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:

Elmont Elementary

School Vision and Mission:

Vision - What we do today will make a difference. **Mission - To provide an optimal learning environment which focuses on the growth and success of every student.**

Accreditation Status:

Accredited

Team Members and Role:

Katy Campbell - CSIP Chair, Amanda Sanders - Principal, Emily Kennedy - Assistant Principal, Allison Kahl - Title I Math, Katie Ramsey - Literacy Coach, Chris Smith - School Counselor

Timeline/Meeting Dates:

8/29/22
9/14/22

School-wide Academic Priority Area 1

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 *What general area of need is supported by your school's data?*	Data Trends/Needs Assessment *What data will lead you to identify the grade level priority/objective related to the school-wide academic priority area?*	Grade Level Priority/Objective Related to the School-wide Academic Priority Area
We will continue to focus on aligning students' spelling to their reading levels as evidenced by both spelling in isolation and in the context of writing.	First Grade: PALS spelling data, student writing, PWS assessments, Reading Level Data	- Phonemic Awareness → PWS work → Small Group Differentiated Phonics and Word Work → Writing Application - Literacy Progress Monitoring and Instructional Support/Training with Special Education Teachers - Spelling Features of Instructional Focus: beginning and ending sounds; digraphs; short vowels
	Second Grade: PALS spelling data, student writing, PWS assessments, Reading Level Data	- Phonemic Awareness → PWS Work → Small Group Differentiated Phonics and Word Work → Writing Application - Literacy Progress Monitoring and Instructional Support/Training with Special Education Teachers - Spelling Features of Instructional Focus: beginning and ending sounds; digraphs; short vowels; blends; nasals
	Third Grade: PALS spelling data, student writing, PWS assessments, Reading Level Data	- PWS Work → Small Group Differentiated Phonics and Word Work → Writing application - Literacy Progress Monitoring and Instructional Support/Training with Special Education Teachers - Spelling Features of Instructional Focus: digraphs; blends;

		nasals; CVCe; long vowels, r & l influenced vowels
	Fourth Grade: PALS spelling data from Spring 2021, Jan Richardson Word Study Inventory, PWS assessments, student writing, Reading Level Data	• PWS Work → Small Group Differentiated Phonics and Word Work → Writing application • Literacy Progress Monitoring and Instructional Support/Training with Special Education Teachers • Spelling Features of Instructional Focus: blends; nasals; CVCe; long vowels, r & l influenced vowels
	Fifth Grade: Jan Richardson Word Study Inventory, PWS assessments, student writing, Reading Level Data	• PWS Work → Small Group Differentiated Phonics and Word Work → Writing application • Literacy Progress Monitoring and Instructional Support/Training with Special Education Teachers • Spelling Features of Instructional Focus: nasals; CVCe; long vowels, r & l influenced vowels; ambiguous vowels; syllable juncture
	Specialists: Intervention: Grade level data plus additional data from spelling check-ins and writing conducted in intervention.	• Aligning instruction to reinforce PWS work and target spelling features students are using but confusing or that are absent once they appear in texts students are reading.

Grade Level Objective(s)	Grade Level Action Steps, Timeline, and Responsibilities. (link PAD when necessary) *Ex. Data monitoring occurs as part of the "PLC/ELT Loops".*	Reflections and Celebrations: *Ex. According to your data;* • *What worked? What are the specific reasons it worked? How did your ILT celebrate your achievements with one another and with teacher teams?* • *What didn't work? What changes are needed? How did you reflect on these changes among the ILT and with teacher teams?* *Reviewed upon completion of PLC/ELT Loops.*
Kindergarten	• Teachers using grade level planning documents for thoughtful pacing of and planning for PWS instruction and opportunities for application into writing. (at bi-montly ELT's and reflection mtgs)	

	• Progress monitoring as informal formative assessment to guide instructional planning both whole group and small group (continuous) • Teachers analyze individual student data to determine differentiated instruction in phonics and word study as part of small group guided reading instruction. Resources to support instruction include: The Next Step Forward in Word Study and Phonics and PWS (daily as part of responsive instruction) • Interactive and shared writing as instructional strategies to model applying phonics learning because modeling and exemplars are both forms of success criteria (will begin at midyear if not before)	
First Grade	• Teachers using grade level planning documents for thoughtful pacing of and planning for PWS instruction and opportunities for application into writing. (at bi-montly ELT's and reflection mtgs) • Progress monitoring as informal formative assessment to guide instructional planning both whole group and small group (continuous) • Teachers analyze individual student data to determine differentiated instruction in phonics and word study as part of small group guided reading instruction. Resources to support instruction include: The Next Step Forward in Word Study and Phonics and PWS (daily as part of responsive instruction) • Interactive and shared writing as instructional strategies to model applying phonics learning because modeling and exemplars are both forms of success criteria (will begin at midyear if not before)	
Second Grade	• Teachers using grade level planning documents for thoughtful pacing of and planning for PWS instruction and opportunities for application into writing. (at bi-montly ELT's and reflection mtgs)	

	- Progress monitoring as informal formative assessment to guide instructional planning both whole group and small group (continuous) - Teachers analyze individual student data to determine differentiated instruction in phonics and word study as part of small group guided reading instruction. Resources to support instruction include: The Next Step Forward in Word Study and Phonics and PWS (daily as part of responsive instruction) - Interactive and shared writing as instructional strategies to model applying phonics learning because modeling and exemplars are both forms of success criteria (will begin at midyear if not before)	
Third Grade	- Teachers using grade level planning documents for thoughtful pacing of and planning for PWS instruction and opportunities for application into writing. (at bi-montly ELT's and reflection mtgs) - Progress monitoring as informal formative assessment to guide instructional planning both whole group and small group (continuous) - Teachers analyze individual student data to determine differentiated instruction in phonics and word study as part of small group guided reading instruction. Resources to support instruction include: The Next Step Forward in Word Study and Phonics and PWS (daily as part of responsive instruction)	
Fourth Grade	- Teachers using grade level planning documents for thoughtful pacing of and planning for PWS instruction and opportunities for application into writing. (at bi-montly ELT's and reflection mtgs) - Progress monitoring as informal formative assessment to guide instructional planning both whole group and small group (continuous)	

	• Teachers analyze individual student data to determine differentiated instruction in phonics and word study as part of small group guided reading instruction. Resources to support instruction include: The Next Step Forward in Word Study and Phonics and PWS (daily as part of responsive instruction)	
Fifth Grade	• Teachers using grade level planning documents for thoughtful pacing of and planning for PWS instruction and opportunities for application into writing. (at bi-montly ELT's and reflection mtgs) • Progress monitoring as informal formative assessment to guide instructional planning both whole group and small group (continuous) • Teachers analyze individual student data to determine differentiated instruction in phonics and word study as part of small group guided reading instruction. Resources to support instruction include: The Next Step Forward in Word Study and Phonics and PWS (daily as part of responsive instruction)	
Interventionist	• Clear and frequent communication with teachers of data and observations so both can work together to move students forward. (continuous) • Progress monitoring as informal formative assessment to guide small group instruction. (continuous) • Differentiated instruction based on student data. (continuous) • Targeted intervention. Resources include: SIPPS, Heggerty, and The Next Step Forward in Word Study and Phonics. (continuous)	

Reflection on Progress Toward the Overall Academic Goal:

Mid Year:

End of Year:

School-wide Academic Priority Area 2

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 *What general area of need is supported by your school's data?*	Data Trends/Needs Assessment *What data will lead you to identify the grade level priority/objective related to the school-wide academic priority area?* EES Student Performance Roster - Science	Grade Level Priority/Objective Related to the School-wide Academic Priority Area
75% of students will pass the 5th Grade Science SOL.	Fourth Grade	- Effectively teach 4th grade science units - Collaborate with 5th grade teachers to facilitate review - SPED teachers will collaborate with general education teachers to ensure mastery.
	Fifth Grade: 2022 Spring Science SOL results	- Effectively teach 5th grade science units and embed review of 4th grade science units. - SPED teachers will collaborate with general education teachers to ensure mastery.

Grade Level Objective(s)	Grade Level Action Steps, Timeline, and Responsibilities. (link PAD when necessary) *Ex. Data monitoring occurs as part of the "PLC/ELT Loops".*	Reflections and Celebrations: *Ex. According to your data;* *What worked? What are the specific reasons it worked? How did your ILT celebrate your achievements with one another and with teacher teams?* *What didn't work? What changes are needed? How did you reflect on these changes among the ILT and with teacher teams?* *Reviewed upon completion of PLC/ELT Loops.*
Fourth Grade	- Align assessment to the standard and utilize VDOE question stems to ensure appropriate rigor. (continuous) - Teach using the principles of backward design and have students "do science" to form experiential learning. (continuous)	

	● Share assessments with 5th grade teachers to facilitate review discussions. (continuous)	
Fifth Grade	● Use 4th grade unit assessment questions as discussion prompts (like number talks in math) for the start of each science lesson. (continuous) ● Embed science review into literacy choice boards, such as writing to explain electricity or writing sentences using key vocabulary to practice spelling and phonics skills, such as roots and affixes. (continuous) ● Use of science unit based text sets in guided reading that align to literacy units, such as nonfiction text features. (continuous) ● Work with instructional coach in ELT to support content based writing and reading lessons. (at bi-monthly ELT meetings) ● Continue to have students "do science" to form experiential learning. (continuous) ● Collaborate with ILT to analyze data and determine strands of weakness to remediate. (continuous) ● Meet with administration for data driven instructional leadership. (monthly)	

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 *What general area of need is supported by your school's data?*	Priority/Objective Related to the School-wide Academic Priority Area
Baseline Data	From the screener we have identified 38 students who self-identified they do not have an adult relationship at school. As a result, we are moving forward with focusing on intentionally building adult connections with these students so they feel safe at school, are eager to be a part of our school community, and feel a sense of belonging.

Objective(s)	**Grade Level Priority Area Determination Action Steps, Timeline, and Responsibilities** *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.** **If using a PAD please link here:**	**Reflections and Celebrations:** *According to your data;* ● *What worked? What are the specific reasons it worked? How did your ILT celebrate your achievements with one another and with teacher teams?* ● *What didn't work? What changes are needed? How did you reflect on these changes among the ILT and with teacher teams?* *Reviewed upon completion of PLC Loops.*

Action Steps	1. Staff who are willing to mentor will partner up with the 38 students such that each student has a dedicated mentor. 2. For each partnership, specific strategies will be developed and documented, such as: ○ Breaks in the garden ○ Lunch ○ Check in - check out type daily meetings ○ Reading buddy ○ Pen pal / positive notes of encouragement ○ 2 by 10 3. Mentors meet with students to interview about feelings of connectedness at school. 4. Reflection google form at midyear to hear what is working and to support in adjusting strategies as needed. 5. End of year interview
Timeline	● By the end of October: All students are partnered. ● Within the first two weeks of November: face-to-face first "meeting" to include getting-to-know you information as relevant and determining what strategies may work as first steps. ● Minimum weekly mentorship connections November-June. ● January (prior to midyear review): reflection meetings to adjust strategies as needed. ● May ?: End of year interview as described above.

	Responsibilities	- Staff: serve as mentors to students if they are able. - Smith: meeting with staff/grade levels to create mentor partnerships - Campbell, Grigsby, and Smith: document partnerships, facilitate reflection meetings, conduct interviews at end of year.	

Reflection on Progress Toward the Overall Climate and Culture Goal:

Mid-Year

End of Year: