



Bedford County Public Schools

Goals/Continuous School Improvement Plan 2021-2022 School Year

Title 1 Plan Key:

Yellow-Needs assessment

Green-Reform strategies for overall improvement

Light Blue-Additional support measures

Pink-Students at risk

Part I: Vision and Mission

Huddleston Elementary

Traci Oakes

Vision:

Vividly paints a picture of the future/leads to a desired outcome.

Huddleston Elementary School strives to be a diverse learning community built on mutual trust and respect. We envision a professional team of educators fostering community partnerships with the purpose of inspiring students to reach their individual potential. We envision a standards based, inclusive, and challenging curriculum that stimulates learning and creativity in a positive and safe environment.

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).

Huddleston Elementary School will provide the highest quality education appropriate to the individual child's needs and abilities in order to enable the child to realize his/her greatest potential and become a productive student and citizen.

Smart Goals:

Goal Topic: Reading

SMART Goal(s): 75% (an increase of 11% from fall to spring) of all students grades K-5 will meet the overall spring benchmark according to PALS testing.

Goal Topic: Math

SMART Goal(s): 1) 70% of students in grades 3-5 will pass the end of year SOL assessment. 2) 90% of K students will pass the making five assessment and 90% of first graders will pass the making ten assessment. 3) 80% of students in second grade will pass the manipulating ten within place value to 99 assessment.

Goal Topic: Achievement Gap Group

SMART Goal(s): When tested spring 2019, 60% of students with disabilities passed the reading SOL while 45% passed the math SOL. Huddleston Elementary School will work to increase our pass percentage on the SOL tests by 10% for both reading and math for our third through fifth grade students with disabilities.

Part II: School Leadership Team Members

Huddleston Elementary	
Name	Committee Position*
Traci Oakes	Principal
Philem Andress	PK Teacher
Annette Jenkins	First Grade Teacher
Amy Mallow	Second Grade Teacher
Stephanie Levey	Fourth Grade Teacher
Keisha Miller	Fifth Grade Teacher

Brittany Mistretta	Library Media Specialist
Ashley Ferrell	School Counselor
Carol Thoemke	Instructional Paraprofessional

Part V: Action Plan

Goal Topic: Reading

SMART Goal(s): 75% (an increase of 11% from fall to spring) of all students grades K-5 will meet the overall spring benchmark according to PALS testing.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Establish and implement a system, through personnel use of data collection and the school wide data tracker for monitoring reading gains to ensure student acquisition of benchmarks as set by PALS.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Schoolwide	At least once monthly grade level meetings will occur to review and discuss data including word study and reading comprehension. The reading specialist will be invited to attend.	Grade level teachers, reading specialist	August 2021-May 2022	Google doc forms	Classroom teacher, reading specialist, principal
Schoolwide	Track progress on the data wall. PALS overall and spelling scores will be tracked. Deficiencies will be remediated. Personal goals will be set with these students.	Reading teacher, reading specialist	August 2021-May 2022	Data wall and data binders	Classroom teachers, reading specialist, principal
Schoolwide	The reading specialist will work with the classroom teacher to ensure that all students who do not meet the benchmark for PALS will receive an additional 30 minutes a day of reading instruction. The Leveled Literacy and Lexia Intervention programs will be used with	Reading specialist, classroom teacher	August 2021-May 2022	Lesson Plans, Data Binder	Reading specialist, principal, classroom teachers, instructional paras

	these students.				
Schoolwide	Classroom teachers will collect and analyze data for students on an intervention watch list based on end of year assessment scores and various data points. Regular Rtl meetings will be held to discuss student progress.	Classroom teacher, Rtl Team	August 2021-May 2022	Rtl Data Binders	Classroom teachers, instructional paras, principal

2. Essential Action/Research-Based Strategy: Continue to stress the importance of and advance time spent reading at school and within the home and build vocabulary acquisition.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Schoolwide	Virtual Reading Night	Administration, SLT	Spring 2022	Parent Sign-in Sheet for activity completion	Administration, SLT
Schoolwide	Sustained Silent Reading/Read Aloud	Classroom Teachers	August 2021-May 2022	Lesson Plans/Schedule	Classroom teacher, principal
Schoolwide	Students self select books from an appropriate range within a literacy library to read throughout the day.	Classroom Teachers	August 2021-May 2022	Lesson Plans	Classroom teacher, reading specialist
Grades 3-5	Teachers will use the Making Meaning program to teach whole and small group vocabulary instruction.	Classroom Teachers	August 2021-May 2022	Lesson Plans	Classroom teacher, principal

Goal Topic: Math

SMART Goal(s): 1) 70% of students in grades 3-5 will pass the end of year SOL assessment. 2) 90% of K students will pass the making five assessment and 90% of first graders will pass the making ten assessment. 3) % of students in second grade will pass the assessment.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Utilization of assessment data to inform targeted instruction for students receiving remediation.

Focus Area [Grade Level/Student]	Action Steps	Person(s)	Timeframe (Beginning to)	Evidence of Progress/Completion	Person(s) Responsible
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Group(s)/Educators]		Responsible for Implementation	End Dates)	(Artifacts)	for Monitoring and Frequency
Schoolwide	At least once monthly grade level meetings will occur to review and discuss data including math computation and number sense.	Grade level teachers	August 2021-May 2022	Google doc form	Classroom teachers, principal
Schoolwide	Track progress on the data wall. Data points for math from the beginning of year, midyear and end of year will be tracked and remediation planned for.	Math teachers	August 2021-May 2022	Data wall and data binders	Classroom teachers, principal
Grades 2-5	Math Calendar-Students will complete the math calendar daily. The calendar spiral reviews math skills relevant to the grade level.	Math teachers	August 2021-May 2022	Lesson plans	Classroom teachers
Grades 2-5	Students who do not meet the benchmark score on the IXL diagnostic assessment or SOL release test will be provided remediation.	Math teachers	August 2021-May 2022	Lesson plans	Classroom teachers
Grades 3-5	Math Madness completed by students to review spiraled skills	Math teachers	August 2021-May 2022	Lesson plans	Classroom teachers
Grades 1-5	Word problems will be introduced regularly through a purchased math journal to increase math vocabulary and stamina.	Math teachers	August 2021-May 2022	Lesson Plans	Classroom teacher
Grades 3-5	Personal growth goal tracking based on the Math SOL Release Test	Classroom teachers	August 2021-May 2022	Goal trackers	Classroom teacher, principal
Schoolwide	Family Math Night at Home	Administration, SLT	Winter 2021	Sheet returned signed by parents	Administration, SLT

2. Essential Action/Research-Based Strategy: Kindergarten students will receive instruction in making 5 and first and second grade students will receive instruction in making 10. Since we use the base 10 system in the United States, the concept of ten is the foundation of place value. When students are able to compose and decompose numbers into tens, they can better manipulate numbers mentally. This skill is imperative to continued math success with our students. Second grade students will also achieve proficiency in being able to manipulate ten within place value through 99.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
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Grades K-2	Activities for making 5 and making 10 incorporated into lessons weekly.	Classroom teachers	August 2021-May 2022	Lesson plans	Classroom teachers
Grades K-1	End of year assessment created and given to students in grades K-1	Classroom teachers	May 2022	Assessment results	Math teachers, principal
Grade 2	An assessment will be given at the end of second grade to determine mastery of manipulating ten within place value to 99.	Classroom teacher	May 2022	Assessment results	Math teacher, principal

Goal Topic: Achievement Gap Group

SMART Goal(s): When tested spring 2019, 60% of students with disabilities passed the reading SOL while 45% passed the math SOL. Huddleston Elementary School will work to increase our pass percentage on the SOL tests by 10% for both reading and math for our third through fifth grade students with disabilities.

ACTION PLAN

1. Essential Action/Research-Based Strategy: The data tracker will be utilized to track students' progress on the PALS assessment as well as the SOL release test for math. Remediation groups will be utilized during intervention times with the special education staff.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Grades 3-5	Each student will set a growth goal and track their progress in reading and math.	Classroom teacher, special education para, special education teacher	August 2021-May 2022	Students' tracking documents	Classroom teachers, special education teacher, paraprofessionals, principal
Grades 3-5	Track progress on the data wall in both reading and math. Students who need extra support will be provided remediation and additional practice through IXL or Moby Max and the Sondag System.	Classroom teacher, special education para, special education teacher	August 2021-May 2022	Data wall and data binders	Classroom teacher, special education para, special education teacher, principal