

## Mission

To provide students with the tools and confidence to reach their potential through:

RESPECT for diversity and individual needs;

INSTRUCTION that addresses academic, social, emotional, physical and character development;

Ongoing ASSESSMENT, REFLECTION, PROFESSIONAL DEVELOPMENT and COLLABORATION

We believe that each child is a valuable individual, capable of success, when taught in an environment that encourages self-confidence. Teachers at Lovettsville nurture a lifetime of intellectual curiosity and integrity of character, while promoting healthy lifestyles. We believe that every child should have access to the best education.

## Vision

The staff at Lovettsville will create a respectful, responsible and safe learning environment in which students are motivated to learn and feel secure enough to embrace challenges. Each individual will learn to work respectfully, practice the responsibilities of citizenship and display the social skills to solve problems. We will encourage students to make appropriate choices so that they will be respectful and responsible citizens in the community.

## Values

Our plan reflects the following values:

- ~ assisting students to build positive relationships with reliable, trustworthy adults
- ~ establishing strong relationships between school faculty and staff, families, and the community
- ~ working collaboratively with families and the community to develop positive, productive citizens
- ~ assisting students to develop good habits

~ helping students to reflect on experience and learn from it

~ accepting and respecting differences

### Process Definition

The School Improvement Plan (SIP) leadership team at Lovettsville Elementary worked together to develop the 2010-2011 SIP. The SIP leadership team members serve as leaders on committees which guide the planning, implementation and monitoring of our SIP initiative. The initiatives are Responsive Instruction (RI), Positive Behavior Intervention Support (PBIS), and Refining Assessment Practices (RAP).

During our staff development in August, the entire faculty reviewed data from a variety of sources, including SOLs, attendance, PALS, and DRA. Teams reviewed the 09-10 SIP and determined which programs and strategies we would continue as good practice, which practices could be eliminated and the target areas for the year. After reviewing the data and last year's SIP, the SIP leadership team drafted goals and action plans to focus on during the 2010-2011 school year. The draft goals and action plans were shared with staff members and parents to elicit feedback and suggestions.

Our school improvement leadership team is active in monitoring progress toward SIP goals.

School Improvement Leadership

Kim Forcino and Kelly Meisenzahl

Jodi Hillebrand and Lori Mullaney, Technology


Kristi Decker and Diane Bell, Assessment

Theresa Rinehart and Paula Byrne, RI





Tammy Brooks and Mike Condon, Climate/PBIS

 Demonstrate reading proficiency (End of 1st Grade)


 **Goals**

-  Increase the number of first and second grade students reading on grade level by the end of the school year.





 **Indicators**


-  # 2nd grade students w/individualized program of reading instruction
-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 1st grade students at/above PALS Spring Benchmark
-  Number of teachers meeting the standards on the fidelity checklist

 **Action Plans**


-  Develop Responsive Instruction (RI) framework

 **Tasks**












-  Conduct Universal Screening three times a year and analyze and interpret data
-  Implement Tier II intervention in first and second grade
-  Monitor the duration and fidelity of implementation of core instruction and tiered interventions and quality of the intervention materials
-  Provide information to staff and parents about RI

 92% of students will pass all SOL tests

 **Goals**

 Exceed school board SOL pass rate target (Unadjusted)


 **Indicators**

-  % All 3rd grade students passing English SOL (Unadjusted)
-  % All 3rd grade students passing Math SOL (Unadjusted)
-  % All 3rd grade students passing Science SOL (Unadjusted)
-  % All 3rd grade students passing Social Science SOL (Unadjusted)
-  % All 4th grade students passing English SOL (Unadjusted)
-  % All 4th grade students passing Math SOL (Unadjusted)
-  % All 4th grade students passing Social Science SOL (Unadjusted)
-  % All 5th grade students passing English SOL (Unadjusted)
-  % All 5th grade students passing Math SOL (Unadjusted)
-  % All 5th grade students passing Science SOL (Unadjusted)
-  % All 5th grade students passing Writing SOL (Unadjusted)


















 **Action Plans**

 Reduce disparity in student achievement by closing achievement gaps (CAG)

 **Goals**

 Improved academic achievement for students.




 **Indicators**

-  % All 3rd grade students passing English SOL (Unadjusted)
-  % All 3rd grade students passing Math SOL (Unadjusted)
-  % All 3rd grade students passing Science SOL (Unadjusted)
-  % All 3rd grade students passing Social Science SOL (Unadjusted)
-  % All 4th grade students passing English SOL (Unadjusted)
-  % All 4th grade students passing Math SOL (Unadjusted)
-  % All 4th grade students passing Social Science SOL (Unadjusted)
-  % All students passing Math SOL tests (AYP)
-  % All students passing Reading SOL tests (AYP)
-  % Gr 3 & Gr 5 passing English SOL (Accreditation)
-  % Gr 3 passing History SOL (Accreditation)
-  % Gr 3 passing Science SOL (Accreditation)
-  % Gr 3-5 passing Math SOL (Accreditation)
-  % Gr 4 passing History SOL (Accreditation)
-  % Gr 5 passing Science SOL (Accreditation)
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)


 **Action Plans**

 Teachers will use CLARITY for standards-aligned assessment and grading in all subject areas.





 **Indicators**

-  Number of assignments in Clarity with SOLs linked
-  Number of times teams are collaborating about assessment
-  Variety and quantity of formative and summative assessments given in classrooms

 **Action Plans**

 Implement professional development program, Refining Assessment Practices (RAP)

 **Tasks**

-  Deliver professional development on formative and summative assessment, and record keeping
-  Implement formative and summative assessments to guide instruction and enhance differentiation
-  Improve collaboration within and between grade levels, focused on instruction and assessment
-  Input assignments and grades in the Clarity Gradebook

## Strengthen safe learning environments

### Goals

Improve School Climate

### Indicators

- Collaborative Working Relationships Percentile
- Decrease in office referrals
- Inviting Physical Environment Percentile
- Student Responsibility for Learning Percentile
- Student-Centered Vision, Mission, and Policies Percentile
- Students and Parents as Decision Makers Percentile
- Teacher Responsibility for Learning Percentile

### Action Plans

Maintain and improve implementation of school wide Positive Behavior Intervention Support

#### Tasks

- Provide monthly updates and opportunities to provide input regarding student behavior and the PBIS plan
- Respond to re-occurring office referrals with "check-in", "check-out" system
- Train new students on the school-wide expectations in common areas (playground, bathrooms, hallways, bus and cafeteria) using a passport


















Maintain communication with community/parents about behavior (PBIS)

#### Tasks

- Call parents when a student has an office/bus infraction
- Meet with parents who have children with multiple infractions (red zone - Child Study)
- Send weekly behavior reports home to parents

Lovettsville Elementary School  
Plan Overview - Summary

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Goal Timeframe	Action Plan Priority	Task Status	Indicator Progress
 Long-term	 High	 Draft	 On Target
 Medium-term	 Medium	 In-Progress	 Warning
 Short-term	 Low	 Cancelled	 Off Target
 Not Assigned	 Not Assigned	 Postponed	 Not Assigned
		 Completed	