

**Courthouse Road Elementary
School Improvement Plan
2019-2022**

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School Leadership Team

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School Planning Teams

Planning teams included guided and specific feedback from the faculty and staff facilitated by the school improvement team.

COURTHOUSE ROAD MISSION * VISION * CORE VALUES

We, Courthouse Road Elementary School, are committed to maximizing student potential.

We build **RIGOR, RELEVANCE, RELATIONSHIPS** and **RESULTS**.

- High Expectations (*RIGOR*)
- Meaningful Learning Experiences (*RELEVANCE*)
- Family and Student Engagement (*RELATIONSHIPS*)
- High Quality Instruction (*RESULTS*)

Definitions DEVELOPED by CHRES STAFF:

Courthouse Road Definition of Problem Solving as developed by 2016-17 Faculty:

PROBLEM SOLVING is a fluid process where our Courthouse Road students take risks and use their critical thinking skills to arrive at solutions to authentic cross curricular tasks in a variety of ways.

Courthouse Road Definition of Inquiry Based Instruction as developed by the 2015-16 Faculty:

INQUIRY BASED INSTRUCTION is a process in which teachers facilitate critical thinking through posing questions and/or problems that engage students in their learning. Students learn to use their schema, ask questions, investigate, gather evidence, observe, analyze, draw conclusions, and solve real world problems. Students are then empowered through deeper understanding as shown through their communication and opportunity to share their thinking.

COURTHOUSE ROAD EXECUTIVE SUMMARY:

Courthouse Road Elementary is a centrally located elementary school in Spotsylvania County. Our Core Values include a strong partnership of teachers, administrators, parents and community that believe in RIGOR, RELEVANCE, RELATIONSHIPS and RESULTS. At Courthouse Road, we believe that Cardinals should be “Respectful, Responsible, and Productive”, and we believe that we should “Always GO the Extra Mile” to do what is right. All staff are expected to model and promote the practice of citizenship through PBIS (Positive Behavior Intervention System), and will promote and OUR CARDINAL ESSENTIALS as the expectation for our school community. The expectation for our staff is to effectively engage our school community. All staff members are to focus on promoting effective communication within the classroom and within the community. Teachers are to know the curriculum and to teach it in effective and engaging ways in an effort to promote critical, flexible thinking skills.

Our School Improvement Plan is our lesson plan for success. It is developed as a part of our shared leadership model by our School Improvement Team. The Planning Teams that provided key information to our School Improvement Team consist of Faculty Professional Learning Communities, This is a continuous process as our Professional Learning Groups will continue to provide specific guided feedback to our School Improvement Team in an effort to continuously develop this fluid document.

After careful analysis of our school’s student performance data from 2019-21, without end of year summative assessments due to COVID-19, school faculty teams determined the following to be areas of focus through the incorporation of our School Improvement Goals and Action Steps.

Grade	Relative Strengths	Relative Weaknesses
Kindergarten	<p>Literacy: letter ID, letter sounds, rhyming, sight words, cause and effect, and drawing conclusions</p> <p>Math: counting numbers, representing numbers</p>	<p>Literacy: story elements, blending and segmenting</p> <p>Math: part/whole to 10, sums and differences to 5 and 10, graphing</p>
First	<p>Literacy: word patterns, beginning and ending blends, BME sounds, short vowels, ask/answer questions</p> <p>Math: rote counting to 110, counting by 1s, 5s, 10s, writing numerals, comparing numbers</p>	<p>Literacy: DA comprehension questions (story elements, make predictions, theme, sequencing, retelling with BME, 5 W's)--multiple choice questions from reading passages*, adjectives, ABC order</p> <p>Math: place value, story problems, part whole (percentage 0.83%?), addition/subtraction, exemplars- communication</p>
Second	<p>Literacy: comprehension of fiction, context clues, homophones, story elements and r controlled vowels</p> <p>Math: fact fluency, counting by 2s,5s,10s, comparing #s (ordering)relatively speaking fractions :)</p>	<p>Literacy: main idea & details, summarizing, phonics (decoding words)Comprehension of longer texts on tests</p> <p>Math: Graphing (vocabulary + multi step), estimation, multi step word problems, place value, counting backwards</p>
Third	<p>Literacy: Identifying text features Ask and answer questions of fictional texts Homophones Synonyms, Antonyms, Affixes Context clues Identify the theme of fictional texts Identify conflict and resolution Author's purpose</p> <p>Math: Identifying place value Rounding numbers to a single place value Multiplication & division models Solving multiplication problems using models Identifying equivalent periods of time Interpreting graphs using level 1 question stems Identifying elapsed time Telling time to the nearest 5 minutes</p>	<p>Literacy: Summarizing Drawing conclusions in fiction and nonfiction Compare and Contrast elements of fiction Dictionary/Thesaurus skills</p> <p>Math: Rounding one number to multiple place values Solving multi-step word problems Comparing coins & bills Making change Reading temperatures on a variety of thermometers Interpreting graphs using level 3 question stems (adding two data points together/comparing to another data point) Telling time to the nearest minute Probability & outcomes Name & write fractions Comparing fractions Comparing & ordering whole numbers</p>

	Patterns in objects, pictures, numbers, and tables Equivalent mathematical relationships	
Fourth	<p>Literacy:</p> <ul style="list-style-type: none"> - They did well on 4.3a which is b/c we exposed them to many different media types throughout the year and summarizing and main idea are showing growth and moving into a strength <p>Math:</p> <ul style="list-style-type: none"> - Bar Graphs and Line Graphs (4.14a) are strengths and this year we taught them together we saw great understanding of this standard however they still struggle to interpret the data (need more time practicing with data on a graph) - Place Value (4.1) is a strength and since it was taught in the beginning we constantly review this and spent a lot of time building number sense with the students. 	<p>Literacy:</p> <ul style="list-style-type: none"> - Weakness for 4th grade is poetry, Author's Purpose (Nonfiction, using sensory words), Drawing Conclusions/Making Inferences both fiction and nonfiction (this is a hard concept in general each year) --- it is getting the students to learn to think outside the box when it comes to reading --- they struggle when it is not black and white and when they have no schema or background knowledge to be able to infer or draw conclusions <p>Math:</p> <ul style="list-style-type: none"> - Decimals (4.3abc) is a new skill to 4th graders. - Decimals (4.6) the issue is the multistep word problems - they get how to add or subtract but the wording confuses them. - Elapsed Time (4.9) is a weakness because they can't even tell the time --- the issue comes when they have to identify the time on the clock and then solve the problem.
Fifth	<p>Literacy: using context clues, roots/affixes/synonyms/antonyms, locating information (nonfiction), word reference materials, describe character development</p> <p>Math: rounding, problem solving with whole numbers and decimals, order of operations, probability and statistics</p>	<p>Literacy: making inferences/drawing conclusions, summarizing, identifying theme, identifying main idea, compare and contrast literary and informational nonfiction</p> <p>Math: perimeter area and volume practical problems, practical problems with metric measurements and equivalents</p>

Rigor, Relevance, Relationships, Results

KEY OBJECTIVES IN THE SCHOOL PLAN:

- All staff will build and foster positive relationships with their students and effectively engage our Courthouse Road Families.
- All staff will set and communicate high expectations for students in all areas (to include: high level instruction and behavior).
- All staff will develop and implement instructional strategies to address various levels of underperforming standards while incorporating solid communication strategies.

Goal 1: All Staff will build and continue to improve an engaging environment with staff, families, and community that is based upon positive relationships and communication as evidenced through student tiered surveys given at the end of the first and third quarters. Baseline will be established and data will be monitored for growth. The goal is that 100% of our students feel that Courthouse Road Elementary school provides positive relationships and communication that promotes success.

Goal 2: All Staff will fully participate in collective learning through professional learning communities in an effort to utilize well constructed plans and instructional strategies that promote solid instruction and communication of student thinking in all content areas as evidenced by student performance of an 85% raw score pass rate on grades K-5 Division Assessments and SOLs given throughout the year.

****Modifications of Actions Steps for Virtual Learning will be in gray.

Goal 1: All Staff will build and continue to improve an engaging environment with staff, families, and community that is based upon positive relationships and communication as evidenced through student tiered surveys given at the end of the first and third quarters. Baseline will be established and data will be monitored for growth. The goal is that 100% of our students feel that Courthouse Road Elementary school provides positive relationships and communication that promotes success. **This color denotes additions and modifications while in a virtual/distant learning model.*

ACTION STEPS Goal 1:

Actions Step	Person Responsible	Resources Needed	Target Date for Completion	Evaluation	Review 11/20	Review 2/21	Review 4/21	Review 5/21
All Staff will promote, enforce, and incorporate the Cardinal Essentials as a way for students to demonstrate “Going the Extra Mile” - Productive, Respectful, and Responsible Behavior.	All Staff <i>Team agrees this action step can continue through virtual learning.</i>	Cardinal Essentials Chapter resources from The Essential 5	Daily beginning Aug. 12	Student Behavior-decrease in referral numbers Student Engagement Assessment Results				
All Staff will work together to review and practice essentials together on a school - wide schedule and	All Staff <i>During Virtual Learning: Staff will work to make school wide</i>	Cardinal Essentials Chapter resources from The Essential 5 <i>Technology Website Google Classroom Links</i>	May 1	Student Behavior-decrease in referral numbers Student Engagement				

<p>incorporate into morning meetings when appropriate.</p>	<p><i>videos as reminders for incorporating cardinal essentials. Videos can be incorporated for daily/weekly reminders in place of morning announcements.</i></p>			<p>Assessment Results</p>				
<p>All staff will utilize the responsive classroom model of incorporating morning meetings, greetings, group activities, and morning messages in their morning routines..</p>	<p>All Staff <i>Team agrees that this can be incorporated into virtual learning and that morning meetings are more important than ever before.</i></p>	<p>Lesson Plans <i>Electronic resources will be available to staff members by counselors.</i> <i>Counselors are available to join meetings and support teachers.</i></p>	<p>September 19</p>	<p>Student Behavior-decrease in referral numbers Student Engagement Assessment Results</p>				
<p>All staff will utilize and incorporate the Zones of Regulation and utilize a classroom</p>	<p>All Staff <i>This action step will be modified during virtual learning to</i></p>	<p>Counselor Support</p>	<p>September 19</p>					

<p>break space in their classroom with support of guidance counselors. This should be modeled within the first 30 days.</p>	<p><i>include student resources and videos provided by counselors in conjunction with counselors supporting students by joining teachers during interactive instruction to focus on the zones of regulation. Break spaces will look differently during virtual instruction.</i></p>							
<p>Data and subgroup information will be tracked monthly and information will be used to create unique parent opportunities (targeted groups for community</p>	<p>Admin All Staff Counselors</p> <p><i>During Virtual learning, this action step will be modified to include data</i></p>	<p>Sign in sheets Synergy Assessment Results</p>						

<p>night, home visits, etc.)</p>	<p><i>collection through surveys with students and community.</i></p>							
<p>Training on the Zones of Regulation for new teachers</p>	<p>Admin Counseling</p> <p><i>This action step can continue through virtual learning.</i></p>	<p>Scheduled small group meetings</p>						
<p>All Staff will engage the community. Teachers will provide parents with specific information as to what to ask their child. This will be provided weekly to families.</p>	<p>Instructional Staff</p> <p><i>This action step will be modified for virtual learning to include meeting with parents at the beginning of the year and then offering sessions weekly to answer questions and clarify learning</i></p>	<p>Questions</p>	<p>Weekly</p>	<p>Communication to families</p>				

	<p><i>structure for students.</i></p> <p><i>In addition a video will be created at the beginning of the year to welcome the community, address questions, and explain communication structure.</i></p>							
<p><i>This action step has been added as a part of the virtual learning structure:</i></p> <p><i>School Psychologist, counselors and school social workers will work together to provide parent resources for struggling parents and families to include google informational links (Essential life skills), weekly check in</i></p>	<p>Admin</p> <p>Counseling</p> <p>Technology</p>	<p>Community Support through specialists, counselors, social worker, and school psychologist</p> <p>Technology - links for others to access</p>						

<i>with families struggling</i>								
<p><i>This action step has been added as a part of the virtual learning structure:</i></p> <p><i>Google Forms will be provided to parents, teachers, and students in an effort to notify and access counselors and school resources for support.</i></p>	<p>Admin</p> <p>Counseling</p> <p>Technology</p>	<p>Counselors</p> <p>Google Forms</p> <p>Technology - links to access</p>						

Goal 2: All Staff will fully participate in collective learning through professional learning communities in an effort to utilize well constructed plans and instructional strategies that promote solid instruction and communication of student thinking in all content areas as evidenced by student performance of an 85% raw score pass rate on grades K-5 Division Assessments and SOLs given throughout the year. **While instructional action steps can continue during virtual learning, there will be some modifications on completion dates as our first priority will be supporting teachers virtually to establish routines, make relationships, using data in a virtual classroom, and focusing on an agreed upon concentrated curriculum focus.*

ACTION STEPS Goal 2:

Action Step	Person Responsible	Resources Needed	Target Date for Completion	Evaluation	Review 11/20	Review 2/21	Review 4/21	Review 5/21
All Instructional Staff will work together quarterly for curriculum “big picture”mapping work noticing patterns across content for all 4 quarters of instruction.	PLC Teams Admin <i>This action step can continue through virtual learning.</i>	Curriculum Framework	Quarterly beginning August 12	Walk thrus Lesson Plans				
PLC Teams will meet weekly to focus on the “ 5 Driving Questions” to ensure emphasis is put on becoming an expert noticer...looking more deeply at student learning and expert instruction (Id why and when	PLC Teams Admin <i>This action step can be incorporated through virtual learning, but initially teams will</i>	Curriculum Framework Curriculum Maps	Weekly beginning Aug 26	Walk thrus Lesson Plans PLC meeting minutes				

students are not performing/ using PLC + guiding questions).	<i>focus on relationships and routines.</i>							
Instructional staff will provide problem solving opportunities including productive talk moves and the frequent use of exemplar work. Teachers will calibrate their expectations, model thinking, and establish student expectations to include productive talk move norms per PLC Team.	Instructional Staff <i>This action step can be incorporated through virtual learning</i>	Curriculum Rubrics Lesson Plan	Monthly beginning August 26	Walk thrus Observations Lesson Plans Student Exemplar Performance				
Instructional staff will provide frequent opportunities for writing that is modeled so that students can demonstrate understanding, synthesis and application of content.	Instructional Staff Specialists <i>This action step can be incorporated through virtual learning</i>	Lesson Plans Curriculum	Daily beginning Aug. 26	Walk thrus Observations Lesson Plans Assessment Results Student work				
PLC teams will create parallel questions that align with the framework to help students think and prepare for assessments.	Instructional Staff <i>This action step can be incorporated through</i>	Curriculum Assessment Data	Continuous cycle beginning Aug. 12	Assessment Results PLC meeting minutes				

	<i>virtual learning</i>							
Instructional Staff will attend monthly PDs during the school day that focus on understanding and incorporating structured literacy while continuing to incorporate communication, read alouds and thinking routines during instruction.	Instructional Staff Specialists Admin <i>This action step will be modified during virtual instruction and started after teachers have a handle on virtual learning.</i>	Curriculum PD Material	Continuous cycle beginning Aug. 12	Assessment results to include PALS data from beg to mid to end of year.				
Instructional staff should explicitly teach handwriting and letter formation using consistent verbal pathways from K-5	Instructional Staff <i>This action step can be incorporated through virtual learning</i>	Handwriting Materials Curriculum	Aug. 26					
A K-2 literacy committee has been created and will continue with a focus on structured literacy - spelling, handwriting, phonics	K-2 Teachers Specialists <i>This action step can be incorporated through virtual learning</i>	Breaking the Code Curriculum K-2 Vertical Team	Meet 8 times throughout the year beginning Aug.					
A 3-5 literacy committee has been created and will	3-5 Teachers Specialists	3-5 Vertical Team	Meet 8 times throughout the year					

continue with a focus of structured literacy, a continued spelling program to include frequently misspelled words, and word analysis	<i>This action step can be incorporated through virtual learning</i>	Curriculum	beginning in Aug.					
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Courthouse Road Cardinals “Go the Extra Mile” to be Productive, Respectful and Responsible.
The Cardinal Essentials are specific expectations to achieve results!

CARDINAL ESSENTIALS

RESPECTFUL

***We are Humble!**

- Always congratulate and uplift others.
- Never ask for a reward!
- Go out of your way to make others feel better!
- If you win, DO NOT brag! If you lose, DO NOT show anger!

***We are the Best we can be!**

- Know the names of your Cardinal Family and greet them appropriately
- When meeting new people, shake their hands and repeat their name.
- Hold the door for others! Never let a door close on them!
- If someone drops something, pick it up!
- Be a good listener and respect others' comments and opinions.
- Make Eye Contact.
- Always say thank you!

RESPONSIBLE

***We are the Best we can be!**

- Always be HONEST!
- Learn from mistakes and move on!
- Always be POSITIVE!
- Always pick up around you and be responsible for your space (to include cafeteria and bathroom)! It is a representation of YOU!

PRODUCTIVE

***We are the Best we can be!**

- In the Hallway, walk, quickly, quietly (voice level 0), and to the right of the hallway.
- During conversations, ask questions and answer in complete sentences
- During Transitions, be SWIFT, QUIET, and ORDERLY!
- When another adult is present, all rules apply!
- Take school-wide drills and precautions seriously!