacher teams will use this data to identify the specific SOLs for targeted instruction and specific strategies to implement.	School Staff	By 01/2017	Instructional Facilitator log, Math vertical team meeting, grade level academic goals; <b>UPDATE:</b> 01/08/18 - administration has met with grade levels twice and will meet a third time in January;

			annual goals established and will review in February
3) Grade level teams will utilize a variety of formative assessments (PSAA/Benchmarks, PALS, etc.) to identify student levels and needs for remediation.	School Staff	Ongoing	Walpole & McKenna cycle assessments, <b>UPDATE:</b> Q1 and Q2 benchmarks, PALS beginning of the year have been administered; PALS mid-year is underway; grade level meetings in January to review data
4) Continue to utilize a consistent process for documenting progress monitoring of students receiving Tier 3 interventions which may include individual learning plans.	School Staff		Teacher data binders, Intervention/SCT minutes <b>UPDATE:</b> binders are brought to SCT mtgs, Rtl forms completed to document interventions; Intervention Team established this year to address concerns
5) Team of teachers from grades 1-5 will meet to identify strengths and weaknesses of student performance to assist teachers in identifying goals, strategies and resources for math	School Staff	Ongoing	First meeting held 9/28/17. Team identified academic goal areas for each grade level. Resources identified to print and purchase.

<b>Strategy 2 of 3:</b> Provide remediation support for individual and small groups of students identified by teachers through a variety of assessments.			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Hire a part-time remediation teacher to assist reading specialists and with math remediation for identified students.	School Staff	Start Sept. 18 2017	Working 24 hours per week <b>Completed</b>

2) What I Need (WIN) time has been added to the master schedule to provide a set time for grades K-4 to conduct remediation and enrichment activities with some other staff support.	School Staff	Ongoing	Master Schedule <b>Completed</b>
2) Establish master schedules to identify reading and math instructional times to allow support staff to access all grade levels throughout the day.	Administration	August 2017	Schedules for teachers and paras <b>Completed</b>
3) Reading Specialists working with special education students in need of specialized support for reading.	Reading Specialist & SPED Staff	Ongoing based on PALS data	Documentation; based off of PALS assessment <b>UPDATE:</b> 01/2017 Identified students are receiving remediation weekly
4) Work with selected students on the Success For All online remediation program called Lightning Squad for grades 1-3.	Reading Specialist, remediation teacher, paras, administration	Oct. 17, 2017	10/2017 Groups established and assessed; <b>UPDATE:</b> 01/2017: Groups (20 students) have been meeting 3 days a week (T, W, Th) from 8-8:30; 3 staff members oversee remediation. <b>Completed</b>

**Strategy 3 of 3:** Implement strategies and techniques to assist students at all levels to make academic gains during the school year to include differentiation, individualization, and personalization.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Classroom teachers will use programs like Raz-Kids, IXL, Moby Max, Teach Me app, or Read Theory website in order to meet individual needs of students.	School Staff	Weekly	RAZ-Kids, IXL Moby Max reports <b>UPDATE:</b> 20 teachers using Raz-kids, 20 using IXL, 13 using Moby Max, 2 using Teach Me App, 3 using Read Theory; other websites being used include Starfall,

			SOLPASS, TenMarks, Google Classroom, Flocabulary, abcya, Rosetta Stone, Spelling City, Quizlet, Front Row, Zearn, Read Works
2) Each grade level has a cart with a classroom set of technology devices that is being used to support groups during reading and math instruction.	Teachers & ITRT	Ongoing	Teacher plans
3) 5th grade now has enough devices that each student has their own to personalize learning and work on Google Classroom.	Teachers & ITRT	Ongoing	Teacher plans
4) What I Need (WIN) time has been added to the master schedule to provide a set time for grades K-4 to conduct remediation and enrichment activities with some other staff support.	School Staff	Ongoing	Master schedule
5) Attendance Team will work with administration and classroom teachers to develop a program that rewards students who attend school regularly and on time.	Attendance Team, Administration	Ongoing	Attendance letters and conferences being held at the 5, 6, & 7 day levels per County policy

### SMART Goal Statement 2 - Instructional:

TJES students in grades 3-5 will increase their pass advanced rates on the spring 2018 SOL tests in English and math by 3% over the spring 2017 SOL scores. English - 3, 4, 5 will increase from 14%, 30% to 33%, 32% to 35% respectively. Math - 3, 4, 5 will increase from 8% to 11%, 22% to 25%, 35% to 38% respectively.

### Strategy:

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) ITRT will collaborate with 5th grade teachers to establish personalized learning environment for identified areas throughout the year.	ITRT, 5th grade teachers	October - April	Grade level team meeting minutes

2) Classroom teachers will use programs like Raz-Kids, IXL, Moby Max, Teach Me app, or Read Theory website in order to meet individual needs of students.	School Staff	Weekly	Teacher plans <b>UPDATE:</b> 20 teachers using Raz-kids, 20 using IXL, 13 using Moby Max, 2 using Teach Me App, 3 using Read Theory; other websites being used include Starfall, SOLPASS, TenMarks, Google Classroom, Flocabulary, abcy, Rosetta Stone, Spelling City, Quizlet, Front Row, Zearn, Read Works
3) Gifted teacher is collaborating with classroom teachers to provide instruction materials and support for high achieving and gifted students.	Gifted Teacher	Ongoing	Grade level team meeting minutes
4) The gifted teacher is providing pull out instruction and activities for students identified as gifted.	Gifted Teacher	Ongoing	Gifted teacher schedule

\* Add or delete rows as needed. \*Goal Statements may have more than one strategy (i.e., copy and paste an additional table).

<p><b>SMART Goal Statement 3 - Technology:</b> By May 2018, TJES students and staff will improve technology skills through (1) creation of projects that have at least one component completed in Microsoft Office or Google Drive, (2) increasing use of online assessments in PSAA from 250 to 400 tests, (3) classroom teachers becoming Google certified, and (4) use of adaptive websites that can be personalized for students throughout the year.</p>			
<p><b>Strategy 1 of 4:</b> Use the ITRT to help classroom teachers plan and deliver a technology based project (1 per semester for grades K-1 for a total of 2 projects and 1 per nine weeks for grades 2-5 for a total of 4 projects) that incorporates the use of Microsoft Office or Google Drive.</p>			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
1) Meet with and plan a project that utilizes a technology component with kindergarten and 1st grade teachers.	ITRT and classroom teachers	Quarterly	ITRT schedule & project report

2) Meet with and plan a project that utilizes a technology component with 2nd, 3rd, 4th, and 5th grade teachers.	ITRT and classroom teachers	December 2017 May 2018	ITRT schedule & project report
3) Kindergarten and 1st grade classes will complete 2 computer based projects or 1 per semester.	ITRT and classroom teachers	December 2017 May 2018	List of projects
4) 2nd grade, 3rd grade, 4th grade, and 5th grade will complete 4 computer based projects or 1 per nine weeks	ITRT and classroom teachers	December 2017 May 2018	List of projects

<b>Strategy 2 of 4:</b> Teachers will increase the number of PSAA assessments administered this year as compared to the 2016-2017 academic year.			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/ Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
1) Ensure apps on iPads, Chromebooks, laptops, and other devices are installed with software to utilize the testing features.	ITRT	Quarterly	Principal verification with Computer Tech & ITRT
2) Teachers will utilize weekly access to computer labs for administration of assessments through PSAA.	classroom teachers	Weekly	Computer lab schedule, PowerSchool check of assessments used
3) Teachers will schedule use of iPad cart, Chromebook cart, or laptop cart to complete PSAA whole group testing.	school staff, ITRT, or LMS	Monthly	Teacher schedules
4) ITRT will establish an annual goal to assist/support teachers with usage of PSAA assessment tools. Kindergarten : minimum of 1 PSAA per nine weeks 1st grade : minimum of 3 PSAA per semester 2nd grade : minimum of 5 PSAA per semester 3rd grade : minimum of 10 PSAA per semester 4th grade : minimum of 1 PSAA per subject (English, History, Math, and Science) per nine weeks	ITRT	Ongoing	PowerSchool check of assessments used

5th grade : minimum of 10 PSAA per subject (English, History, Math, and Science) per year			
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<b>Strategy 3 of 4:</b> Teachers will work towards becoming Google certified by the beginning of the school year 2018-2019.			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
1) ITRT will schedule and present an in school training on Google for staff level 1 Certification.	ITRT	October 16, 2017, December 7, 2017	Oct. 16 training open to all staff Dec. 7 training is a blitz type training offered to staff up for license renewal this school year, <b>UPDATE:</b> 01/08/18 - we have 9 Google Level 1 certified staff members
2) ITRT and IF will schedule an ERO course offering on Google for Beginners.	ITRT and IF	November 2017	Sign in sheet
3) Teachers will utilize the modules created by Google and our ITRT to help prepare for the Google certification exam.	ITRT and school staff	ongoing	Module assistance by ITRT

<b>Strategy 4 of 4:</b> Provide students with adaptive websites that can be personalized throughout the year.			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
1) Provide IXL (an adaptive website for Math) for students and ensure that classroom teachers have created classes and are	ITRT and classroom teachers	Ongoing	IXL Reports

utilizing the program.			
2) Provide Raz-Kids (an adaptive website for Reading) for students and ensure that classroom teachers have created classes and are utilizing the program.	ITRT and classroom teachers	Ongoing	RAZ Kid teacher report
3) Provide training to classroom teachers on other adaptive programs for students to use ... Moby Max, Read Theory, Zearn, rtc.	ITRT	Ongoing	Sign in sheets, Faculty meeting agendas

#### SMART Goal Statement 4 - School Climate & Community Relations:

By May 2018, TJES will see a reduction in discipline referrals for the 2017-18 school year by at least 10% over previous year. Referrals in 2016-17 were 124.

**SMART Strategy 1 of 5:** Continue use of the Growing Great Character (GGC) program to promote and encourage the development of the Pillars of Character from Character Counts.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Kick off program in September 2017.	Guidance Counselor		School counselor schedule, Morning announcement scripts <b>COMPLETED</b>
2) Staff will give students coins for modeling at least one character trait in grades 1-5, which is added to the class bucket. Buckets are emptied once the class reaches their goal of 25 coins. The class is rewarded with an activity and leaf for the Character Tree.	staff	August - May	Tracking of baskets filled, Character tree leaves <b>UPDATE:</b> 01/08/17 - 13 buckets filled
3) Students will be recognized for their community work when they have displayed our character traits.	staff, parents	August - May	Posted sheets from students
4) Students will attend an Anti-Bullying Assembly to educate students on what bullying is and ways to respond.	Staff	October 18, 2017	Assembly held Oct. 18, 2017 <b>COMPLETED</b>



<b>SMART Strategy 2 of 5: Continue to implement Watch DOGS program in the school.</b>			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/ Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
1) Conduct events to promote the Watch DOGS program.	Administration Watch DOGS Team		Donuts with Dad August 25, 2017 <b>COMPLETED</b>
2) Develop schedules to maximize input of Watch DOGS.	Administration	August 2017	WatchDOGS schedules revised into half day segments, increased time helping the office and reduced the classroom time to avoid Dads lingering in the classroom

<b>SMART Strategy 3 of 5: School wide implementation of the GAT2 program.</b>			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/ Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
1) Provide training to staff (classroom teachers, paras, and administration) in the GAT2 program.	Administration Alex Rodriguez	August 2017, ongoing	2 days of training and 8 days of coaching August 2017 <b>COMPLETED</b>
2) Provide training for bus drivers, cafeteria staff, and custodial staff on GAT 2 language and signals.	Carolyn Coffey	ongoing	Bus drivers - trained October 2017-September 2017 <b>COMPLETED</b>
3) Build a sense of family and community with the weekly GAT lessons and Friday Class Council Meetings.	Staff	August - May	Documentation Observations Assessment data

			<b>UPDATE:</b> 01/08/18 - administration observes Monday lessons and Friday council meetings; observations by SFA rep and recommendations/next steps
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<b>SMART Strategy 4 of 5:</b> Implement activities targeting increasing student morale before SOL testing while building a sense of community within the building.			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
1) Send school themed shapes home to parents at least two weeks prior to SOL testing so that parents can write an encouraging message to their child for each day of testing.	Administration Staff parents	April 2018	Shapes sent back to school
2) Have Book Buddy classes create banners and write notes to their partnered class for encouragement on the SOL test.	Teachers in grade K-2	April 2018	Notes from students

<b>SMART Strategy 5 of 5:</b> Utilize Solutions Teams to foster a school wide environment of all people being stakeholders.			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
1) Elicit teacher leaders who would be willing to lead a Solutions Team for the 2017-2018 academic year.	Administration staff	July-August 2017	Community Connections Chair, Karen Jennings Ric Owen, Intervention Chair Mary Kate Glime, Attendance Chair Jodi Biggio, Parent and Community Involvement Chair Nicole Tibbs, Cooperative

			Culture Chair Carolyn Coffey, Solutions Teams Chair <b>COMPLETED</b>
2) Elicit staff to sign up for one of the Solutions Teams.	staff	August 2017	Monthly Team meetings
3) Use of Success Cards by all staff to increase student morale and make connections with parents on a positive level about their child's accomplishments at school.	staff	August 2017 - May 2018	Goal for every student to receive one card by the end of the first semester
4) Use of GAT2 strategies to address student conflict within the classroom ... I Messages and Peace Path	staff	August 2017 - May 2018	GAT Coach reports, observations by teachers and administrators of students using strategies

## Part VI: Mid-Year Reflection

### Mid-Year Summary of Data Analysis 2017-18

Looking at Benchmark scores from the end of Quarter 1 and compared to the end of Quarter 2 we see good positive growth in both reading and math for Kindergarten pass rates. 1st grade had a strong gain in math pass rates but a decline in reading. There is also encouraging gains in pass rates for math in grades 2 & 3 and in 5th grade reading. There was a decline in pass rates between the two tests in for reading in grades 2 & 3. 4th grade also had a decline in pass rates for reading and a double digit decline in math.

When compared to other BCPS schools that took this same assessment, TJES scores were within 4 percentage points of the County average. Second grade reading was about 10 percent below the County average. Fifth grade math actually exceeded the County average by over 16 percent.

\* Add or delete space as needed.

### Mid-Year Celebrations, Concerns, and Possible New Innovations 2017-2018 A List of the Continuous School Improvement Plan Adjustments That Were Made

Discipline - There is concern that the number of discipline referrals and suspensions is slightly higher than last year at this same time. We are trying to track more details about the number of different students, the location of the referrals, the source of the referrals and time of the day. Even though we have implemented a new school-wide behavior system administrators are being very strict on documenting when students are sent to the office.

Schedule - There has been concern about the master schedule for this school year. This was confirmed through staff feedback in a meeting activity and through the staff survey feedback. Options are being explored for next school year, but factors based on student enrollment and staffing will greatly influence

the master schedule.

Benchmark Testing - We are meeting with grade level teams once PALs assessments are completed. We will work with these teams to develop specific plans for addressing the areas with a deficit. We will also follow up with our remediation and special education staff to determine where adjustments need to be made based on these pass rates.

*\* Add or delete space as needed.*

## **Part VII: End-of-Year Reflection**

### **End-of-Year Summary of Data Analysis 2017-18**

*\* Add or delete space as needed. Can be completed during early summer.*

### **End-of-Year Celebrations, Concerns, and Possible New Innovations 2017-2018 A List of the Continuous School Improvement Plan Adjustments That Were Made**

*\* Add or delete space as needed. Can be completed during early summer.*