



Culpeper County Public Schools

School:

Pearl Sample

School Improvement Plan (SIP)

2015-2016

Original SIP Submitted Date:

SIP Update #1 Submitted:

SIP Update #2 Submitted:

SIP Update #3 Submitted:

SIP Update #4 Submitted:

SIP Update #5 Submitted:

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Adapted from Botetourt County Schools, August 2015

Update on Prior Improvement Efforts

Sustaining Strategies		
Sustaining Strategies	Year of Origin <small>(nothing prior to 12-13 SY)</small>	Status Update
Math Network Meetings (Monthly)	2012-2013	Year 4 of Implementation. Meetings are targeted, specific and PD is embedded.
Reading Network Meetings (Monthly)	2012-2013	Year 4 of Implementation. Meetings are targeted, specific and PD is embedded.
Weekly grade level meetings with administration	2012-2013	Year 4 of Implementation. Allows for focused discussion on specific grade level instructional practices.
External Reading Coaching (Monthly)	2013-2014	Reading coach supports staff on improving reading instruction. Lessons are modeled, co-taught and suggestions made.
School Wide Social Skills Curriculum	2015-2016	Lessons are taught every 7 days and built on all year long.
Math Centers	2013-2014	Year 3 of Implementation. Focused on one grade level each year implementing focused and targeted small group math centers.

Abandoned Strategies

Abandoned Strategies	Year of Origin <small>(nothing prior to 12-13 SY)</small>	Justification
Attendance Incentive	2012-2013	Not cost effective-low success rate
Intervention/Enrichment Period	2012-2013	The time required to allow this in the schedule took time away from other core instruction. Removal of this we were able to add time to our Math, Reading/Language Arts, Social Studies and Science instructional times.
School Wide Token Economy		In place for many years and no longer effective.
School Wide use of Direct Instruction (SRA) as a dual core		We have not seen a high yeild of student success with this program as core program for at risk students. We have decreased the use in 3 rd -5 th grades and paired the use with guided reading small group instruction in primary grades.

Culpeper County Public Schools
Division Goals

1. Culpeper County Public Schools will identify measureable student achievement goals as indicators for academic progress.
 - a. The percentage of students exiting kindergarten with the necessary academic and social skills for success in the primary grades will increase each year.
 - b. The Standards of Learning pass rates for African American and Hispanic students will exceed the AMO targets in reading and math.
 - c. All schools will achieve full accreditation pass rates in each of the four core areas and high schools will earn 85 points on the Graduation and Completion Index (GCI) as defined by the Virginia Department of Education.
 - d. All Culpeper County Public Schools will meet federal AMO targets.
 - e. The percentage of students taking Algebra I prior to 9th grade will increase each year with a goal of attaining the state's goal of 40%.
 - f. The mean scores on the SAT I will meet or exceed the state average.
 - g. The number of students taking dual enrollment courses will increase each year.
 - h. The number of students taking AP courses and the percentage of students scoring 3 or higher on the AP exam will increase each year.
 - i. The number of credentials (industry certifications, state licenses, and National Occupational Competency Testing Institute assessments (NOCTI) will increase in proportion to program enrollment.
 - j. The percentage of dropouts will decrease annually.
 - k. The percentage of advanced studies diplomas earned will increase annually.
2. Culpeper County Public Schools will operationalize means to:
 - a. develop proficiency in the core curriculum
 - b. develop the learning skills of creativity, critical thinking, communication and collaboration
 - c. develop life and career skills of adaptability, self-direction, productivity and leadership
 - d. develop information literacy, media literacy, and communication literacy
3. Culpeper County Public Schools will employ and support quality administrators, teachers, and support staff.
4. Culpeper County Public Schools will identify students at-risk for social or academic failure and develop a plan of action, using community resources and with community partners, as appropriate to ensure success.
5. Culpeper County Public Schools will extend the classroom beyond its walls.
6. Culpeper County Public Schools will increase the use and awareness of technology applications that will expand the proficiency level of students and staff.
7. Culpeper County Public Schools will provide mechanisms for frequent, clear communication at all levels.
8. Culpeper County Public Schools will provide and maintain a safe and secure learning environment.
9. Culpeper County Public Schools will provide facilities that support and promote quality instruction.
10. Culpeper County Public Schools will prioritize instructional needs as the foundation for financial planning.

DIVISION GOAL #1 B & D : The Standards of Learning pass rates for African American and Hispanic Students will exceed the AMO targets in reading and math. All CCPS will meet federal AMO targets

School Goal (SMART): Pearl Sample will make state accreditation of 75% or better in Reading and meet all of the AMO targets for all Gap Groups and sub groups or meet the R10 criteria.

Supporting Data Source(s): AMO detail report, SPBQ report, SOL results, formative and summative assessments, remediation data, benchmark and SOL predictors

#	Strategies	Person(s) Responsible	D- Developing; I- Implementing;			Evaluation of Implementation (Evidence)	Projected Time Frame	Cost and Source
			15-16	16-17	17-18			
1	Extended Day Remediation will begin earlier in the school year. Two third grade classes, two fourth grade classes, 1 fifth grade class and a collaborative 3-5 th grade class will be offered	Administration Teachers Math Specialist SPED teachers	I			Pre/post test results, student data, teacher plans, monthly updates in Indistar	Weekly for 1 hour Oct 2015- April 2016	Title 1 & SPED
2	Alignment between lesson plans and instructional delivery times	Administration Teachers	I			Lesson plans and observations, Edivate/PD 360	Weekly- Aug 2015- June 2016	N/A
3	External Reading Coaching	Administration Teacher External Coach	I			Observations, walks, written coaching feedback	Twice Monthly- Aug 2015- June 2016	Title 1
4	Reading Network Meetings	Administration Classroom Teachers Reading Specialists	I			Observation, lesson plans, student data analysis, monthly minutes in Indistar	Monthly- Aug 2015- June 2016	N/A

5	Weekly grade level meetings/planning with administration	Administration Teachers	I			Observations, lesson plans, agendas, grade level meeting minutes	Weekly- Aug 2015- June 2016	N/A
6	Model/Co teaching by specialist	Specialists	I			Observation, lesson Plans	As needed Aug 2015- June 2016	N/A
7	Collaborative 3 rd -5 th grade Language Arts Class Collaborative 5 th grade classroom.	Reading Specialist, SPED Teacher, Gen Ed teacher, ACE teacher, Paraprofessional	I			Lesson plans, observations, Student data, progress monitoring, benchmarks	Daily- Aug 2015- June 2016	N/A
8	Reallocated teaching staff to reduce student to teacher ratio in third grade to address the needs of the specific cohort of students.	Administration	I			Test scores, student data	Daily- Aug 2015- June 2016	N/A
9	Implementing Scott Foresman Core in all tiers with different interventions based on Tier level	Administration Teachers Specialists External Coach	I			Test scores, student data, progress monitoring	Daily Aug 2015- June 2016	N/A

DIVISION GOAL #1 B & D : The Standards of Learning pass rates for African American and Hispanic Students will exceed the AMO targets in reading and math. All CCPS will meet federal AMO targets

School Goal (SMART) Pearl Sample will make state accreditation of 70% or better overall in math and meet all AMO targets for all Gap Groups and sub groups or meet the R10 criteria.

Supporting Data Source(s): AMO detail report, SPBQ report, SOL results, formative and summative assessments, remediation data, benchmark and SOL predictors

#	Strategies	Person(s) Responsible	D- Developing; I- Implementing;			Evaluation of Implementation (Evidence)	Projected Time Frame	Cost and Source
			15-16	16-17	17-18			
1	Extended Day Remediation will begin earlier in the school year. Two third grade classes, two fourth grade classes, 1 fifth grade class and a collaborative 3-5th grade class will be offered	Administration	I			Pre/post test results, student data, teacher plans, monthly updates in Indistar	Weekly for 1 hour Oct 2015- April 2016	Title 1 & SPED
2	Alignment between lesson plans and instructional delivery times	Administration Teacher	I			Lesson plans and observations, Edivate/PD 360	Weekly Aug 2015- June 2016	N/A
3	Math Network Meetings	Administration Classroom Teachers Math Specialists	I			Observation, lesson plans, Meeting minutes in monthly Indistar Update	Monthly- Aug 2015- June 2016	N/A
4	Weekly grade level meetings/planning with administration and math specialist	Administration Math Specialist	I			Observations, lesson plans, weekly grade level minutes	Weekly- Aug 2015- June 2016	N/A

5	Model/Co teaching by specialist	Math Specialist	I			Observation, lesson Plans	Aug 2015- June 2016	N/A
6	Collaborative 5 th grade classroom	ACE teacher Classroom teacher	I			Lesson plans, observations, Student data, Progress monitoring, benchmarks	Daily Aug 2015- June 2016	
7	Reflex Math-Math Fluency Program	Math Specialist Teachers	I			Reflex math usage and fluency reports	Daily Aug 2015- June 2016	

Additional Efforts to Support Division Comprehensive Plan

Goal #8: Culpeper County Public Schools will provide and maintain a safe and secure learning environment.

June 2015-Teacher manuals for social skills curriculum available for summer check out

August 2015-

Introduction and training for staff on the school wide implementation of the Strong Start Social Skills Curriculum

Review of school wide behavior expectations, signs, lessons, and new positive recognition incentives

School wide assembly: 1-reviewing of school rules, expectations and positive incentives 2- showing the "Right Way" video of staff modeling correct behaviors 3- examples and non examples of rules discussed

August 2015-May 2016-

Implementation of Strong Start Social Skill Curriculum and lessons every seven days.

PRIDE cards are written when students show one of the PRIDE characteristics: Positive attitude, Respect, Impressive work, Do what is right, Effort towards learning. The card is filled out and posted on a board and a letter with a copy of the card is mailed home. Each month a name is pulled to win a prize.

Tiger of the Month-a student from each class is chosen for showing the Pearl Sample Pride characteristics. Their name is announced a group picture is taken and students receive pencils, bookmarks, and a small cinch backpack. Student names are written on paw prints and displayed for the month with the group picture.

Monthly behavior traits and examples are shared on the morning announcements.

Use of reflection sheets are used with students to help them identify the choice they made and what would be a better choice in the future.

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