



*Stewartsville Elementary School*  
**Continuous School Improvement Plan**  
**2022-2023**

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## Part 1 Vision, Mission, Accountability & Accreditation Information

Stewartsville Elementary	
<b>Vision:</b> Vividly paints a picture of the future/leads to a desired outcome.	Stewartsville Elementary School will empower learners to acquire the knowledge and skills to become life-long learners and productive citizens.
<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).	Stewartsville Elementary School will build strong relationships with our learners, families, and community members. Together we will engage our learners in higher-level thinking skills through student centered instruction and data driven instruction as they prepare for their future.

VDOE School Accreditation Detail Report [Click HERE](#)

### SMART Goal Statement 1: READING-OVERALL:

- A - (3-5 grade students) = 75% of students will achieve a score of 400 or greater as measured by the standards of learning assessment in Spring of 2023.**
- B - (K-2 grade students) = Reduce the number of students identified by the 2022 Fall PALS assessment by at least 20% as measured by the Spring 2023 administration.**

### SMART Goal Statement 2: MATH

- A- (3-5 grade students) = 75% of students will achieve a score of 400 or greater as measured by the standards of learning assessment in Spring of 2023.**
- B - (1-5 grade SWD students) = Students with disabilities will demonstrate growth with math skills of 80 points as measured by IXL.**
- C - (K-2 grade students) = 70% of students will show proficiency in the area of number sense tasks using AMC activities on a daily basis.**

### SMART Goal Statement 3: CHRONIC ABSENTEEISM

**(K-5) 85% percent of SES students will be in attendance 90% or more of the school year.**

### Professional Development Log 2022-2023

Professional Development	Presenter	Location	Evidence of Satisfactory Completion
Aug. 1, 2022	To learn the components of Fast Track phonics for grades K-2	Site based training at SES	Other
Aug. 9, 2022	Bloodborne Pathogens Cultural Competency Title IX Compliance Cybersecurity ESL/ELL Training	SES	Certificates
Aug. 17, 2022	Active Shooter Training	SES	Other
Aug. 30, 2022	AMC New Hire Teacher Training	SES	Other
Sept. 1, 2022	SOL Fall Growth Assessment	SES	Other

	Training		
Sept. 19, 2022	Reading Specialist meeting	BES	Other
Sept. 19, 2022	BCPS training	virtual	Certificate of completion and 94% accuracy on quiz
Sept. 19, 2022	Professional Learning Pathways	Pathways website (developed by BCPS)	Completed – Step 1 -reflection portion of the Pathways Learning template
Sept. 21, 2022	Fast Track Phonics implementation of lesson – 1 <sup>st</sup> observation by Alex	SES (reading specialists)	Debriefing with Alex about the implementation of the FTP lesson and ways to refine my instruction
Oct. 2022 (TBD)	Number Talks	SES (grade level teachers)	Sign in sheet of attendance
Oct. 2022 (TBD)	Grade Levels per assigned chapters	SES (grade level teachers and support staff)	Grade level teachers and support staff will present chapters and activities as assigned
Oct. 18, 2022			Talent ED

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**Part III: Data Analysis**

**2022-2023 PALS Data (Grades K-5) PALS data - Fall**

Fall 2022					Mid-Year					Spring 2023				
Grade Level	# of students assessed	# of students identified	% of identified students	# of Students That Met Benchmark	Grade Level	# of students assessed	# of students identified	% of identified students	Met Benchmark	Grade Level	# of students assessed	# of students identified	% of identified students	Met Benchmark
K	49	17	35%	32 (65%)	K					K				
1	53	18	34%	35 (66%)	1					1				
2	51	15	29%	36 (71%)	2					2				
3	61	29	48%	32 (52%)	3					3				
4	55	14	25%	41 (75%)	4					4				
5	43	14	33%	29 (67%)	5					5				

**2022-2023 PALS Data -Students with Disabilities (Grades K-5) - Fall**

Fall 2022					Mid-Year					Spring 2023				
Grade Level	# of students assessed	# of students identified	% of identified students	Met Benchmark	Grade Level	# of students assessed	# of students identified	% of identified students	Made growth	Grade Level	# of students assessed	# of students identified	% of identified students	Met Benchmark
K	2	2	100	0	K					K				
1	2	1	50	1	1					1				
2	2	1	50	1	2					2				
3	4	4	100	0	3					3				
4	3	2	67	1	4					4				
5	3	2	67	1	5					5				

**2022-2023 IXL Math Data -Students with Disabilities (Grades K-5) - Fall**

Fall 2022						Mid-Year				Spring 2023			
Grade Level	# of Students Assessed	Student 1 Diagnostic Score	Student 2 Diagnostic Score	Student 3 Diagnostic Score	Student 4 Diagnostic Score	Grade Level	# of students assessed	# of Students with < 40 points of growth	Met Benchmark (40 points)	Grade Level	# of students assessed	# of Students with < 85 points of growth	Met Benchmark (80 points)
1	2	60	90			1				1			
2	2	60	115			2				2			
3	4	240	240	130	70	3				3			





English	17	3	18%	14								
Ergenbright	15	3	20%	12								

**Task 3: One Less in Sequence with Counters - Benchmark: One Less from 21**

Teacher	Fall - Students Assessed	Met Benchmark	Percent that Met Benchmark	Below Benchmark	Winter - Students Assessed	Met Benchmark	Percent that Met Benchmark	Below Benchmark	SpringI - Students Assessed	Met Benchmark	Percent that Met Benchmark	Below Benchmark
Brammer	10	2	20%	8								
English	9	3	33%	6								
Ergenbright	8	2	25%	6								

**Task 4: One More in Sequence w/o Counters - Benchmark: One More to 21**

Teacher	Fall - Students Assessed	Met Benchmark	Percent that Met Benchmark	Below Benchmark	Winter - Students Assessed	Met Benchmark	Percent that Met Benchmark	Below Benchmark	SpringI - Students Assessed	Met Benchmark	Percent that Met Benchmark	Below Benchmark
Brammer	10	2	20%	8								
English	9	1	11%	8								
Ergenbright	8	2	25%	6								

**Task 4: One Less in Sequence w/o Counters - Benchmark: One Less from 21**

Teacher	Fall - Students Assessed	Met Benchmark	Percent that Met Benchmark	Below Benchmark	Winter - Students Assessed	Met Benchmark	Percent that Met Benchmark	Below Benchmark	SpringI - Students Assessed	Met Benchmark	Percent that Met Benchmark	Below Benchmark
Brammer	4	2	50%	2								
English	6	1	17%	5								
Ergenbright	5	1	20%	4								

Narrative based on Kindergarten AMC data results for Fall:



### Decomposing Tens and Ones to 100

Teacher	Fall - Students Assessed	Achieved (A)	Percent that Met Benchmark	Below Benchmark	Winter - Students Assessed	Achieved (A)	Percent that Met Benchmark	Below Benchmark	Spring - Students Assessed	Achieved (A)	Percent that Met Benchmark	Below Benchmark
Armes	17	1	.5%	16								
Price	19	7	37%	12								
Murphy	13	6	46%	7								

### Adding and Subtracting Tens

Teacher	Fall - Students Assessed	Achieved (A)	Percent that Met Benchmark	Below Benchmark	Winter - Students Assessed	Achieved (A)	Percent that Met Benchmark	Below Benchmark	Spring - Students Assessed	Achieved (A)	Percent that Met Benchmark	Below Benchmark
Armes	5	4	80%	1								
Price	7	2	29%	5								
Murphy	7	3	43%	4								

**Second Grade AMC data results for Fall:** Based on the fall AMC data , a major instructional goal for 2nd grade teachers is to provide multiple opportunities for students in small groups to practice identifying parts of ten and the parts of the numbers being added to ten. Students may appear to know the parts to 10 when assessed on the Hiding Assessment, but in Ten Frames, they have to apply what they know about parts. It would be recommended that teachers also provide students ample opportunities to practice the mathematical skill of making tens when adding larger numbers. Example:  $18+7$  (decompose the 7 ones to change the 18 into a friendly number) ( $20+5=25$ )

**Virginia Kindergarten Readiness Program (VKRP) Data**

<b>VKRP Fall Pass Rate Math</b>	<b>VKRP Spring PALS Pass Rate Math</b>	<b>VKRP Fall Pass Rate Literacy</b>	<b>VKRP Spring PALS Pass Rate Literacy</b>

- Teachers are presently still assessing VKRP

**Standards of Learning Results: The State of Virginia is basing accreditation on the 2017-2018, 2018-2019, and 2021-2022**

<b>School Year</b>	<b>English</b>	<b>Math</b>	<b>Science</b>
<b>2017-2018</b>	<b>82</b>	<b>80</b>	<b>88</b>
<b>2018-2019</b>	<b>80</b>	<b>90</b>	<b>84</b>
<b>2021-2022</b>	<b>91</b>	<b>87</b>	<b>71</b>

**Part IV: Back to School Reflection on Data**

Stewartsville Elementary School serves 333 students with in person learning. In addition to grades K-5, there is a Virginia Preschool Initiative (VPI) class and a Head Start class. Stewartsville is fully accredited in all subject areas from the 2021-2022 school year. Stewartsville has one Pre-K teacher and three teachers in each grade level kindergarten to third grade, and two teachers for each grade level in fourth and fifth. Stewartsville has three instructional paraprofessionals, one reading specialist, one remediation teacher, and one Instructional Coach/Reading Specialist. Stewartsville has an additional remediation teacher paid for with Title 1 funds.

## Back to School Celebrations, Concerns, Possible New Innovations, and Funding Needs

### Celebrations:

- Stewartville celebrates full accreditation in all subjects.
- We are pleased to announce that Stewartville Elementary School will continue to participate in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for the 2022-2023 school year. All students receive free breakfast and lunch.
- Stewartville welcomes parents back into the building. We have already had a successful “Back to School night” and “Family Literacy Night”.
- We had a successful turn out for Family Literacy Night, it was fully funded by Title 1 and pizza was served and reading tools were handed out.

### Concerns:

- Stewartville is concerned about absenteeism and the effect it will have on instructional loss.
- We are also concerned about the male population and Tier 3 behaviors exhibited daily in the classroom and the effect it has on academic performance.
- Stewartville is concerned about the Students with Disabilities Math scores.
- Concerns with Math for all students in the area of Number Sense.

### Innovations:

- All grade levels have adopted a Math strategy that is used throughout the school. Teachers have a CUBES poster that gives students a path to follow to solve multi-step problems.
- Teachers K-5, in October, attended a professional development that focused on Number Talks aimed on building number sense. This professional development was facilitated by a fourth grade teacher.
- Stewartville is working to replace all smart boards with clear touch boards.
- With two remediation teachers, a reading specialist, and Instructional coach, we are able to provide a Tier 2 intense phonics program called Fast Track Phonics.
- Our Getting Along Together Program is in our third year and teachers are instructing at a level of refinement.
- The instructional coach and principal have participated in a “Boys in Crisis” webinar to teach staff about gender differences and how it impacts learning in the classroom.
- Stewartville formed an Attendance Solution team. Stewartville will implement an Attendance Campaign Motto “Everyday Matters!”

Part V: Goals, Strategies, and Actions Steps

Goal Topic: Reading
<p><b>SMART Goal Statement 1: READING-OVERALL:</b></p> <p><b>A - (3-5 grade students) = 75% of students will achieve a score of 400 or greater as measured by the standards of learning assessment in Spring of 2023.</b></p> <p><b>B - (K-2 grade students) = Reduce the number of students identified by the 2022 Fall PALS assessment by at least 20% as measured by the Spring 2023 administration.</b></p>
ACTION PLAN
<p><b><u>Essential Action/Research-based Strategy:</u></b></p> <p>We are using the Balanced Literacy Approach in our daily reading instruction. The five components of balanced literacy include read aloud, shared reading, guided reading, independent reading, and word study. The information obtained through reading instruction is also incorporated into writing lessons in a similar format. Reading skills are explicitly modeled during whole group instruction.</p> <p><b>The teacher will model how to use Thinking Maps to extend the student’s reading experience and inspire students to write about their reading selection.</b></p> <p>Tree Map - used to discuss plot elements and main ideas of a text</p> <p>Flow Map - used to discuss the sequence of events taking place in a fiction or nonfiction piece</p> <p>Bubble Map - used to describe concepts in a fiction or nonfiction piece</p> <p>Double Bubble Map - used to compare and contrast story elements</p> <p>Multi- Flow Map - used to discuss cause and effect relationships within a fiction or nonfiction piece</p> <p><b>PALS identified students will receive additional instruction each week as identified by their weaknesses identified in the PALS report.</b></p> <p><b>Strategies may include:</b></p>

**Fast Track Phonics:**

- Key Cards
- Alphabet Frieze
- Letter Blending Cards
- Shared Story (phonetically based)
- Stretch and Read
- Daily opportunities to practice reading or phonemic awareness skills

**Word Study:**

Picture sorts and word sorts provided by Words Their Way

Poetry (identifying vowel patterns and building word attack skills)

Student fluency tracker

HMH student trackers

Ability grouping for small group instruction

Multi-sensory Phonemic Awareness instruction

Frequent feedback

Progress Monitoring

Spiral instruction

Sonday (grades 1, 3, 4, and 5) - Tier 3 instruction

Action Steps	(Timeframe)	Evidence of Progress/Completion
Small group intense instruction with students identified by PALS as below the benchmark	2022-2023 SY	PALS data tracker Houghton Mifflin and Harcourt Reading Inventory data tracker State Standard growth assessments PALS Quick Checks Running Records Reading Skill Common Assessments Fast Track Phonics Remediation Program (Success For All)
Ability group students for guided reading in	2022-2023 SY	Houghton Mifflin and Harcourt Reading Inventory data tracker PALS data tracker

small groups		Benchmark data reviewed quarterly Master schedule reconfiguration Fast Track Phonics Assessments (every 10 lessons)
Use common Template including specific state required Components from the <i>ALIGNING INSTRUCTION</i> Professional Development delivered Feb 2019.	2022-2023 SY	Regular review of lesson plans by the principal Houghton Mifflin and Harcourt Reading Inventory data tracker PALS data tracker Benchmark data reviewed quarterly Fast Track Phonics Lesson Plans Success for All Coach and Facilitator - Alex Rodriguez -Rozic delivering site based professional development to support reading specialists as they Implement Fast Track Phonics lesson (Tier 2 intervention program)
<b>Students with Disabilities:</b> Additional intense reading instruction using the Wilson Program and Sondag system which includes segmenting, blending, and syllable types will be provided to Students with Disabilities in a small group or one to one instruction. Read Theory	2022-2023 SY	PALS Targeted skills: HMH testing Dolch word list PALS Benchmark data reviewed quarterly Sondag tracking Running records IEP goal tracking weekly Fast Track Phonics instruction (30 minutes daily)
Providing students with consistent and repeated instruction, to developing a student's decoding and encoding	2022-2023 SY	Heggerty Phonics - Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans My Heggerty on-line tools K-2 teacher lesson plans



skills All students participate in the lessons as part of the Tier 1.		
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**Narrative:** Data determined that strengthening the students phonics skills would increase overall reading scores on the SOL and state growth assessment scores in all grades. Data showed that students qualifying for Tier 2 intervention would benefit from intense phonics and decoding instruction. These methods and interventions will continue to be implemented in 22-23.

**Title 1 Budget Implications:** Title I funds are being used for training and materials for Fast Track Phonics by Success For All. Title I funds are being used also for Explode the Code books to increase student knowledge of word study patterns. Additionally, Title I funds were used to purchase books, comprehension cubes, and reading tools. These books and tools were given out to parents and students during the Literacy Night held on Sept. 29, 2022. A dinner was also provided for parents and students. Using Title I funds, pizza was purchased for all who attended the Literacy Night. A computer site license for Houghton Mifflin Reading Inventory was also purchased using Title I funds.

**Goal Topic: Math**

**SMART Goal Statement 2: MATH**

**A- (3-5 grade students) = 75% of students will achieve a score of 400 or greater as measured by the standards of learning assessment in Spring of 2023.**

**B - (1-5 grade SWD students) = Students with disabilities will demonstrate growth with math skills of 80 points as measured by IXL.**

**C - (K-2 grade students) = 70% of students will show proficiency in the area of number sense tasks using AMC activities on a daily basis.**

**Essential Action/Research-based Strategy:**

Calculation fluency practice (additional classroom practice time)

Thinking maps to organize the steps when solving a multi-step word problem

Multi-step word problems: All grade levels will use the CUBE strategy- Circle the important numbers, Underline the question, Box the words that are keywords, Eliminate extra information, and Solve by showing work.

Manipulatives to build number models to reinforce place value

Number lines to support estimation

Fractional models and set models

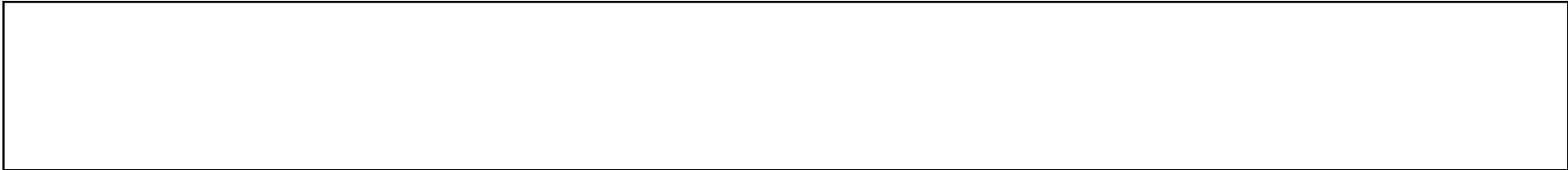
Action Steps	(Timeframe)	Evidence of Progress/Completion
Assessing Math Concepts (AMC) to identify skill weaknesses in K-2.	2022-2023 SY	Tracking and Analysis of Assessments tri-annually. Supporting teachers as they implement small group AMC activities
Using the Assessing Math Concepts supplemental math program to Remediate students on the skill identified by the Assessment.	2022-2023 SY	AMC interview results (administered 3 times a year - Fall, Winter, Spring) The assessments are a series of short interviews that go beyond “getting the right answers” to reveal students’ true understanding. Teachers use this level to guide instruction so that students are working at the most appropriate level for maximum growth and understanding. Lesson Plans
REFLEX Math (math fact fluency program)	2022-2023 SY	Math reports from Reflex program to monitor progress and celebrate success
Remediation including Spiral Reviews, extra instructional time, and Re-teaching, additional time with math vocabulary key words, using math manipulatives and models	2022-2023 SY	Math Unit Assessments Math Reports from Reflex Multiplication Fluency tests AMC interviews Math Word Wall Lesson Plans

CUBES problem-solving Strategy - School wide.	2022-2023 SY	Cubes anchor chart is evident in all classrooms K-5 (step by step actions on how to solve a practical problems) Math lesson plans
Number Talks (A Number Talk is a 10 to 15 minute whole group mental math activity where students find the answer to a math problem in their heads, then share aloud the strategies they used to find that answer.)	2022-2023 SY	Professional Development Implement in the classroom

**Narrative:** The item descriptor analysis from the Standards of Learning Spring administration showed a weakness in the following areas in Mathematics; all skills related to fractions, solving single-step practical problems, number sense as it pertains to place value. Our school was identified as tier 2 in math for the subgroup Students with disabilities.

**Title 1 Budget Implications:** In grades K-2 Title1 funds have purchased the diagnostic tool, Assessing Math Concepts. Assessing Math Concepts (AMC) is a continuum of nine assessments that are formative, summative, and diagnostic, and pinpoint what skills a child knows and the skills they still need to learn in Number Sense. Teachers can differentiate math instruction based upon the assessment results and grow the number sense for each student in their classroom.

Title 1 funds have also purchased a computer supplemental support to promote fact fluency and fractions in grades 1-5. Reflex and Frax is an adaptive online system that helps students to become fluent with their math facts and fractions. Students who struggle to answer basic problems like  $15 - 6$  and  $8 \times 7$  will be able to answer these facts quickly and effortlessly using a gaming type format.



**Goal Topic: Chronic Absenteeism**

**SMART Goal Statement 3: CHRONIC ABSENTEEISM  
(K-5) 85% percent of SES students will be in attendance 90% or more of the school year.**

<b>Action Steps</b>	<b>(Timeframe)</b>	<b>Evidence of Progress/Completion</b>
Stewartsville has an Attendance Solution team	2022-2023	Attendance team meets monthly to review the overall school attendance and list the students missing 10 percent of the school as of that date.
School wide campaign "All Day, Everyday"	2022-2023	Posters in the school, Flyers sent home, Yard Signs, Assembly to roll out
Classroom Plan- Teachers will color a letter for everyday that 85% of students are present. Reward when all letters are colored in.	2022-2023	Colored letters for classroom rewards, Parent letters to thank parents for their support and recognize their child's attendance.
Phone calls home when students are out	2022-2023	Spreadsheet with students that are out for 10 percent of the school year as of the current date.

Thank you letters and goody bags to parents for bringing their children to school	2022-2023	Parent letter home Reward postcard for parents Goody bags (once during the school year)
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**Narrative:** Stewartsville is in Tier 2 for Chronic Absenteeism according to the state.

**Title 1 Budget:** Stewartsville will use Title 1 money to pay for the Solution Teams. Attendance and Family Involvement are two of the components of this school wide- team. Under the direct supervision of the Attendance and Family Involvement committees, SES will purchase postcards and goody bags for parents. SES will give out goody bags at the car rider line thanking parents for showing improvement in attendance or just bringing their child to school regularly. Postcards will be sent home for all students thanking families for sending their child to school everyday.

**Part VI: Mid-Year Reflection, Mid-year Summary of Data Analysis, Mid-year Celebrations, Concerns, and Possible New Innovations**

**Mid-year Summary of Data Analysis:**



**Part VII: End of the Year Reflection, End of the year Summary of Data Analysis, End of the year Celebrations, Concerns, and Possible New Innovations**

**End of-year Summary of Data Analysis:**