



Bedford County Public Schools

Goals/Continuous School Improvement Plan Template 2018-2019 School Year

Part I: Vision and Mission

Boonsboro Elementary School	
Elizabeth Williams, Principal	
Vision: Vividly paints a picture of the future/leads to a desired outcome.	All learners will reach their potential.
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).	To build a strong foundation for further education by providing learners opportunities to develop academically, socially and emotionally.

Part II: School Leadership Team Members

Add School Name Here	
Name	Committee Position*
Elizabeth Williams	Principal
Megan Joseph	Designee
Leah Horton	School Counselor
Stacy Lilley	English Teacher Leader
Suzanne Coleman	Math Teacher Leader

Cindy McKinney	Teacher Leader
Betsy Higley	History/Social Studies Teacher Leader
Kathy Nichols	SPED Teacher Leader
Beth Cheatham	Teacher Leader
Anne Barrow	Gifted Teacher Leader
Nydia Miller	Teacher Leader

**Sample committee positions provided.*

Part III: Data Analysis (School Leadership Team Determines Data Sets)

Standards of Learning Testing Information

State Standards of Learning Results

Grade	Subject	Pass Rate for 2014-15	Pass Rate for 2015-16	Pass Rate for 2016-17	Pass Rate for 2017-18
Third	Reading	68%	82%	89%	71%
Fourth	Reading	60%	80%	86%	90%
Fifth	Reading	75%	80%	87%	77%
School-Wide	Reading	69%	82%	88%	78%
Third	Math	62%	78%	73%	73%
Fourth	Math	72%	88%	81%	92%
Fifth	Math	73%	65%	87%	76%
School-Wide	Math	70%	80%	81%	79%
Fourth/School-Wide	History/Social Studies	79%	84%	79%	85%
Fifth/School-Wide	Science	75%	73%	84%	82%

State Accreditation Rating School History

Year	Rating
State Accreditation Rating 2018-2019, Based on 2017-18 Data Summer Projection	Fully Accredited Same
State Accreditation Rating 2017-2018, Based on 2016-17 Data Summer Projection	Fully Accredited Same
State Accreditation Rating 2016-17, Based on 2015-16 Data, Summer Projection	Fully Accredited Same
State Accreditation Rating 2015-16. Based on 2014-15 Data	Accredited with Warning in English Year 3
State Accreditation Rating 2014-15, Based on 2013-14 Data	Accredited with Warning in English and Mathematics Year 2

Student Achievement by Proficiency Levels is listed below. This information comes from the Virginia Department of Education. More information about our school can be found under the School Quality Profiles on the VDOE website.

Overall Student Performance: Reading Performance	2015-2016				2016-2017				2017-2018			
	Advanced	Passed	Proficient	Failed	Advanced	Passed	Proficient	Failed	Advanced	Passed	Proficient	Failed
Student Subgroup												
All Students	13	81	67	19	27	87	60	13	17	78	61	22
Female	19	89	70	11	31	85	55	15	22	81	58	19
Male	9	75	66	25	25	88	64	12	12	76	64	24
Black	-	57	57	43	17	67	50	33	9	64	55	36
Hispanic	<	<	<	<	<	<	<	<	-	73	73	27
White	16	84	69	16	30	90	59	10	18	82	63	18
Two or more races	<	<	<	<	<	<	<	<	20	60	40	40
Students with Disabilities	8	33	25	67	<	<	<	<	<	<	<	<
Economically Disadvantaged	4	59	56	41	23	80	58	20	13	66	53	34
English Learners	<	<	<	<	<	<	<	<	<	<	<	<

Overall Student Performance: Math Performance	2015-2016				2016-2017				2017-2018			
	Advanced	Passed	Proficient	Failed	Advanced	Passed	Proficient	Failed	Advanced	Passed	Proficient	Failed
Student Subgroup												
All Students	18	78	60	22	16	81	65	19	15	77	63	23
Female	21	87	66	13	13	73	60	27	16	72	55	28
Male	16	72	57	28	17	87	69	13	13	82	69	18
Black	7	43	36	57	8	50	42	50	-	36	36	64
Hispanic	<	<	<	<	<	<	<	<	-	55	55	45
White	19	82	63	18	18	85	67	15	18	84	66	16
Two or more races	<	100	<	0	<	<	<	<	10	70	60	30
Students with Disabilities	-	17	17	83	<	<	<	<	<	<	<	<
Economically Disadvantaged	7	48	41	52	5	67	62	33	4	60	55	40
English Learners	<	<	<	<	<	<	<	<	<	<	<	<

Overall Student Performance: Science Performance	2015-2016				2016-2017				2017-2018			
	Advanced	Passed	Proficient	Failed	Advanced	Passed	Proficient	Failed	Advanced	Passed	Proficient	Failed
Student Subgroup												
All Students	13	73	60	28	35	84	49	16	16	84	67	16
Female	17	83	67	17	41	82	41	18	17	89	72	11
Male	9	64	55	36	31	85	54	15	16	80	64	20
Black	<	<	<	<	<	<	<	<	<	<	<	<
Hispanic	<	100	<	0					<	<	<	<
White	15	79	64	21	38	85	47	15	21	88	68	12
Students with Disabilities	<	<	<	<	<	<	<	<	<	<	<	<
Economically Disadvantaged	<	<	<	<	<	<	<	<	-	65	65	35

Overall Student Performance: History Performance	2015-2016				2016-2017				2017-2018			
	Advanced	Passed	Proficient	Failed	Advanced	Passed	Proficient	Failed	Advanced	Passed	Proficient	Failed
Student Subgroup												
All Students	22	84	61	16	21	79	58	21	27	85	59	15
Female	21	79	58	21	11	79	68	21	17	78	61	22
Male	23	87	63	13	29	79	50	21	39	94	56	6
Black	<	<	<	<	<	<	<	<	<	100	<	0
White	25	85	60	15	26	86	60	14	31	86	54	14
Two or more races	<	100	<	0	<	<	<	<	<	100	<	0
Students with Disabilities	<	<	<	<	<	<	<	<	<	<	<	<
Economically Disadvantaged	-	60	60	40	-	56	56	44	15	85	69	15

Percentage of students NOT meeting the PALs Benchmark

	District Fall 2015	School Fall 2015	District Spring 2016	School Spring 2016	District Fall 2016	School Fall 2016	District Spring 2017	School Spring 2017	District Fall 2017	School Fall 2017	District Spring 2018	School Spring 2018	District Fall 2018	School Fall 2018
Kindergarten	13%	8%	9%	6%	14%	5%	10%	5%	16%	19%	10%	26%	13%	15%
First Grade	19%	16%	14%	5%	11%	6%	13%	4%	11%	12%	11%	22%	12%	43%
Second Grade	19%	8%	13%	6%	23%	6%	17%	6%	16%	10%	13%	5%	19%	27%
Third Grade	19%	15%	20%	18%	21%	15%	13%	9%	17%	11%	16%	6%	19%	5%
Fourth Grade	11%	4%	20%	16%	14%	8%	25%	12%	9%	9%	21%	17%	13%	8%
Fifth Grade	24%	18%	25%	14%	24%	19%	18%	16%	25%	19%	25%	16%	22%	11%

Phonological Awareness Literacy Screening (PALS) Information Fall 2018

	# Not Meeting Benchmark	# Meeting Benchmark	# Below Reading Level	# On Reading Level	# Above Reading Level	Total Students Tested
Kindergarten	8	44	9	37	6	52
First Grade	17	38	24	17	14	55
Second Grade	18	41	16	3	40	59
Third Grade	2	41	0	3	40	43
Fourth Grade	5	60	3	14	48	65
Fifth Grade	6	40	5	6	35	46

Interactive Achievement Progress Monitoring Information

Interactive Achievement SGA #1, Benchmark, SGA #2, & Remediation Data for 2018-19

Grade	Subject	SGA #1 (Pre-Test) Number/Percent Passing (Aug 15-Sept 2)	Mid-Year Q 2 Benchmark Number/Percent Passing (Dec 5-Jan 13)	Number/Percent Students Remediated	SGA #2 Number/Percent Passing (February)	Number/Percent Students Remediated
		Benchmark 30%	Benchmark 70%		Benchmark 75%	
Second	Reading	53%	56%			
Third ♦	Reading	91%	51%			
Fourth ♦	Reading	92%	46%			
Fifth ♦	Reading	96%	42%			
School-Wide	Reading	83%				
		Benchmark 30%	Benchmark 70%		Benchmark 75%	
Second	Math	78%	94%			
Third ♦	Math	79%	71%			
Fourth ♦	Math	78%	28%			
Fifth ♦	Math	70%	54%			
School-Wide	Math	77%				
		Benchmark 30%	Benchmark 70%	Students remediated		
Third	SS/History	54%				
Fourth (VA Studies) ♦	SS/History	44%				
Fifth (US	SS/History	40%				

History I)						
School-Wide	SS/History	40%				
Third	Science	74%				
Fourth	Science	90%				
Fifth ♦	Science	83%				
School-Wide	Science	83%				

♦ SOL Tested

Part IV: Back to School Reflection

Back to School Summary of Data Analysis

Boonsboro Elementary School began the year with 46 new families. This represents 21% of our families who are not familiar with the “Boonsboro Way” of doing things. We have already sent home to all of our families our Belief Statements and descriptions of our innovations, and now we will create cultural norms for our school community and share them with our stakeholders, as well. In reflecting on last year’s successes and shortcomings we realized that teachers need built-in grade level planning time to craft instructional plans that meet the needs of all of our students at varying levels of proficiency. We crafted a master schedule this year that ensures teachers have at least four common planning times per week. Two of these common planning times will be used each week for planning and crafting personalized learning pathways to meet the academic needs of our students where they are. Based on our VDOE data, we have been placed at a Level 2 for the reading and math progress of our African American and SPED populations. We will intensify instruction and remediation with these students.

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

Boonsboro will be fully accredited for the 2018-2019 school year. We received a personalized learning grant from Bedford County Public Schools for adjustable height tables, large classroom rugs, and wobble stools. Our PTA and our parent community are helping to fund additional alternative seating in our classrooms. All of our students will participate in weekly STEAM classes this year, as well as weekly social skills resource classes. Every K-2 student will have a weekly computer skills resource class and every 3-5 student will be enrolled in Google Classroom and be taught to use the Google Suite for Education tools. Computer skills, digital citizenship, and online safety will be addressed in both classes. A sixth lunch choice has been added this year to our lunch choice activities for students who have finished eating - Dance Party. We still need another cart of Chromebooks to support the technology enhanced portion of our personalized learning pathways. We would really like to have our PE teacher back at our school 5 days a week, so that we can support an additional movement class that is supported by brain research and helps children make cross-hemisphere connections that improve learning. We need a set of 8 walkie talkies so that our behavior response team can respond immediately to classrooms for behavior intervention.

Part V: Action Plan

Goal Topic:

SMART Goal(s): 85% of all students at Boonsboro Elementary School will meet reading benchmarks as measured by Student Growth Assessments (SGA), PALS Assessments and/or Standards of Learning (SOL) data.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Daily focused small group instruction based on frequent data analysis

Focus Area	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
PALS Summed Score Kindergarteners & 1st Graders	Model, guided practice, assess, repeat as necessary	Classroom teachers, paraprofessionals	August - January	Mid-year PALS	Reading Specialist and classroom teachers

2. Essential Action/Research-Based Strategy: Daily focused small group instruction based on frequent data analysis

Focus Area	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
Comprehension K-2	Fidelity to Superkids curriculum	Classroom teachers, paraprofessionals	All year	Mid-year SGA and PALS	Reading Specialist, Principal, and classroom teachers
Nonfiction Comprehension K-5	Embedding science and social studies text into daily reading instruction	Classroom teachers, Reading Specialist, Instructional Coaches	All Year	Lesson plans, alternative assessments, grading categories	Classroom teachers, Principal, Reading Specialist, Instructional Coaches
Comprehension 3-5	Personalized learning pathways aligned to student readiness	Classroom teachers	All year	Mid-year SGA and PALS	Reading Specialist, Principal, and classroom teachers

3. Essential Action/Research-Based Strategy: Adherence to the Daily 5 Principles

Focus Area	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
Fluency, word study, writing K-5	Fidelity to Daily Five principles, procedures, and routines embedded in personalized learning pathways, Write from the Beginning strategies and mini-lessons	Classroom teachers, Reading Specialist	All year	Mid-year SGA, PALS, and grade level writing rubrics	Reading Specialist, Principal, and classroom teachers

4. Essential Action/Research-Based Strategy: Reduce failure rate of African American and SPED students by 10% through intensity of instruction and remediation					
Focus Area	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
Fiction and nonfiction reading comprehension for AA and SPED students K-5	Remediation funds will be used to hire part-time certified teachers and reading specialists for intensified, small-group and individual remediation	Principal, Reading Specialist, part-time remediation teachers	All year	Mid-year SGA and PALS	Reading Specialist, Principal, and classroom teachers

Goal Topic:					
SMART Goal(s): 85% of all students at Boonsboro Elementary School will meet mathematics benchmarks as measured by Student Growth Assessments (SGA), Moby Math assessment, VKRP Assessment, and/or Standards of Learning (SOL) data.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: Weekly Grade Level meetings to analyze pre-assessment data and grouping students accordingly					
Focus Area	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Mathematics Readiness for Content	Craft personalized learning pathways based on data analysis	Classroom teachers & Mathematics Specialist	Per Pathway	Formative and Summative Assessment Data per pathway	Classroom Teachers, Principal, Mathematics Specialist
2. Essential Action/Research-Based Strategy: Daily discussion of problem-solving strategies and sharing of students' mathematical thinking					
Focus Area	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
VDOE Mathematical Process Goals: Collaboration, Communication, Problem Solving, Reasoning and Proof, Connections and Representations	Daily classroom discussion of Building the Whole (3-5), number sense calendar activities (K-2), exemplar completion, daily classroom discussion of strategies, mathematical modeling/authentic tasks, multiple representations of mathematical concepts	Classroom teachers Mathematics Specialist	Daily in the Classroom (August - May)	Lesson Plans and Pathways that reflect VDOE Mathematical Process Goals	Classroom Teachers, Principal, Mathematics Specialist

3. Essential Action/Research-Based Strategy: Daily focused small group instruction based on frequent data analysis					
Focus Area	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
Mathematics Content	Small Group instruction based on pre-assessment and formative assessment data	Classroom Teachers	August - May	Mathematics standards, small group instructional plans, questions, and activities noted in pathways and lesson plans	Classroom Teachers, Principal, Mathematics Specialist
4. Essential Action/Research-Based Strategy: Reduce failure rate of African American and SPED students by 10% through intensity of instruction and remediation					
Focus Area	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
Mathematics Content for AA and SPED students 3-5	Remediation funds will be used to hire part-time teachers who will assist the Math Specialist in providing intensified, small-group and individual remediation	Principal, Math Specialist, part-time remediation teachers	All year	Mid-year SGA and PALS	Math Specialist, Principal, and classroom teachers

Goal Topic:

SMART Goal(s): The Boonsboro Elementary School community will show growth in social skills and appropriate behavior as measured by a 10% reduction in defiance, disrespect, and classroom disruption referrals.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Use of Responsive Classroom practices, including Daily Morning meetings and/or closing circles where specific social skills are taught, modeled, and practiced.

Focus Area	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Social skills and appropriate school behavior	Adherence to Responsive Classroom practices, including daily morning meetings and/or closing circles	Classroom teachers	August - May	Creation of anchor charts listing appropriate behaviors	Principal, Guidance Counselor, classroom teachers

				in a variety of school settings hanging in the hallways and in classrooms	
Social skills and appropriate school behavior	Daily Morning meetings focusing on social skills, emotional growth, and self-regulation skills	Classroom teachers	November - April	15 lessons taught by classroom teachers posted in shared google drive	Principal, Guidance Counselor, classroom teachers
2. Essential Action/Research-Based Strategy: Weekly community building resource classes taught by our Guidance Counselor					
Focus Area	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
Social skills, emotional growth, and self-regulation	Whole class lessons taught during weekly resource time	Guidance Counselor	August - April	15 lesson plans for weekly guidance sessions posted in shared google drive	Guidance Counselor, Principal, classroom teachers
Social skills, emotional growth, and self-regulation	Small group sessions as needed	Guidance Counselor	August - April	Documentation of files shared with administrator during goal conferences	Guidance Counselor, Principal
3. Essential Action/Research-Based Strategy: Monthly review and discussion of BCPS cultural norms at our faculty meetings in order to apply them at Boonsboro Elementary School					
Focus Area	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
Cultural Norms	Review and discuss videos created by students at JFHS	Principal & faculty	Monthly October - May	Creation of anchor charts to hang in teachers' lounge	Principal

Part VI: Mid-Year Reflection

Mid-Year Summary of Data Analysis

Positive Behavioral Intervention and Supports (PBIS) Information

Referrals/Code of Conduct Violations (past 3 years)			
	16-17	17-18	18-19
August	0	5	7
September	1	6	10
October	6	10	3
November	1	7	8
December	0	3	1
January	2	1	2
February	2	1	
March	7	4	
April	2	0	
May	1	1	
Totals	22	38	29

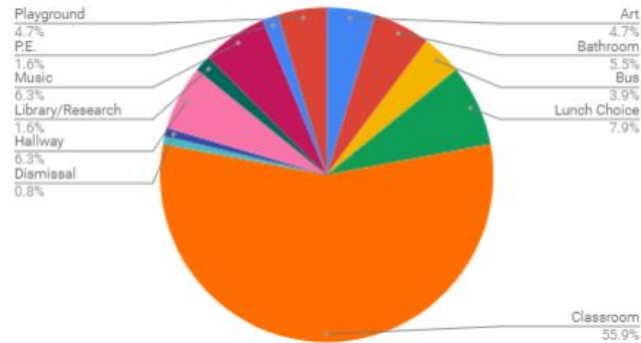
Suspensions/ Code of Conduct Violations (past 3 years)			
	16-17	17-18	18-19
August	0	0	0
September	0	1	2
October	1	2	1
November	0	2	5
December	0	2	0
January	2	0	1
February	2	0	
March	2	1	
April	2	0	
May	0	0	
Totals	9	8	8

First Semester Discipline Data

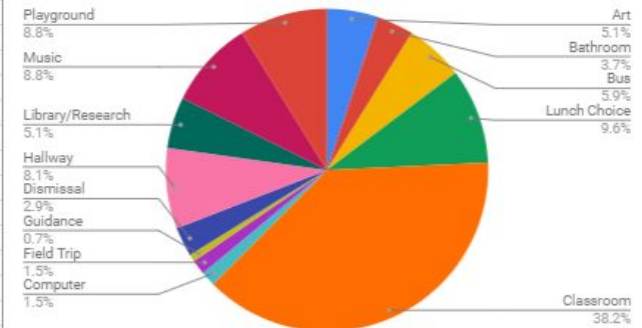
Categories	Quarter 1 Data	Quarter 2 Data
Art	6	7
Bathroom	7	5
Bus	5	8
Lunch Choice	10	13
Classroom	71	52
Computer	1	2
Field Trip	0	2
Guidance	0	1
Dismissal	1	4
Hallway	8	11
Library/Research	2	7
Music	8	12
P.E.	2	0
Playground	6	12
Total # referrals	127	134

Total 261

Quarter 1 Data Categories



Quarter 2 Data Categories



Mid-Year Celebrations, Concerns, Possible New Innovations, and Funding Needs A List of the Continuous School Improvement Plan Adjustments That Were Made

Celebrations:

We have hired a new Reading Specialist and she is using mid-year PALS data to reorganize her schedule to meet all students' needs with a focus on our Special Education students. With the exception of one grade level, our mid-year math benchmark data is excellent. Teachers have embraced the Investigations curriculum implementing it in the classrooms with the support of the Mathematics Specialist. All classroom teachers have participated in training provided by Pearson on the Investigations curriculum and feel more prepared to implement the program fully in August. Mid-year reading data collection is still in progress, but early indications are that most all students are making progress from the fall. We have a remediation aide who comes in 2 full days a week to work with specific students in each grade level on mathematics skills as well as a volunteer who comes to work with 4th grade students specifically. We have plans to begin intense reading remediation in the next few weeks. We are having weekly grade level planning meetings with the principal, Math Specialist, and soon with the Reading Specialist to frequently review data and plan for appropriate instruction. We have implemented another after-lunch choice this year, dance party, to continue to offer our children choice of activities during the day. Most classrooms have some form of alternative seating to offer choice to

students in where they work/learn in the classroom. We received a personalized learning grant in order to buy furniture. Also, our PTA and parents have been instrumental in providing alternative seating items for our classrooms.

Concerns:

Classroom behavior continues to be a concern. After collecting discipline data from the first semester, it became clear that our children needed more direct instruction in social skills and emotional regulation. We rearranged our master schedule to ensure that every classroom is able to have a morning meeting at the beginning of the day in order to teach students specific social skills, model appropriate behavior, and build a sense of community within the classroom. Mathematics achievement and progress continues to be a concern with certain groups of students. After mid-year benchmarks, the Mathematics Specialist reorganized her day to teach a class of 4th graders who almost, but not quite, passed the mid-year benchmark. This will allow the other fourth grade teachers to teach smaller groups of students in order to intensify instruction. The Reading Specialist will also pick up groups of students who need to work through the PALs lessons and use Word Study to make the progress that they need.

Possible New Innovations:

Since we don't have the community support to fully cover Wonder Workshops, next year we are considering the addition of Genius Hour to our schedule on a rotating basis. This could give every grade level opportunities to focus on research topics that they are interested in and presenting their learning to others. Discussions have begun among staff members regarding the possibility of implementing departmentalized instruction in grades 3rd through 5th.

Funding Needs:

Investigations manipulative materials. Game cards and specific materials for math workshops.
Another cart of Chromebooks to get us closer to one to one

Part VII: End-of-Year Reflection

End-of-Year Summary of Data Analysis

**End-of-Year Celebrations, Concerns, Possible New Innovations, and Funding Needs
A List of the Continuous School Improvement Plan Adjustments That Were Made**