

# Pursuing Excellence

Charles City Elementary School



Charles City Public Schools

Tradition • Technology • Excellence

## Strategic Plan for School Improvement 2018-2019

### VISION

Charles City Public Schools will be an exemplar model of rural education where collaboration, critical thinking, communication and creativity are practiced to develop adults who contribute positively to the global society.

### MISSION

The mission of Charles City County Public Schools is to develop self-sustaining, responsible and educated adults who can contribute and work to improve their community and the world.

### CORE VALUES

- **Integrity** – the quality of being honest, transparent and operating with virtue and ethics
- **Heritage** – honoring the cultural traditions and history of the past, acknowledging and observing cultural traditions
- **Learning** – the acquisition of knowledge, skills and insight through formal and informal opportunities of teaching, research and enlightenment
- **Communication** – the effective exchange of ideas, information, feelings and news between stakeholders
- **Respect** – the mutual space where courtesy is shown, honor is given, obedience is practiced and objectivity exercised with an open mind.

### Strategic Plan Goals

GOAL 1	GOAL 2	GOAL 3
Educate	Engage	Empower

### Focus Areas for School Improvement

1. **Provide a rigorous and meaningful educational experience that results in post- secondary skills valuable in academic pursuits and in the workplace**
2. **Grow stakeholder interaction in the educational process through focused collaboration and effective communication**
3. **Enable stakeholders to understand their vital role in the success of the school division by leveraging their position as esteemed members of the educational community**

# Strategic Plan Emphases for 2018-2019

Goal 1:	FOCUS AREA OBJECTIVES:	STRATEGIES:
<p><b>Educate</b></p>	<p><b>1. During the 2018 - 2019 school year, in pursuit of full accreditation, students in grades 3, 4, 5, and 6 will achieve or exceed an overall pass rate in English of 75%, or show growth that is consistent with the state accreditation model that shows all students are succeeding academically.</b></p> <p><b>Provide professional development on writing across content areas.</b></p> <p><b>Purchase online resources for classroom use.</b></p> <p><b>2. During the 2018-2019 school year, students in grades Pre-Kindergarten through 2<sup>nd</sup> will increase overall PALS scores.</b></p>	<ul style="list-style-type: none"> <li>• Daily 40-minute seminar time for remediation</li> <li>• Use of Lexia for computerized individualized lessons</li> <li>• Title 1 Reading remediation support provides remediation of identified students several times weekly</li> <li>• Frequent use of STAR testing</li> <li>• Grade level weekly data talks</li> <li>• Provide professional development on guided reading.</li> <li>• Implement Jan Richardson guided reading materials in grades K-6.</li> <li>• Continue to provide “starter kits” for new teacher classroom libraries</li> <li>• Purchase licenses to <i>Reading A-Z</i> and provide training</li> <li>• Purchase licenses to <i>Newzella</i> and provide training</li> <li>• Encourage teachers to contact ITRT for help integrating technology into lessons</li> <li>• Design master schedule to allow for integration of language arts and social studies in grades 3-6.</li> <li>• Lexia rapid assessment to be given to student three time per year to measure reading progress.</li> <li>• Reading remediation for students K-2 who are identified by PALS</li> <li>• Provide prescriptive lessons for K-6 students on areas of weaknesses through <i>Lexia</i></li> <li>• Teacher use of division wide lesson plan format aligning with VDOE expectations</li> <li>• Implement thematic instruction in grades K12</li> <li>• Design master schedule to allow for thematic instruction in grades K-2.</li> <li>• Provide teachers with <i>Words Their Way</i> training and materials and implement fully in all K-6 classrooms</li> </ul>

	<p><b>3. During the 2018 - 2019 school year, students in grades 3, 4, 5, and 6 will maintain, or exceed 70% pass rates in Math, Science and History, or show growth that is consistent with the state accreditation model that shows all students are succeeding academically.</b></p> <p><b>Purchase online resources for classroom use</b></p>	<ul style="list-style-type: none"> <li>• Students 2-6 take star math tests</li> <li>• Daily 40 minute seminar time for remediation</li> <li>• Partnership with William and Mary—Math specialist once a week to provide support and modeling for teachers</li> <li>• Quarterly division wide benchmarks to inform instruction</li> <li>• Professional development of Number Sense routines in order to deliver lessons properly and with fidelity between all grade levels.</li> <li>• Use of Number Sense routines by all math teachers to begin Math lessons.</li> <li>• Purchase Q-Think online math program and provide professional development for teachers to integrate in their classrooms</li> <li>• Grade level weekly data talks</li> <li>• Train teachers in the use of daily learning targets in mathematics and language arts.</li> <li>• Conduct administrative walk-throughs to ensure learning targets are present.</li> <li>• Design master schedule to allow for integration of science and mathematics.</li> <li>• Teachers will be provided with professional development on Math Workshop</li> </ul>
<p><b>GOAL 2:</b></p> <p><b>Engage</b></p>	<p><b>FOCUS AREA OBJECTIVES:</b>  <b>Decrease discipline referrals by 3%</b></p> <p><b>Offer student celebrations throughout the year</b></p> <p><b>Ensure students feel safe from negative peer interactions at school.</b></p>	<ul style="list-style-type: none"> <li>• <b>STRATEGIES:</b>  Continue our Effective School wide Discipline (ESD)</li> <li>• Implementation of Child Study Team that identifies students that have behavioral and academic needs in order to provide interventions that will help with students identified deficits.</li> <li>• SCA club is utilized to model appropriate behavior and provide supervision on the bus and in the hallways</li> <li>• Provide all teachers with ESD stoplight poster and ensure they are displayed in common areas</li> <li>• Walkthroughs to ensure PRIDE matrix is evident in all classrooms</li> <li>• Students who make honor roll or principal’s list will have their names displayed</li> <li>• Investigate an alternative to “student of the month.”</li> <li>• Participate in Jump Rope for Heart</li> </ul>

<p><b>GOAL 3:</b></p> <p><b>Educate/Empower</b></p>	<p><b>FOCUS AREA OBJECTIVES:</b></p> <p>Increase staff knowledge of best practices in literacy</p> <p>Increase staff knowledge of teaching of mathematics</p> <p>Increase staff proficiency with technology</p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>● Monthly literacy trainings focused on Guided Reading and <i>Words Their Way</i>.</li> <li>● Use of pre and post assessments with teachers</li> <li>● Implement mentor program for new teachers</li> <li>● Once monthly special education teacher trainings in best practices</li> <li>● Team planning meetings held weekly</li> <li>● Conduct informal and formal walkthroughs and observations to provide feedback to teachers</li> <li>● Several math professional development opportunities on areas of need from staff involved in getting their math specialists degree.</li> <li>● Use of Number Sense routines and piloting of math workshop in select classes.</li> <li>● Selected teachers in math specialist program provide resources, modeling and support of math instruction to the rest of the faculty</li> <li>● Inventory mathematics manipulatives to understand needs</li> <li>● Second Teacher Smart Goal based on use of school technology with students in order to help with student achievement in both Reading and Math</li> <li>● Monthly technology training sessions during planning blocks on technology integration in the classroom</li> <li>● Continue to provide all instructional assistants with laptops</li> <li>● Provide once quarterly training to all teacher assistants on technology topic</li> </ul>
<p><b>GOAL 4:</b></p> <p><b>Engage</b></p>	<p><b>FOCUS AREA OBJECTIVES:</b></p> <p>Provide multiple means of communication to families.</p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>● Ensure weekly newsletters are sent from each homeroom teacher</li> <li>● Post major school events on Facebook</li> <li>● Administrative communication via email and phone encouraging participation in school wide events.</li> <li>● Monitor teacher communication logs</li> </ul>

	<p><b>Offer events to bring families and community members to school</b></p>	<ul style="list-style-type: none"> <li>• Monitor parent access to PowerSchool grade portal.</li> <li>• Send home written communications in the form of flyers to parents to advertise upcoming events at the school.</li> <li>• Hold third annual Turkey Trot in November</li> <li>• Hold a Holiday concert</li> <li>• Hold at least 4 parent engagement nights</li> <li>• Bi-Monthly family engagement events that are partnered with PTO</li> <li>• Hold a twice yearly book fair and invite parents to attend</li> <li>• School counselor conducts small group instruction to teach social skills</li> </ul>
<p><b>GOAL 5:</b></p> <p><b>Empower</b></p>	<p><b>FOCUS AREA OBJECTIVES:</b></p> <p><b>Streamline dissemination of information within the school</b></p> <p><b>Enforce policies and procedures to ensure minimal disruption to the school environment.</b></p>	<p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>• Use OneNote as a tool for communication and collaboration among staff</li> <li>• Hold monthly leadership team meeting</li> <li>• Use leadership team to disseminate information to staff</li> <li>• Give leadership a larger voice in school decision making process by having them give input into the needs of the school</li> <li>• Enforce current visitor policy</li> <li>• Enforce current pickup procedures</li> <li>• Create alternative disciplinary consequences to Out of School Suspension</li> <li>• Enforce dismissal procedures and expectations</li> <li>• Hold attendance conferences with parents when excessive absences are noted</li> </ul>