



Hanover County Public Schools

Continuous School Improvement Plan and Schoolwide Plan 2022-2023

CSIP Purpose Statement:

To provide a framework for the self-reflection and goal setting of each school to support the mission of Hanover County Public Schools of being a student-centered, community-driven organization committed to providing all students with exceptional learning experiences to prepare them to be confident, ethical, productive citizens.

Division Mission: Our Beliefs • We believe that all students are unique individuals who can be successful. • We believe that public education must foster equitable opportunities for each child. • We believe that teaching and learning should inspire, engage, and empower all students to achieve their personal goals. • We believe that relevant and engaging teaching develops critical thinkers, problem solvers, and life-ready global citizens. • We believe that students thrive in a safe and secure environment that nurtures the whole child. • We believe that families want quality education for all students and that family participation contributes to the success of Hanover County Public Schools. • We believe our community partnerships are essential to ensuring our community

School Name:

Cold Harbor Elementary School

School Vision and Mission:

CHES Vision: Inspiring Greatness

CHES Mission: To ignite a love of learning and empower students to become the best version of themselves.

Accreditation Status:

Fully Accredited

Team Members and Role:

Jennifer Sanders, Literacy Coach and CSIP Chair

Jess Dupont, Reading Specialist

Laura Scarce, Math Coach

Mary Douglas Roscoe, Assistant Principal

Allison Mullens, Principal

Timeline/Meeting Dates:

[Empty box for timeline/meeting dates]

School-wide Academic Priority Area

Alignment with [Hanover County Public Schools Long Range Plan](#):

- Goal 1: Provide social, cultural, emotional, and educational equity to maximize student potential.
- Goal 2: Provide diverse learning experiences that address students’ interests and goals.
- Goal 3: Embrace innovation in all aspects of education by developing new ideas, exploring opportunities, and implementing strategies.
- Goal 6: Provide a safe, inclusive learning environment that engages all students.

School-wide Academic Priority Area - Overall Goal <i>What general area of need is supported by your school’s data?</i>	Data Trends/Needs Assessment <i>What data will lead you to identify the grade level priority/objective related to the school-wide academic priority area?</i>	Grade Level Priority/Objective Related to the School-wide Academic Priority Area
<div style="border: 1px solid black; padding: 5px;"> By June 2023, 80% of CHES students will show alignment between reading, writing, and spelling levels. </div>	Kindergarten: 20 of the rising preK students knew 10 sounds or less when screened. A discrepancy between writing skills and reading ability were noted.	Word work at the guided reading table will be the focus initially. Guided Writing will embed phonics skills.
	First Grade: 60 students were meeting or exceeding grade level expectations according to Spring K PALS and end of year K guided reading levels. Students with IEPs were all identified on KG	Word work at the guided reading table will be the focus initially. Guided Writing will embed phonics skills.

	<p>PALS.</p> <p>A discrepancy between letter-sound knowledge and spelling scores was noted. Seventeen students didn't meet the spelling benchmark.</p> <p><u>In October of 2022:</u> 78% of students passed the spelling task on PALS. Only 19% of students know their digraphs. 67% of students have beginning and ending sounds. Only 4% of students have blends mastered.</p>	
	<p>Second Grade:</p> <p>Forty-nine percent of rising second graders scored a perfect score on PALS in the spring.</p> <p>Majority of students didn't meet the benchmark for the word list in PALS.</p> <p>Students will need support with long vowels.</p> <p><u>In October of 2022:</u> 70% passed the Spelling task on PALS. 80% beginning/ending sounds 52% have digraphs mastered 32% have blends mastered</p>	<p>Word work at the guided reading table will be the focus initially. Guided Writing will embed phonics skills.</p>
	<p>Third Grade:</p> <p>Only 15 students demonstrate mastery of long vowel patterns on PALS.</p> <p>Seventeen students had fluency in the 10th percentile for their reading level.</p> <p>There are three students who still need support for beginning/ending sounds.</p>	<p>Word Study/Guided Writing Groups-this will be connected to text as well as guided writing that is connected to our current reading unit focus.</p>
	<p>Fourth Grade:</p>	<p>Word Study/Guided Writing Groups-this will be connected to text as well as guided writing that is</p>

	<p>Twenty nine students haven't mastered CVCe patterns.</p> <p>Forty three percent of students are not meeting grade level expectations based on guided reading levels in Spring of 2022.</p> <p>When in third grade, 45% of students did not meet the benchmark for spelling on PALS.</p>	<p>connected to our current reading unit focus.</p>
	<p>Fifth Grade:</p> <p>Only 10/80 students passed advanced on the Reading SOL.</p> <p>Seven Sped students did not pass the Reading SOL with remediation recovery.</p> <p>Thirty six percent of students were reading at a level R or below at the end of fourth grade.</p> <p>Forty percent of students had a weakness in multiple meaning words.</p> <p>On a PWS data collection, 27% of students did not meet the benchmark for identifying a suffix, 29% did not meet the benchmark for meanings of a suffix, and 33% did not meet the benchmark for prefix meaning.</p> <p>There is a misalignment in reading/writing skills.</p>	<p>Word Study/Guided Writing Groups-this will be connected to text as well as guided writing that is connected to our current reading unit focus.</p>
	<p>Specialists:</p>	

Grade Level Objective(s)	Grade Level Priority Area Determination Action Steps, Timeline, and Responsibilities <i>Data monitoring occurs as part of the "PLC Loops".</i>	Reflections and Celebrations: <i>According to your data;</i> <ul style="list-style-type: none"> ● <i>What worked? What are the specific reasons it worked? How did your ILT celebrate your achievements with one another and with teacher teams?</i> ● <i>What didn't work? What changes are needed? How did you reflect on these changes among the ILT and with teacher teams?</i> <i>Reviewed upon completion of PLC Loops.</i>
Kindergarten	Priority Area Determination Protocol(s) (please link)	
First Grade	Priority Area Determination Protocol(s) (please link)	
Second Grade	Priority Area Determination Protocol(s) (please link)	
Third Grade	Priority Area Determination Protocol(s) (please link)	
Fourth Grade	Priority Area Determination Protocol(s) (please link).	
Fifth Grade	Priority Area Determination Protocol(s) (please link)	
Specialists	Priority Area Determination Protocol(s) (please link)	

Reflection on Progress Toward the Overall Academic Goal:

Mid Year:

End of Year:

Climate and Culture Priority Area

Alignment with [Hanover County Public Schools Long Range Plan](#):

- Goal 4: Create an environment of mutual trust in which all employees feel supported, empowered, valued and engaged.
- Goal 5: Strengthen and expand community engagement.
- Goal 6: Provide a safe, inclusive learning environment that engages all students.

School-wide Climate and Culture Priority Area - Overall Goal	Priority/Objective Related to the School-wide Academic Priority Area
<p data-bbox="111 443 926 475"><i>What general area of need is supported by your school's data?</i></p> <p data-bbox="111 581 953 651">Our attendance data from the 2021-2022 school year shows the following:</p> <ul data-bbox="170 699 947 886" style="list-style-type: none">● 4% (19 students) missed 20 or more days of school● 7% (36 students) missed between 15-19 days of school● 14% (73 students) missed between 10-14 days of school● 23% (123 students) missed between 6-9 days of school● 43% (228 students) missed between 1-5 days of school	<p data-bbox="1073 574 1976 683">By June of 2023, the percentage of students missing 10 days of school or more will decrease from 25% (128/530) to 15% (75/513) of students.</p>

<p>Objective(s)</p> <div data-bbox="113 380 455 1320" style="border: 1px solid black; padding: 5px;"> <p>By June of 2023, the percentage of students missing 10 days of school or more will decrease from 25% (128/530) to 15% (75/513) of students.</p> </div>	<p>Grade Level Priority Area Determination Action Steps, Timeline, and Responsibilities <u>Your team may choose to link a Priority Area Document (PAD) here to address the climate/culture objective. Or list your Action Steps, Timeline, and Responsibilities.</u> If using a PAD please link here:</p> <table border="1" data-bbox="485 347 1230 1487"> <tr> <td data-bbox="485 347 699 1256"> <p>Action Steps</p> </td> <td data-bbox="699 347 1230 1256"> <ul style="list-style-type: none"> - Establish monthly attendance meetings with the Social Worker -Team with the Family Engagement Specialist to support families -Promote PTA events and other opportunities to connect students, families, and schools - Continue to utilize the House system to promote school connection and sense of belonging - Continue to celebrate collective efforts of students through an established points system, acknowledging spirit, academic achievement and attendance. Determine house winners each nine weeks and for the school year. </td> </tr> <tr> <td data-bbox="485 1256 699 1487"> <p>Timeline</p> </td> <td data-bbox="699 1256 1230 1487"> </td> </tr> </table>	<p>Action Steps</p>	<ul style="list-style-type: none"> - Establish monthly attendance meetings with the Social Worker -Team with the Family Engagement Specialist to support families -Promote PTA events and other opportunities to connect students, families, and schools - Continue to utilize the House system to promote school connection and sense of belonging - Continue to celebrate collective efforts of students through an established points system, acknowledging spirit, academic achievement and attendance. Determine house winners each nine weeks and for the school year. 	<p>Timeline</p>		<p>Reflections and Celebrations: <i>According to your data;</i></p> <ul style="list-style-type: none"> ● <i>What worked? What are the specific reasons it worked? How did your ILT celebrate your achievements with one another and with teacher teams?</i> ● <i>What didn't work? What changes are needed? How did you reflect on these changes among the ILT and with teacher teams?</i> <p><i>Reviewed upon completion of PLC Loops.</i></p> <div data-bbox="1257 578 2018 878" style="border: 1px solid black; height: 185px; width: 100%;"></div>
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<p>Timeline</p>						

	<i>Responsibilities</i>	

Reflection on Progress Toward the Overall Climate and Culture Goal:

Mid-Year

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End of Year:

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