



Stewartsville Elementary School
Continuous School Improvement Plan
2021-2022

Part 1 Vision, Mission, Accountability & Accreditation Information

Stewartsville Elementary	
<p>Vision: Vividly paints a picture of the future/leads to a desired outcome.</p>	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.
<p>Mission: Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).</p>	Stewartsville Elementary School will empower learners to acquire the knowledge and skills to become life-long learners and productive citizens.

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

<p>SMART Goal Statement 1: READING-OVERALL: A - (3-5 grade students) = Students will demonstrate proficiency or show growth by at least 50 points from the fall growth assessment to the May 2022 Reading Standards of Learning assessment. B - (K-5 grade students) = Reduce the number of students identified by the 2021 Fall PALS assessment by at least 20% as measured by the Spring 2022 administration.</p>
<p>SMART Goal Statement 2: MATH (3-5 grade students) = Students will demonstrate proficiency or show growth by at least 50 points from the fall growth assessment to the May 2022 Math Standards of Learning assessment.</p>
<p>SMART Goal Statement 3: MATH Fact Fluency (1-5 grade students) = Students will increase their fact fluency per the Reflex Math data from 40.3% to 70% by the end of the school year 21-22.</p>
<p>SMART Goal Statement 4: Social-Emotional Health/Growth Gr 3-5- Students will identify a win-win or lose-lose situation as identified by a Getting Along Together survey.</p>

Part II: School Leadership Team Members

Stewartsville Elementary	
Name	Committee Position*
Denise Gerstler	Principal
Kim Pannell Crystal Bondurant	Designees
Jill Sage	School Counselor
Tara English	Kindergarten Teacher
Donna Jones	First Grade Teacher
Heather Price	Second Grade Teacher
Christine Sampson	Third Grade Teacher
Crystal Bondurant	Fourth Grade Teacher
Jami Cash	Reading Specialist/Instructional Coach
Katie Flynn	Reading Specialist
Billie Reid	Reading Remediation Teacher
Marilyn Fitch	Special Education Teacher
Sandra Gisiner	Art teacher/Note taker

Goals, Strategies, and Actions Steps

Goal Topic: Reading

SMART Goal Statement 1: READING-OVERALL:

A - (3-5 grade students) = Students will demonstrate proficiency or show growth by at least 50 points from the fall growth assessment to the May 2022 Reading Standards of Learning assessment.

B - (K-5 grade students) = Reduce the number of students identified by the 2021 Fall PALS assessment by at least 20% as measured by the Spring 2022 administration.

ACTION PLAN

Essential Action/Research-based Strategy:

The teacher will implement the High 5 Reading Strategy during whole group and small group reading instruction. The High 5 Reading Instruction is an effective approach formulated to enhance the comprehensive abilities of students. By using this technique, students are able to understand the material and direct their attention to the details.

1. Activate prior knowledge
2. Questioning
3. Analyzing text structure
4. Visualizations
5. Summarization

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.

Tree Map - used to discuss plot elements and main ideas of a text

Flow Map - used to discuss the sequence of events taking place in a fiction or nonfiction piece

Bubble Map - used to describe concepts in a fiction or nonfiction piece

Double Bubble Map - used to compare and contrast story elements

Multi-Flow Map - used to discuss cause and effect relationships within a fiction or nonfiction piece

PALS identified students will receive additional instruction each week as identified by their weaknesses identified in the PALS report.

Strategies may include:

Elkonin boxes

Alphabet mats

Picture sorts and word sorts

Explicit instruction with comprehension and fluency

Opportunities to practice reading or phonemic awareness skills

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

Action Steps	Person(s) Coordinating/Monitoring	(Timeframe)	Evidence of Progress/Completion
Small group intense instruction with students identified by PALS as below the benchmark	Jami Cash- Reading Specialist Katie Flynn - Reading Specialist B.J. Reid - Reading Remediation teacher	2021-2022 SY	PALS data tracker Houghton Mifflin and Harcourt Reading Inventory data tracker Benchmarks- Mastery Connect Assessments PALS Quick Checks Running Records Reading Skill Common Assessments
Ability group students for guided reading in small groups	Gen ed teachers Jami Cash -Reading specialist Katie Flynn-Reading Specialist Billie Reid- Reading Remediation teacher Denise Gerstler Leadership Team	2021-2022 SY	Houghton Mifflin and Harcourt Reading Inventory data tracker PALS data tracker Benchmark data reviewed quarterly Master schedule reconfiguration
Use common Template including specific state required Components from the <i>ALIGNING INSTRUCTION</i> Professional Development delivered Feb 2019.	Gen ed teachers Reading specialist Denise Gerstler	2021-2022 SY	Regular review of lesson plans by the principal Houghton Mifflin and Harcourt Reading Inventory data tracker PALS data tracker Benchmark data reviewed quarterly LLI Lesson Plans
Students with Disabilities: Additional intense reading instruction using the Wilson Program and Soliday system which includes segmenting, blending, and syllable types will be provided to Students with Disabilities in a small group or one to one instruction.	Special Education teachers: Lauren Higgins Marilyn Fitch	2021-2022 SY	PALS Targeted skills: Wilson Word list HMH testing Dolch word list PALS Benchmark data reviewed quarterly Soliday tracking Running records IEP goal tracking weekly

<p>Additional instruction and practice with drawing conclusions and identification of main idea will be taught to Students with Disability. Use of chapter books on reading and grade level.</p>	<p>Special Education teachers: Lauren Higgins Marilyn Fitch</p>	<p>2021-2022 SY</p>	<p>A-Z books Cars and Stars K-5 learning Super Teacher SOL released tests</p>
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Narrative: Reading comprehension of fiction and non-fiction text was identified as a school wide weakness per the 2020-2021 Standards of learning growth assessments. Leadership decided that strengthening the students comprehension skills would increase overall reading scores on the SOL and benchmark scores in all grades.

These methods and interventions will continue to be implemented in 21-22.

Budget Implications: Title I funds are being used this year to supply books towards our Stewartville Elementary School book sharing movement, TheLittle Free Library. A Little Free Library is a free book-sharing box where anyone may take a book or share a book. They function on the honor system. You do not need to share a book in order to take one.

Title I funds are also being used this year to purchase Quick Reads. *QuickReads* is a supplemental literacy intervention program that improves students' fluency, comprehension, and content knowledge. Quick Reads are differentiated passages that target student reading rates and provide repeated practice for students to increase their fluency. Short, nonfiction texts are read quickly, repeatedly, and meaningfully. The instructional routine takes just 15 minutes a day, 3 to 4 times per week, so it's easy to fit *QuickReads* into a curriculum. This supplemental intervention is being used by PALS ID students in grade 3.

Goal Topic: Math

SMART Goal Statement 2: (3-5 grade students) = Students will demonstrate proficiency or show growth by at least 50 points from the fall growth assessment to the May 2022 Math Standards of Learning assessment.

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: Draw a picture of the situation that is being presented in the problem, Determine the goal of the problem, write an equation to represent the drawing

Manipulatives to build number models to reinforce place value

Number lines to support estimation

Fractional models and set models

Action Steps	Person(s) Coordinating/Monitoring	(Timeframe)	Evidence of Progress/Completion
Assessing Math Concepts (AMC) to identify skill weaknesses.	Jami Cash-Assessing Math Concepts representative for SES	2021-2022 SY	Tracking and Analysis of Assessments tri-annually.
Using the Assessing Math Concepts supplemental math program to Remediate students on the skill identified by the Assessment.	General Education teachers Special Education teachers Denise Gerstler	2021-2022 SY	AMC test results
Math Calculation Fluency Practice (Reflex math program)	General Education teachers Special Education teachers Crystal Bondurant	2021-2022 SY	Math reports from Reflex program, math minute sheets (Mad Math)

Remediation including Spiral Reviews, extra instructional time, and Re-teaching, additional time with math vocabulary key words, using math manipulatives and models	Special Education Teachers General Education Teachers	2021-2022 SY	Math Unit Assessments Math Reports from Reflex Multiplication Fluency tests AMC assessments
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Goal Topic: Math Fact Fluency			
SMART Goal Statement 3: Fact Fluency (1-5 grade students) = Students will increase their fact fluency per the Reflex Math data from 40.3% to 70% by the end of the school year 21-22.			
<i>Essential Action/Research-based Strategy:</i> Calculation fluency practice (additional classroom practice time) Manipulatives to build number models Number lines Flash card games/student created Multiplication grid (student created)			
Action Steps	Person(s) Coordinating/Monitoring	(Timeframe)	Evidence of Progress/Completion
Assessing Math Concepts (AMC) to identify skill weaknesses.	Jami Cash-Assessing Math Concepts representative for SES	2021-2022 SY	Tracking and Analysis of Assessments tri-annually. Specific skill practice
Using the Assessing Math Concepts supplemental math program to Remediate students on the skill identified by the	General Education teachers Special Education teachers Denise Gerstler	2021-2022 SY	AMC test results

Assessment.			
Professional Development	Crystal Bondurant	2021-2022 SY	Reflex Math Number Talks Mastery Connect
Parent Involvement	General Education teacher	2021-2022 SY	Teachers will send home the student report for Fall and again in the Spring. Parents will be given the website so that they can check their child's progress.

Goal Topic: Social -Emotional Health/Growth

SMART Goal Statement 4: Social-Emotional Health/Growth Gr 3-5- Students will identify a win-win or lose-lose situation as identified by a Getting Along Together survey.

Action Steps	Person(s) Coordinating/Monitoring	(Timeframe)	Evidence of Progress/Completion
Students will take a survey generated by the Getting Along Together program for a baseline and again in the Spring 2022.	Jill Sage-Counselor General Education Teachers	SY 2021-2022	Getting Along Together Survey
Implementing GAT curriculum in the classroom; Monday, class goal and Friday class counsel.	General Education Teachers Jill Sage- Counselor	SY 2021-2022 SY 2021-2022	Teacher Lesson Plans for GAT Jill Sage Lesson Plans Guidance Lessons monthly- Jill Sage, counselor Quarterly site based meetings with teachers at Stewartsville Elementary School
Professional Development for New teachers	Alex Rodriguez-Rozic - SFA liaison	SY 2021-2022	

K-2 will use the survey for the upper grades for instructional purposes.	K-2 teachers	SY 2021-2022	
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