



Culpeper County Public Schools

School:

Yowell Elementary School

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:

Update on Prior Improvement Efforts

Sustaining Strategies	Year of Origin <small>(nothing prior to 12-13 SY)</small>	Status Update
Collaborative Tier2/3 math classes	13-14	Pass rates of Tier 2 students who can be supported by their general education teacher in an on-grade level math class are 100% in 4 th and 5 th grades. The pass rates of Tier 2/3 students in the collaborative math classes increases each year in 3 rd , 4 th , and 5 th grade.
Documenting alignment to Essential Knowledge, Skill, and Process (versus just SOL) in daily lesson plans	13-14	Lesson plans and assessments are designed so the taught and assessed curriculum are the same
Designed math assessments aligned to the Essential Knowledge, Skills, and Processes in the Math Curriculum Framework	12-13	Pass rates on county benchmark tests and SOL tests significantly increased for all grade levels after designing assessments more aligned to the EKSP of the frameworks. Assessments provided teachers with more precise data therefore making remediation efforts much more targeted. The Backwards Design approach also enhanced instruction.

Abandoned Strategies	Year of Origin <small>(nothing prior to 12-13 SY)</small>	Justification
Heterogeneous groupings for math instruction	12-13	Yowell's pass rate for tier 2 students was 40% and pass rate for Tier 3 students was 0%.
Reading Mastery Plus Program in General Education for fourth and fifth grade		The programs were not able to be implemented with fidelity because there was much supplementing to be done to align the comprehension instruction with the English Frameworks.

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, 2d, b and d: Culpeper County Public Schools will identify measureable student achievement goals as indicators for academic progress: The Standards of Learning pass rates for African American and Hispanic students will exceed the AMO targets in reading and math and all Culpeper County Public Schools will meet federal AMO targets.

School Goal (SMART): Improve English Performance scores for Gap Group 3 (Hispanic) and Limited English Proficiency (LEP) to become fully accredited and meet AMO benchmarks or R10 criteria.

Supporting Data Source(s): SOL reading reports, comprehension assessment for each reading unit, observations

#	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	Staff will participate in professional development to increase comprehension through the use of graphic organizers.	Campbell, Richardson, Teachers	D			Professional Development sessions, observation feedback, monitoring of lesson plans	October 15-May 16	
2	Staff will participate in professional development to increase comprehension via 21 st Century Skills. Staff will be monitored to ensure daily opportunities for peer communication are provided and to evaluate the effectiveness of the communication. (Communication is a prerequisite skill for collaboration. Once effective communication is established, staff will create daily opportunities for students to collaborate).	Teachers, Campbell, Richardson	I			Observation feedback, review of lesson plans	Sept. and Oct. 2015	
3	Teachers will design and plan for language arts instruction that correlates with the Essential Skills, Knowledge and Processes in the curriculum framework and/or Enhanced	Teachers, Campbell, Richardson	I			Monitoring of Lesson Plans, collaborative planning and review of lesson	August 15- May 16	

	Scope and Sequence Lessons. Lesson plans will include the CCPS Components.					plans at Network meetings		
4	Teachers will utilize the Essential Questions provided in the Reading Curriculum Guide.	Teachers	I			Review of Lesson plans, observation feedback	September 15-May 16	
5	To address the instructional needs of Gap Group 3 and LEP students, the ELL coach and administration will support classroom teachers' instruction of ELL students with research based ideas, strategies, techniques designed for the ELL learner. Individual students' WIDA Can-Do Descriptors are discussed and differentiation is provided based on student need.	Campbell, Richardson, Atkinson	D			Professional Development, RTI conference agenda/attendance	October-November 15	Registration fee (\$250) for RTI Conference speaker: Mike Vanderwood/School
6	Reading network meetings two times monthly will be held to discuss instructional practices, pacing and student achievement	Teachers	I			Reading agendas, meeting minutes	Aug 15-May 16	
7	Gap Group 3 and LEP students will receive additional, targeted small group reading instruction. Student achievement goals for reading comprehension for these students have been established and will be monitored per unit.	Reading specialist, teachers	D			Reading and support staff schedules, review of small group lesson plans	Sept 15-May 16	Subscription to Reading A-Z (\$700)/ School Instructional funds
8	Resource teachers are incorporating reading instructional practices such as read alouds, Essential Questions, and graphic organizers into their instructional delivery.	Resource Teachers, Campbell, Richardson	D			Review of lesson plans, observation feedback	Aug 15-May 16	
9	Design and deliver professional development sessions focusing on building teacher capacity of evidence-based strategies for ELL learners	Campbell, Richardson, Atkinson	D			Professional Development presentation	Nov. 2015	

DIVISION GOAL #1d: Culpeper County Public Schools will identify measureable student achievement goals as indicators for academic progress: All Culpeper County Public Schools will meet federal AMO targets.

School Goal (SMART) Math performance scores for at-risk math students (students receiving instruction in a collaborative setting) will increase from 44% to 54%.

Supporting Data Source(s): Math SOL reports, Benchmark Assessment data, Computation Progress Monitoring Data

#	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	Teachers will design and plan for math instruction that correlates with the Essential Skills, Knowledge and Processes in the curriculum framework.	Teachers	I			Review of lesson plans, observation feedback	Aug 15- May 16	
2	Instructional grouping in grades 2-5 targeting Tier III students allowing for a collaborative setting, alternative pacing (if needed), and more targeted math instruction and remediation.	Teachers, Math Specialist, Campbell, Richardson	I			Math data collection, review of student data at math network meetings, review of collaborative teachers' lesson plans, professional correspondence between collaborative teachers and math specialist	Aug 15- May 16	Registration Fee Improving Math Strategies for Tier 3 students- Dan Mulligan conference (210 x 6)/ School Instructional Funds

3	Math network meetings two times monthly to discuss instructional practices, planning, pacing and student achievement	Campbell, Richardson, Math Specialist, Teachers	I			Math network agendas and minutes	Aug 15-May 16	
4	Implement more consistent, systematic use of computational practice in first and second grade to increase prerequisite skills of students entering third grade	Teachers, Math Specialist	D			Student report from Xtra math to review at Network meetings, review of lesson plans,	Oct 15-May 16	Apps (Xtra Math) for IPODS (\$200) School/Instructional Funds,
5	Host a family math night to increase parents' understanding of supporting math practice at home (Dice at the Door).	Math Team	D			Parent sign in sheet, event advertisement, event handout, pictures from event	October 2015	Materials (dice)/ School Instructional Funds
6	STRIDES chair will meet monthly with teachers to review data and progress monitoring data for Tier 2 and 3 students. Interventionist provides research based computation intervention for students in grades 1-5. Students are progress monitored every two weeks to monitor growth.	Sarah Beamer (STRIDES Chair), Teachers	I			Math network meeting minutes, progress monitoring data, interventionist schedule	Aug 15-May 16	Materials for Rocket Math/ School Instructional Funds
7	Staff will participate in professional development to increase the use of graphic organizers and student participation in authentic academic conversation. Staff will be monitored to ensure daily opportunities for peer communication are provided and to evaluate the effectiveness of the communication.	Campbell, Richardson, Teachers	D			Professional Developments, review of lesson plans, observation feedback	October 15-May 16	

8	ITRT will use technology to provide targeted small group instruction in collaborative math classes for grades 2-5 3 times weekly.	Karen Dugger (ITRT), Richardson, Collaborative Math Teachers	D			ITRT schedule, observation feedback, professional correspondence between ITRT and teachers	Sept 15- May 16	Sumdog School/ Instructional Funds
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Additional Efforts to Support Division Comprehensive Plan

Goal #3: Culpeper County Public Schools will employ and support quality administrators, teachers, and support staff.

Staff will be provided multiple opportunities to enhance their professional knowledge.

Book Studies (*Mindset*)

In-house Professional Developments (Graphic Organizers, Academic Conversations for Communication, Vocabulary and Comprehension strategies for ELL Learners)

Offsite professional developments (Understanding Anxiety, Improving Math Strategies for Tier 3 students, RTI Best Practices Institute, Wilson Reading Systems)

Goal #7: Culpeper County Public Schools will provide mechanisms for frequent, clear communication at all levels.

Communication with all stakeholders will be enhanced to be more purposeful and provide more clarity.

Continued practices: Monday Messages, Weekly/Monthly newsletters from teachers, Monthly Parent Teacher Committee meetings, class wide emails from teachers to parents

New practices: Monthly (vs bimonthly) Newsletters from administration, Staff Helping to Achieve Responsiveness and Enhancement (S.H.A.R.E.) time (monthly opportunity for staff to meet to share ideas or concerns in an effort to increase communication between administration and staff), system to monitor updates to School Website and regular (5 times a week) Twitter postings.

Goal #5: Culpeper County Public Schools will extend the classroom beyond its walls.

Students will participate in learning opportunities in addition to classroom activities and in participation with the community.

Continued practices: after school clubs: 5th Art club, 3rd-5th Music Ensemble, and 3rd-5th Sports Club; four planned events to connect families with academic content (Dice at the Door/Math, The Life of a Bill/Social Studies, Dr. Seuss Celebration/Reading, Scientific Exploration and Method/Science); Art Auction displaying student work

New practices: Apply for Fitness/Health Grant to offer a bike safety event (Bike Rodeo). Also, all students will be provided the opportunity to attend a performance at the State Theater.