

Mission

In a safe and nurturing learning environment, Potowmack Elementary students, parents, and faculty strive to provide an education that embraces: High Expectations for Academic Achievement, Mutual Respect, and Personal Responsibility for all Students.

Vision

Promoting active engagement through a rigorous curriculum using varied teaching and learning strategies focusing on 21st century skills integrated into all areas of study.

Values

Fostering open and respectful communication between and among groups. Creating collaborative dialogue with openness to new ideas. Developing a climate that fosters intellectual, physical, emotional and social safety for students, staff and parents.

Instructional Program Annual Review

Goals

Improve reading achievement

Indicators

Action Plans

Guided Reading implementation K-5

Tasks













- Conduct staff development on using DRA/PALs assessment and data.
- Create master schedule with guided reading dedicated blocks at all grade levels.
- Create master schedule with a FLEX block for remediation and enrichment
- Observe classroom guided reading lessons.
- Pathways contact will meet quarter to review best practices in reading instruction.

92% of students will pass all SOL tests

Goals

 Exceed school board SOL pass rate target (Unadjusted)

Indicators


-  # of reading extension strategies for the home provided
-  % 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

 Maintain remediation programs


Tasks


 Staff and coordinate remediation programs for at risk students

 Provide Reading Remediation for students who are reading below grade level


Tasks

 Host Family Reading Night



 Implement PALS Tutoring

 Provide extension reading strategies in monthly newsletters

 Provide staff development for grade 3-5 teachers

 Improve collaboration among staff





 **Indicators**


-  # of committee meetings attended.
-  # of opportunities for staff to meet together for team planning

 **Action Plans**

 Staff will be provided time for collaboration


 **Tasks**

-  Grade level teams, resource staff and specialists will meet one time per week
-  Provide staff development on the use of CMS for communication and Promethean board
-  Schedule half day planning and data review meetings for grade level teachers every quarter to create learning progression scales and revise assessments
-  School committees and team leaders will meet one time per month


 Improve math achievement


 **Indicators**

 **Action Plans**

 Provide remediation program for students falling below the benchmark in grade level math.

 **Tasks**


-  Students will be invited to participate in the STARS after school remediation program in the computer lab

 Improve student achievement


 **Indicators**


-  # of reading extension strategies for the home provided

 **Action Plans**




 Develop strategies to improve student vocabulary

 **Tasks**

-  Provide content specific vocabulary lists for classroom teachers to integrate into instruction

 Improve student achievement




 **Indicators**

-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 1st grade students at/above PALS Spring Benchmark
-  % 2nd grade students meeting Phonological Awareness Literacy Screening (PALS) SPRING benchmark (District)

 **Action Plans**


-  Refining Assessment Practices and Developing Learning Progression Scales

 **Tasks**
















-  Provide staff development on assessment practices
-  Schedule quarterly team meetings to review data, develop learning progression scales and assessments
-  Utilize grade book application, learning progression scales, and assessments within CLARITY

 All schools will meet AYP (NCLB) requirements

 **Goals**

-  Exceed federal required SOL pass rates (AYP)

 **Indicators**

-  % All students passing Math SOL tests (AYP)
-  % All students passing Reading SOL tests (AYP)
-  % Average Daily Attendance (ADA) for schools (AYP)
-  % Black students passing the Math SOL test (AYP)
-  % Black students passing the Reading SOL test (AYP)
-  % Economically Disadvantaged students passing the Math SOL test (AYP)
-  % Economically Disadvantaged students passing the Reading SOL test (AYP)
-  % Hispanic students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)
-  % Limited English Proficient students passing the Math SOL test (AYP)
-  % Limited English Proficient students passing the Reading SOL test (AYP)
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)
-  % White students passing the Math SOL test (AYP)
-  % White students passing the Reading SOL test (AYP)



 **Action Plans**

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


 **Goals**

 Improve reading comprehension


 **Indicators**


-  # of reading extension strategies for the home provided
-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark

 **Action Plans**

 Maintain remediation programs

 **Tasks**


 Staff and coordinate remediation programs for at risk students

 Provide Reading Remediation for students who are reading below grade level

 **Tasks**

 Host Family Reading Night






 Implement PALS Tutoring

 Provide extension reading strategies in monthly newsletters

 Provide staff development for grade 3-5 teachers

 Increase participation in AP, Honors and GT Programs


 **Indicators**

-  % Asian students participating in Gifted and Talented Program exceeded the previous year
-  % Black students participating in Gifted and Talented Program exceeded the previous year
-  % Black students participating in Honors exceeded the previous year
-  % Economically Disadvantaged students participating in Gifted and Talented Program exceeded the previous year
-  % Economically Disadvantaged students participating in Honors exceeded the previous year
-  % Hispanic students participating in Gifted and Talented Program exceeded the previous year
-  % Hispanic students participating in Honors exceeded the previous year
-  % Limited English Proficient students participating in Gifted and Talented Program exceeded the previous year
-  % Limited English Proficient students participating in Honors exceeded the previous year
-  % students with disabilities participating in Gifted and Talented Program exceeded the previous year
-  % students with disabilities participating in Honors exceeded the previous year







 **Action Plans**

Exceed NCLB and VDOE requirements


 **Goals**

 Exceed state required pass rates for SOL tests (Accreditation)

 **Indicators**

-  % 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)


 **Action Plans**

 Improve student achievement in reading







 **Indicators**

-  % Average Daily Attendance (ADA) for schools (AYP)

 **Action Plans**

 Increase SOL Advanced Proficiency pass rates(Governor's VIP)

 **Indicators**

-  % ALL students who scored at the advanced level on SOL English tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL History tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Math tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Reading tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Science tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Writing tests (Unadjusted)

 **Action Plans**

Strengthen safe learning environments

Goals

Improve school climate

Indicators

Action Plans

Implement PBIS throughout school common areas

Tasks

- Collect data on behavior incidents, referrals and tardies to school
- Communicate expectations to staff, students, and parents
- Develop behavior plans for students in the red zone using a check in/check out system
- Recognize student behavior in the hall and cafeteria
- Review incident data monthly
- Review tardy data monthly


















Improve school climate

Indicators

- Collaborative Working Relationships Percentile
- Inviting Physical Environment Percentile
- Rules and Expectations Average
- Student Relations Average
- Student Responsibility for Learning Percentile
- Student-Centered Vision, Mission, and Policies Percentile
- Students and Parents as Decision Makers Percentile
- Teacher Relations with Students and Home Average
- Teacher Responsibility for Learning Percentile

Action Plans

Potowmack Elementary School
Plan Overview - Summary

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	