

Bedford County Public Schools
Goals/Continuous School Improvement Plan Elementary Template
2017-2018 School Year

Part I: Vision, Mission /Accountability & Accreditation Information, and Goal Statements

Otter River Elementary School	
Georgia Hairston, Principal	
Vision: Vividly paints a picture of the future/leads to a desired outcome.	Otter River Elementary School is a place where all students receive a quality education in a safe and supportive learning environment.
Mission: Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).	The mission of Otter River Elementary School is dedicated to teaching all students the essential skills which enable them to reason critically, utilize technology effectively and contribute to their school, community and the world.
Federal Accountability Information	Fully Accredited
State Accreditation Information	Fully Accredited
SMART Goal Statement 1:	Increase student learning by five percentage points through effective instructional practices and programs.
SMART Goal Statement 2:	Increase the use of technological tools by twenty-five percent in all classrooms.
SMART Goal Statement 3:	To provide a safe, secure and positive learning environment for students, staff and community stakeholders.

* Add or delete rows as needed.

Part II: School Leadership Team Members

Add School Name Here	
Name	Committee Position*
Georgia Hairston	Principal
Kristin Conner	Administrative Designee
Virginia Waldmann	School Counselor
Sherry Wiese	District Office Liaison
Kelsey Grachan	5th Grade Teacher Rep
Claire Mooney	Special Education Teacher Rep
Gina Hogan	Kindergarten Teacher Rep
Tanya Simmons	2nd Grade Teacher Rep
Christina Ball	New Teacher Rep/3rd Grade Teacher Rep
	Parent Representative
Jill Pigeon	Library Media Specialist
	Student Council Association/ President/ Vice President

**Sample committee positions provided. Schools may customize.*

Part III: Data Analysis

Standards of Learning Testing Information

State Standards of Learning Results

Grade	Subject	Pass Rate for 2013-14	Pass Rate for 2014-15	Pass Rate for 2015-16	Pass Rate for 2016-17
Third	Reading	82	85	82	94
Fourth	Reading	67	75	83	92
Fifth	Reading	91	71	83	88
School-Wide	Reading	81	77	82	91
Third	Math	79	85	68	73
Fourth	Math	77	78	78	84
Fifth	Math	88	71	76	73
School-Wide	Math	81	78	74	76
Fourth/School-Wide	History/Social Studies	87	81	92	78
Fifth/School-Wide	Science	97	74	83	93

State Accreditation Rating School History

Year	Rating
State Accreditation Rating 2017-18, Based on 2016-17 Data	Fully Accredited
State Accreditation Rating 2016-17, Based on 2015-16 Data	Fully Accredited
State Accreditation Rating 2015-16. Based on 2014-15 Data	Fully Accredited
State Accreditation Rating 2014-15, Based on 2013-14 Data	Fully Accredited
State Accreditation Rating 2013-14, Based on 2012-13 Data	Fully Accredited
State Accreditation Rating 2012-13, Based on 2011-12 Data	Fully Accredited

Federal Annual Measurable Math Objective Data

Groups	Math Annual Measurable Objectives & Results (Percent Passing)		Math Annual Measurable Objectives & Results (Percent Passing)		Math Annual Measurable Objectives & Results (Percent Passing)		Math Annual Measurable Objectives & Results (Percent Passing)	
	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18
Assessment Year	2013-14 Target	2013-14	2014-15 Target	2014-15	2015-16 Target	2015-16	2016-17 Target	2016-17
All Students	66	81	70	78	70	74	73	76
Proficiency Gap Group 1	57	74	68	63	68	58	73	67
Proficiency Gap Group 2	56	NA	67	56	67	71	73	55
Proficiency Gap Group 3	60	NA	69	NA	69	NA	73	<
Students with Disabilities	49	NA	65	33	65	50	73	<
LEP Students	53	NA	66	NA	66	NA	73	<
Economically Disadvantaged Students	57	71	78	65	68	60	73	67
White Students	70	83	72	80	72	75	73	77
Asian Students	NA	NA		NA		NA	NA	<

			NA		NA			
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Phonological Awareness Literacy Screening (PALS) Information

Percentage of Students Not Meeting PALS Benchmarks & Who Need Remediation

	District Fall 2014	School Fall 2014	District Spring 2015	School Spring 2015	District Fall 2015	School Fall 2015	District Spring 2016	School Spring 2016	District Fall 2016	School Fall 2016	District Spring 2017	School Spring 2017
Kindergarten	13%	9%	10%	6%	13%	6%	9%	0%	14%	11%	10%	8%
First Grade	11%	0%	17%	0%	19%	3%	14%	0%	11%	0%	11%	4%
Second Grade	24%	9%	20%	8%	19%	0%	13%	3%	23%	0%	17%	8%
Third Grade	17%	16%	14%	*Not Assessed	19%	8%	20%	*Not Assessed	21%	9%	12%	1%
Fourth Grade	13%	0%	24%	13%	11%	15%	20%	15%	14%	3%		16%
Fifth Grade	18%	10%	19%	16%	24%	6%	25%	14%	24%	18%		16%

Identified students in grades K-3 are required to receive 2 ½ hours of weekly remediation per Early Intervention Reading Initiative (EIRI) funding. It is best practice to ensure identified students in grades 4-5 also receive remediation.

Percentage of Students Not Meeting PALS-K Benchmarks for 2017-18 School Year

PALS - Kindergarten	Rhyme	Beginning Sound	ABC Lower	Letter Sounds	Spelling	Concept of Word Word List	Summed Score
Fall 2017	24.3%	24.3%	24.3%	24.3%	24.3%	24.3%	24.3%
Spring 2018							

PALS-1-3 2017-18 Benchmarks - Percentage of Students Who Passed

PALS First - Third 2017-18	Spelling Inventory	Word Recognition in Isolation - Word List	Letter Sounds Fall	Summed Score	Instructional Oral Reading Level
PALS 1 Fall 2017	100%	100%	100%	100%	97%
PALS 1 Spring 2018					
PALS 2 Fall 2017	100%	100%	N/A	100%	97%
PALS 2 Spring 2018					
PALS 3 Fall 2017	85%	94%	N/A	91%	94%
PALS 3 Spring 2018					

**Letter Sounds administered only in first grade, Fall only*

PALS Plus 4-5 2017-18 Benchmarks - Percentage of Students Who Passed

PALS Plus Fourth-Fifth 2017-18	Spelling Inventory	Word Recognition in Isolation - Word List	Summed Score	Instructional Oral Reading Level
PALS 4 Fall 2017	50%	15%		
PALS 4 Spring 2018				
PALS 5 Fall 2017	62%	15%		
PALS 5 Spring 2018				

Interactive Achievement Progress Monitoring Information

Interactive Achievement SGA #1, Benchmark, SGA #2, & Remediation Data for 2017-18

Grade	Subject	SGA #1 (Pre-Test) Number/Percent Passing (Aug 15-Sept 2)	Mid-Year Benchmark Number/Percent Passing (Dec 5-Jan 13)	Number/Percent Students Remediated	SGA #2 Number/Percent Passing (March 6-Apr 7)	Number/Percent Students Remediated
Second	Reading	44.0%	Optional	7 students/21.8%		
Third ♦	Reading	41.5%	65.2 %	12 students/37.5%		
Fourth ♦	Reading	63.7%	71.8%	7 students/19.4%		
Fifth ♦	Reading	66.5%	72.2%	12 students/27.2%		
School-Wide	Reading	53.9%	68.5%	38 students/26.3%		
Second	Math	42.7%	77.4%	Optional		
Third ♦	Math	50.8%	64.4%	11 students / 34.3 %		
Fourth ♦	Math	44.1%	58.7%	12 students/33.3%		
Fifth ♦	Math	49.0%	55.9%	5 students/11.3%		
School-Wide	Math	43.3%	59.6%	28 students/ 25%		
Third	SS/History	31.4%	54.1%	n/a		

Fourth (VA Studies) ♦	SS/History	33.3%	41.9%	12 students/33.3%		
Fifth (US History I)	SS/History	34.9%	41.7%	n/a		
School-Wide	SS/History	33.4%	45.9%	12 students/10.7%		
Third	Science	36.6%	58.3%	n/a		
Fourth	Science	49.1%	60.3%	n/a		
Fifth ♦	Science	53.0%	64.1%	n/a		
School-Wide	Science	46.2%	60.9%	n/a		

♦ SOL Tested

Positive Behavioral Intervention and Supports (PBIS) Information

Referrals, Suspensions, & Restraints

	Referrals 2017-18	Out of School Suspensions 2017-2018	Referrals 2017-18	Out of School Suspensions 2017-18	SPED Out of School Suspensions 2017-2018	Threat Assessments Conducted 2017-2018	NCI Restraints 2017-18
August	0	0	0	0	0	0	0
September	4	0	4	0	0	0	0
October	3	0	3	0	0	0	0
November	12	0	12	0	0	0	0
December	2	0	2	0	0	0	0

January							
February							
March							
April							
May							
Total							

Truancy Information

Truancy Summary Data

	Number of Meetings Held for Students with 6 Unverified Absences	Number of Students with 7 or More Unverified Absences 2017-18	Number of Students Referred to Court Services for CHINS 2017-18
August	0	0	0
September	0	0	0
October	1	0	0
November	1	0	0
December	1	0	0
January	3	0	0
February			
March			

April			
May			
Total			

School/Community Survey Information

School/Community Survey Summary (Optional)

Not Applicable

Part IV: Back to School Reflection
Back to School Summary of Data Analysis 2017-18

** Add or delete space as needed.*

- **Otter River Elementary School continues to meet both state and federal AMO requirements.**
- **Otter River Elementary School is fully accredited.**
- **Otter River Elementary School teachers are providing quality instruction to all students as evident by school level, district, and statewide assessments.**
- **The remediation and intervention programs provide beneficial support for Gap Groups.**
- **Kindergarten-Fifth grade students continue to make great strides in Reading. The Reading pass rate went from 78% to 91%.**
- **Kindergarten-Fifth grade students continue to progress in Math with a gain of 3%. The Math pass rate of 73% to 76% in 2016-2017.**
- **The SOL Science scores demonstrate proficient rating for fifth grade students.**
- **The community and parent support has a positive impact on student achievement.**
- **The SOL Virginia Studies pass rate went from 92% to 78%.**
- **The climate of Otter River Elementary School promotes a culture of care, character building and an awareness of others.**
- **The percentage of third and fourth grade students who scored in the pass advance category for reading increased by 3% from the 2016-2017 pass advance data.**
- **The technology use in the classroom has increased significantly as evident by the one to one chromebooks for 5th grade.**
- **During the 2016-2017 school year three teachers received technology grants from the Bedford Association Educational Foundation.**

Back to School Celebrations, Concerns, and Possible New Innovations 2017-2018

- **ORES staff, students, parents and community were welcomed to a new school year with freshly painted classrooms, hallways and other areas of the building. Open House activities included members of the Goode Recreation, Goode Girl Scouts/Brownie Troop and Ruritan Club joining in on the Back to School celebrations. These organizations provided information about the various sports and community events for students.**
- **The 2017-2018 school year began with a successful annual event, Grandparent Day. New this school year we held a Donuts for Dad morning event, with twenty plus fathers attending.**
- **The Junior Ruritan Club will join our community teamwork by participating in various ORES school activities and other Ruritan projects such as providing ORES third and fifth grade students with dictionaries and thesauruses .**
- **Goode Ruritans, ORES PTA and ORES Staff will explore ideas for school/community projects and events. Events, such as Movie night, Family Run Marathon . Fall and spring clean-up events are planned for the 2017-2018 school year. The clean-up event will focus on ground and playground maintenance projects , mulching and shrub pruning.**
- **Innovative learning spaces continue to be created in the K-5 classroom. Students will begin the 2017-2018 school year with opportunities for additional personalized learning spaces. Increasing the number of classrooms with wall dry erase boards. Standing desks, rotation stools and movement chairs will be utilized in the classrooms.**
- **During 2016-2017 K-5 teachers implemented choice boards and therefore will continue to explore and implement personalized learning opportunities for their students. K-2 teachers will continue choice boards for the 2017-2018 school year.**
- **K-5 teachers will explore opportunities to enhance technology use in their classroom by applying for Education Foundation grants and BCPS Technology grant program.**
- **K-5 teachers/staff will begin Google Level One certification with a potential completion date of August 2018 .**
- **Google Blitz/PD opportunities will be provided for K-5 staff members**
- **Increase schedule time with Amy Farris, ITRT to support teachers with Google certification, increase PL knowledge and use of Google Classroom**
- **Audrey Bowyer, PL facilitator for SRMS will support 4-5th grade teachers with Google Classroom implementation.**

Mrs. Bowyer will attend 4/5th grade collaboration mtgs.

- **ORES S.T.E.A.M program will continue as a related arts rotation for K-5 students. Professional learning opportunities will continue for Mrs. Pigeon on Makerspace and varied S.T.E.A.M programs at area elementary schools in our division and statewide. STEAM Collaboration model with Moneta Elementary School will be implemented during the 2017-2018 school year.**
- **One to One Chromebooks for 5th grade students will be implemented in the fifth grade classrooms; Mrs. Kelsey Grachan and Mrs. Kristin Conner.**
- **The ORES Crisis Team and Leadership Team will continue to implement and adhere to ORES Emergency Operation Plans.**
- **PBIS/Responsive Classroom School-Wide Rule will be reviewed for potential revision.**
- **Leadership Team PBIS/Responsive Classroom recommendation for the 2017-2018 school year to expand the Random Acts of Kindness program.**
- **The innovative program DADS WatchDog program will be implemented the 2017-2018 school year.**
- **Redesigning/painting varied art murals in gym and hallway. ORES will seek to create a collaboration team with both LHS and JFHS Art students to paint murals in the gym and hallway.**
- **The pass rate in Virginia Studies is a concern with a declining pass rate of 92% to 78%**
- **A teaching position has been added to the fourth grade model. Mentor support will be provided to the fourth grade teacher.**

** Add or delete space as needed*

Part V: Goals, Strategies, and Action Steps

SMART Goal Statement 1: To increase student learning by five percentage points through effective instructional practices and programs			
Strategy: Increase grades 3-5 SOL scores in reading and math			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
<p>1) Provide effective tiered instruction using suggested resources and practices.</p> <p>a.) Thinking Maps b.) Think, Pair and Share c.) Google Classroom d.) Running Records</p>	<p>Principal Instructional Facilitator Instructional Specialists ORES teachers Judy Emanuel, Gifted Audrey Bowyer</p>	<p>August 2017- May 2018</p>	<p>Lesson Plans Classroom Observation of resources and practices</p> <p>Google Classroom Data from remediation, reading specialists and instructional facilitator</p> <p>PALS and Benchmark Data. Aligned instructional practices as noted in lesson plans and principal observations</p> <p>Thinking Maps training December 2017</p>
<p>2) Provide both instructional program and staff support for Gap group students through during and after school remediation and tutorial support.</p>	<p>Principal Classroom Teachers Remediation Teacher</p>	<p>August 2017- May 2018</p>	<p>Remediation Schedule After-School Tutorial Schedule Data from remediation and reading specialists PALS and Benchmark Data SuperKids Assessment Data Aligned instructional practices</p>

3)Both Adaptive PE and Vision support for identified K-1 students	Sp. Ed Staff P.E. Teacher Vision/OT		as noted in administrator observations PE lesson plans Student Progress Reports
3) Provide instructional support for students who scored 475-499 on SOL tests in all subjects areas to move forward into the Pass Advanced range. Students will use the following strategies: independent problem solving strategies and incorporate varied strategies gleaned from gifted education teacher.	Principal Gifted Ed Teacher Classroom Teachers Instructional Specialists	August 2017- May 2018	2016-2017 Pass Advance and Pass Advance Percentage Instructional lesson plans from classroom teachers and gifted education teacher. Collaboration evidence from gifted ed and classroom teachers STEAM activities to support personalize learning goals Benchmark Assessment Data DRA and PALS Core teacher collaboration meetings Monthly Collaboration Meeting Form
4) Continue to utilize the standard base performance checklist for remediation students and running records	Principal Remediation Teacher Classroom Teachers Reading Specialist	August 2017- May 2018	Remediation Checklist Collaboration meeting form Progress Monitoring forms will be used by both classroom teacher and remediation teacher to track students' progress and learning needs.

** Add or delete rows as needed for desired action steps. *Goal Statements may have more than one strategy (i.e., copy and paste an additional table if needed). *Schools in improvement may focus on the Rapid Success Indicators.*

SMART Goal Statement 2: Increase the use of technological tools by twenty-five percent in K-5 classrooms to support personalized learning and assessment.			
Strategy: Seek out opportunities to improve and increase technology use in K-5 classrooms			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) ORES Leadership Team will explore opportunities for grant application and other sources of funding	Principal Instructional Facilitator Classroom Teachers ITRT	August 2017- May 2018	Education Foundation Grant application BCPS Technology Grant application Other organization and business grant opportunity ex. Scholastic
2) Build upon our S.T.E.A.M / Makerspace program within ORES library program	Principal Librarian Classroom Teachers ITRT	August 2017- May 2018	S.T.E.A. M Schedule Instructional lesson plans Collaboration mtg with STEAM and classrooms teachers Professional Development opportunities School visits to glean ideas from other schools in both district and outside district Collaboration meetings with Moneta Elementary STEAM teacher and Jill Pigeon, ORES STEAM teacher.
3) Continue to build and	Principal	August 2017- May 2018	Increase the the use of

<p>incorporate innovative learning spaces in K-5 classrooms.</p> <p>(4) Provide two additional wall dry erase boards for fourth/fifth grade Classrooms</p> <p>(5) BCPS ITRT will present a Google Blitz training to teachers. Teachers will receive personalized Google training to meet need to become Google Level 1 certified</p>	<p>4th/5th grade teachers ITRT Gifted Ed Teacher</p>		<p>innovative seating and learning spaces in K-5 classrooms. Increase the number of dry erase board in fourth and fifth grade classrooms.</p> <p>Classrom observation of innovative use of learning spaces and seating by building principal.</p> <p>Documentation of Google Level certification</p>
<p>4) ORES staff will continue to broaden their understanding of Personalized Learning at the elementary level, book reads, school visits, collaboration with ITRT and Audrey Bowyer SRMS PL faciliator and professional learnings.</p>	<p>Principal Classroom Teachers ITRT /Audrey Bowyer/SRMS Instructional Facilitator</p>	<p>August 2017- May 2018</p>	<p>Book Read: Making Learning Personal</p> <p>Collaboration Meeting notes and observation by principal</p>

** Add or delete rows as needed. *Goal Statements may have more than one strategy (i.e., copy and paste an additional table).*

SMART Goal Statement 3: To provide a safe, secure, and positive learning environment for students, staff, and community stakeholders.			
Strategy: Broaden opportunities for increased collaboration/partnership with community organizations			
Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Increase the number of school and community partnership events with ORES PTA and Goode Rec. Dept, McDonald (Mc Teacher Nights) Barnes and Noble reading program	Principal ORES staff ORES PTA Officers Goode Rec Officers	August 2017- May 2018	Back to School Event 2017 McTeacher Night Veternans Day Breakfast Reading Night STEAM Presentation to Ruritan Club 2018 Spring Meeting
2) Begin partnership with Goode Ruritan with Dictionary/Thesaurus program, Clean Up Day and Mural	Principal ORES staff Goode Ruritan Members	August 2017-May 2018	Third grade students' thank you letters to Ruritan members for dictionaries and thesaurus. SCA committee planing documents for Clean Up Day Mural completion in gym and hallway.
3) Continue to discuss, practice and review all safety and crisis plans with ORES staff	Principal ORES Staff ORES Headstart Staff District Safety Team	August 2017- May 2018	Emergency drills documentation Drill practices Leadership and faculty meeting discussions on safety

<p>4) ORES staff and Leadership Team will examine mission statement to ensure the statement reflects the views, data and forward thinking of ORES school community.</p> <p>5) Implement DADS WATCHDOG program</p>	<p>Principal Leadership Team ORES Staff</p>	<p>August 2017- May 2018</p>	<p>Leadership Team and staff review of mission statement</p> <p>Identify father (s) who will serve as chairman of program Schedule of meetings and duties</p>
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** Add or delete rows as needed. *Goal Statements may have more than one strategy (i.e., copy and paste an additional table).*

Part VI: Mid-Year Reflection

. Mid-Year Summary of Data Analysis 2017-18

Summary of Data Analysis: The PALS Mid Year screening window will close on January 26, 2018 The Leadership staff and administration will review data and results will be recorded in the graph below.

PALS Mid Year Assessment Data Grades K- 2

Grade	Grade	Instructional Reading Level
Kindergarten	Kindergarten	
First	First	
Second	Second	

** Add or delete space as needed.*

Mid-Year Celebrations, Concerns, and Possible New Innovations 2017-2018
A List of the Continuous School Improvement Plan Adjustments That Were Made

The Otter River Elementary School community continues to be an example of a positive collaborative instructional team and community model for the school district. ORES students and staff have experienced a very productive and inspiring first semester of the 2017-2018 school year. We began the school year with an increase in our student enrollment numbers, therefore resulting in an additional classroom teacher. The new teaching position restored the fourth and fifth grade classrooms to the 2013 instructional model of two teachers at each grade level. The transition was a smooth process for the 4th and 5th grade students.

The first half of the 2017-2018 school year brought a few adjustments for our Kindergarten students, with both Kindergarten teachers out on a leave of absence for several months. We were fortunate to obtain two excellent substitute teachers during the leave period. Upon the Kindergarten teachers return to school, unfortunately the heating unit in the Kindergarten classrooms failed and the classrooms were relocated to the music and library area for several weeks. Both parents and staff agreed our Kindergarteners will be very resilient students as a result of these experiences.

Otter River Elementary is a recipient of the district's safety grant. As a result of the grant several safety items identified in the 2017 ORES Safety Inspection document were awarded. The safety items included additional lightning in the parking lot and extending the intercom system into the hallways, cafeteria, conference and staff workroom. The safety items were completed over the winter break. Students, staff and parents were excited to return to school from the winter break with these additional safety measures.

The review of ORES Mid Year data of CSIP Smart Goals indicate the following growth and adjustments:

SMART GOAL 1: 3-5 students have increase their learning by 3% or higher percentage points in order to achieve a successful pass rate of SOLS tests.

Strategies Used:

1. Identified students receive 30 minutes of Tier 2 remediation instruction in reading and math.
2. Identified K-5 students (27 students) receive additional instructional support from reading specialist.
3. All teachers utilize both resources and practices from numerous programs and practice
Example: Thinking Maps, Think, Pair and Share , Google Classrooms and K-2 SuperKids Reading program.
4. After-school tutorial program for third grade students.
5. Integration of S.T.E.A.M and innovative learning spaces supports K-5 student achievement.

Adjustments as result of Mid Year Assessment Review:

1. Collaboration of remediation teacher and reading specialist to identify both strategies and resources to support academic growth for identified students.
2. After-school tutorial programs for identified third grade and fourth grade Va. Studies students.

SMART Goal 2: Increase the use of technological tools by twenty-five percent in K-5 classrooms to support personalized learning and assessment.

Strategies Used:

1. Technological tools have been increased by 10% percent in K-5 classrooms.
2. ORES PTA Fall fundraiser event awarded our school with \$1200.00 to purchase additional chromebooks. A total of four chromebooks were purchased with the funds.
3. Three teachers are recipients of the Bedford Education Foundation Grant award. The technology tools purchased with the grant funds are (1) smartboard, (3) chromebooks and STEAM material.
4. Collaboration of K--5 teachers with ITRT and Audrey Bowyer, SRMS to gain knowledge of the use of Google Classroom and other innovative personalized learning strategies and programs.
5. K-5 teachers participated in several Google Blitz professional learning activities.
6. Two ORES teachers have earned their Google Level One certification

Adjustments:

1. K-5 teachers will continue to participate in Google Blitz and personalized learning activities.
2. K-5 teachers will continue to be encouraged and supported with becoming Google Level One certified.
3. K-5 teachers will continue to be encouraged to apply for the Bedford Education Foundation Grant.

SMART Goal 3: To provide a safe ,secure, and positive learning environment for students and staff.

Strategies Used:

1. Broaden opportunities to increase collaboration/partnership with community organizations through varied school-based activities.
2. Principal attendance at Ruritan community meetings.
3. Staff and community participation in MCTeacher Night and Barnes and Noble Reading program.
4. Veterans Day Breakfast was held in school cafeteria with school choir providing music .
5. All safety drills are conducted on a regular basis. ORES Emergency Plan is consistently reviewed with all staff members.

6. Replacement of damaged exterior number signs with new and brighter colored signs.
7. WATCH DOGS program was discussed /introduced to the community during the winter musical. Mr. Spracker will serve as the faciliator for the program.

Adjustments as result of mid year review:

1. A schedule meeting in February with Mr. Spracker and Leadership Team members to begin program implementation.
2. Increase community involvement by conducting more school base events and activities. Example: Father /Daughter Dance on February 23rd with support from Goode Recreation and Ruritans
3. Schedule meeting with both PTA , Goode Rec. and Ruritan to discuss and develop plan for additional painting and murals in the gym.
4. Schedule Spring cleaning event with PTA to paint paw prints on sidewalks as a safety measure to direct visitors to the front entrance of the building.

** Add or delete space as needed.*

Part VII: End-of-Year Reflection

End-of-Year Summary of Data Analysis 2017-18

** Add or delete space as needed. Can be completed during early summer.*

**End-of-Year Celebrations, Concerns, and Possible New Innovations 2017-2018
A List of the Continuous School Improvement Plan Adjustments That Were Made**

** Add or delete space as needed. Can be completed during early summer.*

Appendix

PALS Resource Information:

PALS-K 2017-2018 Benchmarks

PALS - Kindergarten	Rhyme	Beginning Sound	ABC Lower	Letter Sounds	Spelling	Concept of Word Word List	Summed Score
Fall Benchmark 2017	5	5	12	5	2	0	29
Fall Maximum 2017	10	10	26	26	20	10	102
Spring Benchmark 2018							
Spring Maximum 2018							

**A kindergarten student with a Fall PALS-K Summed Score lower than 29 (or a Spring PALS-K Summed Score lower than 83) would be identified as needing intervention in the form of remedial phonetic and/or literacy instruction.*

PALS-1-3 2017-18 Benchmarks

PALS First - Third 2017-18	Spelling Inventory Fall	Spelling Inventory Spring	Word Recognition in Isolation - Word List Fall	Word Recognition in Isolation - Word List Spring	Letter Sounds Fall	Letter Sounds Spring*	Entry Level - Summed Score Fall	Entry Level - Summed Score Spring
PALS 1 Benchmark	10		10		21		41	
PALS 1 Maximum	44		20		26		90	
PALS 2 Benchmark	20		15		n/a		35	
PALS 2 Maximum	48		20		n/a		68	
PALS 3 Benchmark	39		15		n/a		54	
PALS 3 Maximum	56		20		n/a		76	

**Letter Sounds administered only in first grade, Fall only*

PALS-1-3 2017-18 Benchmarks

PALS First - Third 2017-18	Spelling Inventory Fall	Spelling Inventory Spring	Word Recognition in Isolation - Word List Fall	Word Recognition in Isolation - Word List Spring	Letter Sounds Fall	Letter Sounds Spring*	Entry Level - Summed Score Fall	Entry Level - Summed Score Spring
PALS 1 Benchmark	10		10		21		41	
PALS 1 Maximum	44		20		26		90	
PALS 2 Benchmark	20		15		n/a		35	
PALS 2 Maximum	48		20		n/a		68	

PALS 3 Benchmark	39		15		n/a		54	
PALS 3 Maximum	56		20		n/a		76	

**Letter Sounds administered only in first grade, Fall only*

PALS Plus 4-5 2017-18 Benchmarks

PALS Plus Fourth-Fifth 2017-18	Spelling Inventory Fall	Spelling Inventory Spring	Word Recognition in Isolation - Word List Fall	Word Recognition in Isolation - Word List Spring	Letter Sounds Fall	Letter Sounds Spring*	Entry Level - Summed Score Fall	Entry Level - Summed Score Spring
PALS 4 Benchmark	50		15		n/a	n/a	65	
PALS 4 Maximum	88		20		n/a	n/a	108	
PALS 5 Benchmark	62		15		n/a	n/a	77	
PALS 5 Maximum	92		20		n/a	n/a	112	