



School Improvement Plan

Inspire 2025: A Promise for Progress

School Year: 2023-2024

School: Bass-Hoover Elementary

Principal: Darren Thomas

School improvement team (list all members and roles; Title I schools MUST include a parent):

Darren Thomas, Principal

Heather Hess, Assistant Principal

Kelly Schachtschneider, kindergarten representative

Sydney Nickerson, first grade representative

Rachel Sager, second grade representative

Julie Simmons, third grade representative

Katie Farrar, fourth grade representative

Stephanie Shipp, fifth grade representative

Amy Lange, special education representative

Antje Haines, Title I reading teacher

Emily Coleman, Title I math teacher

Julia Kimbrell, resource teacher representative

Vicki Lewis, English language learner teacher

Melissa Culp, instructional coach

Sonja Sneddon, literacy coach

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Anne Winn, intervention resource teacher
-----, parent representative

School vision statement:

We are a hive that thrives on meaningful values and transformational experiences, empowering Stingers to positively impact their world.

School mission statement:

Our school community will foster well-rounded students through positive relationships and real world learning opportunities.

Community meeting dates (quarterly):

Quarter 1: August 10, 2023

Quarter 2:

We are committed to Continuous Improvement

Plan-Do-Study-Act

Why? Our students, teachers, and community deserve a meaningful and engaging learning experience. Our families deserve a school system that fosters innovative ideas that challenge conventional thinking so learners can realize their dreams and aspirations. In order to accomplish this, we have to be committed to continuous improvement.

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How? This is going to take time and patience. Our improvement plan methodology follows the VDOE continuous school improvement process model that is based on the Plan-Do-Study-Act methodology. When implemented with fidelity, this model works and will render positive results.

What, When, and Who? Data will be collected and reviewed continuously. Each school will identify a committee that will review the data, create strategies for implementation, and monitor the results. These goals will be reviewed every 45 days, and will continue every year.

Inspire 2025 - Four Goals

1. Student Success
2. Culture
3. Strategic Partnerships
4. High Quality Staff

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Academic Supports During the School Day
3. Academic Supports Outside the School Day
4. Addressing Needs of All Children (Includes Parent and Family Engagement and PBIS/SEL)

STEP 1: NEEDS ASSESSMENT

DUE DATE: JULY 8, 2023

Strengths	Areas of improvement
97% of kindergarten is proficient in alphabetic decoding	Rate of improvement for tier 1 Istation for the year was low
70% of second grade were tier 1 reading in April's Istation assessment	5th grade math: SOL scores and i-Ready annual typical growth

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Strengths	Areas of improvement
66% of third grade were tier 1 for comprehension in April's Istation assessment	5th grade science SOL scores
Growth in Geometry and Measurement increased in i-Ready (despite not having been taught prior to the diagnostic)	Reading - Istation results show a decrease in the number of students in K and 2-5 in overall reading for tier 3, this shows a greater need at first grade
Trend growth for K and 1 was consistent in Istation	Supporting the ROI growth of students who are Tier 5 in Istation.
First grade i-Ready increased tier 1 from 30% to 54% from the mid-year to end-of-year	Spiraling in math to help student retain skills - numeracy in all grades as indicated by Iready diagnostic



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Step 2: PLAN, DO

DUE DATE: AUGUST 1, 2023

Schools will have at least one overarching measurable goal dedicated to student achievement. Additional goals are optional. Goals can be focused on enhancing strengths or addressing concerns. Each goal may have multiple objectives or targets along with numerous corresponding strategies. You can duplicate this page for more than one goal.

GOAL STATEMENT: Improve student proficiency in reading.

Target: READING What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
By the end of the 2023-2024 school year, 90% of BHES students in grades K-5 will demonstrate grade level proficiency or growth in reading.	<ul style="list-style-type: none"> • Increasing rate of improvement for iStation in tier 1. • Istation results show a decrease in the number of students in K and 2-5 in overall reading for tier 3, this shows a greater need at first grade. • Supporting the rate of improvement growth for students who are 	As measured by at least 1 of the following: <ul style="list-style-type: none"> • Istation - Level 3-5 or rate of improvement is high • Common grade level assessments • K-2 VALLS tiers 	Administrators, instructional technology coach, Instructional coach, literacy coach IRT Title I reading teacher, Classroom Teachers, PALS Aide Monitored by: Administrators Title I Reading Teacher	<i>Science of Reading</i> training will be provided for all teachers. Phonemic Awareness and Phonics strategies will be used, based on the Science of Reading. Provide targeted interventions based on identified areas of weakness for students in need of tier 2 or tier 3 interventions	Component 2 (training and instructional materials)



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Target: READING What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
	<p style="text-align: center;">tier 5 in iStation.</p>	<ul style="list-style-type: none"> 3-5 SOL score passing or meets growth expectation 	Instructional coach Literacy coach Intervention Resource Teacher	<p>Tier 2 and Tier 3 interventions occur in addition to Tier 1 instructional block for reading.</p> <p>Data meetings occur every 6-8 weeks. During these meetings, student progress at all grade levels is discussed and students in need of a Tier 3 reading are identified. Title I teachers will provide daily interventions to students in a one on one or small group setting. Interventions include (but are not limited to) Istation interventions, PALS interventions, and interventions focused on specific reading deficits.</p>	



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GOAL STATEMENT: Improve student proficiency in math.

Target: MATH What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
By the end of the 2023-2024 school year, 85% of BHES students in grades K-5 will demonstrate grade level proficiency or growth in math.	<ul style="list-style-type: none"> Increasing 5th grade math SOL scores and i-Ready annual typical growth. Spiraling in math to help students retain skills - numeracy in all grades as indicated by Iready diagnostic. 	As measured by at least 1 of the following: Common Grade Level Assessments (K-5; score of 70% average or better on the assessments) i-Ready - Level 1 end of year view or meets one year growth measurement (1-5) SOL score passing or meets growth expectation (3-5)	Classroom teachers Instructional aides Title I Math Teacher Monitored by : Administrators Instructional coach Title I Math Teacher Intervention Resource Teacher	Provide targeted interventions based on identified areas of weakness for students in need of tier 2 or tier 3 interventions Tier 2 and Tier 3 interventions occur in addition to Tier 1 instructional block for math. Data meetings occur every 6-8 weeks. During these meetings, student progress at all grade levels is discussed and students in need of a Tier 3 math intervention are identified. The Title I teacher will provide daily interventions to students in a one on one or small group	Component 2 (training and instructional materials)



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Target: MATH What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
		VKRP (K only; mathematics spring score) VGA (3-5)		setting. Interventions include (but are not limited to) Do The Math, iReady interventions, and interventions focused on specific math deficits. Continued support with CRA model and using manipulatives to support planning and instruction in tier 1.	



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GOAL STATEMENT: Improve student proficiency in science.

Target: SCIENCE What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
By the end of the 2023-2024 school year, at least 75% of BHES students will demonstrate proficiency in science.	<ul style="list-style-type: none"> The need for students to apply learned science concepts and skills as evidenced by the performance on the science SOL assessment. 	As measured by: <ul style="list-style-type: none"> science SOL test results data analysis of common assessments/rubrics K-5 	Classroom teachers Instructional aides Instructional coach Monitored by: Administrators Instructional coach Instructional Resource teacher	Provide targeted small group instruction based on identified areas of weakness for students in need of reteaching or remediation. Data meetings occur every 6-8 weeks. During these meetings, student progress at all grade levels is discussed and monitored. Create common assessments for science that will be analyzed and utilized to create targeted skill groups in grades 4 and 5.	Component 2 (training and instructional materials)



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Target: SCIENCE What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
				K-3 will create 1 or more common assessments per quarter that will be analyzed and utilized in instruction. Grade levels will map out quarterly instruction and create rubrics in K-2 to assess science progress.	



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GOAL STATEMENT: Increase school-wide positive behavior supports.

Target: SAFE and ORDERLY ENVIRONMENTS What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
By the end of the 2023-2024 school year, BHES will decrease the overall number of referrals among students who received 2 or more referrals in 2022-2023 by 10%.	The PBIS team determined the area of need based on a review of referral data.	Tier 1 Fidelity Inventory with administrative feedback	Administrators	All teachers will utilize the tier 1 indicators under “Classroom Rules and Reinforcements” in the Tier 1 Fidelity Inventory. 100% of teachers will implement tier 1 indicators under the <i>Classroom Rules and Reinforcement System</i> category. Suggestion for PBIS committee to consider: every adult should be trained in common	Component 4 (no budget implications)



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Target: SAFE and ORDERLY ENVIRONMENTS What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
				language to defuse stressful situations. Schedule professional development in Safety Care Lite strategies to diffuse conflicts that can turn into negative behaviors.	



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GOAL STATEMENT: Improve the involvement of stakeholders.

Target: FAMILY AND COMMUNITY ENGAGEMENT What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
By the end of the 2023-2024 school year, an average of at least 75% of caregivers will be involved in their children's education.	<ul style="list-style-type: none"> Although participation at events has been strong there is a need to increase transparency and communication of school improvement and title 1 plans. 	Improvement will be determined as evidenced by at least two of the following: <ul style="list-style-type: none"> <i>regular Seesaw or email connectedness/activity</i> <i>volunteering at the school</i> <i>school-based or PTO event attendance</i> <i>student attends after-school club or tutoring program</i> <i>field trip chaperoning, or</i> <i>via survey, student indicates that someone</i> 	Administrators Title I Reading Classroom Teachers (K-5) Title 1 Math Resource Teachers ELL teacher Monitored by: Administrators	Four Title I family engagement events will be held at the school <ul style="list-style-type: none"> Back to school night/Community meeting Three additional family and community meeting engagement events Monitor attendance at	Component 4 Title I Family Engagement Allocation for BHE to be used for take-home materials and food, refreshments, interpreters

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Target: FAMILY AND COMMUNITY ENGAGEMENT What objective are you trying to accomplish?	Baseline Data How do you know this is an area of improvement?	Metric/ Timeline How will you measure this improvement?	Responsibility Who will manage this effort?	Strategies/Tactics How will you meet this target and accomplish your goal? How do you know that this strategy or tactic is effective (cite source)?	Title I Schoolwide Component and budget Implications (for Title I schools, only)
		<p align="center"><i>at home reads with, asks about the school day, or helps with homework</i></p> <p>(Goal measurement would be done at the each community/Title 1 event)</p>		<p>family nights and school events.</p> <p>Provide access to interpreters at family nights and all school events.</p> <p>Translate all school communication related to family night and school events.</p>	



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Step 3: STUDY, ACT

School improvement teams will need to meet quarterly to discuss the target, data, and any changes that need to be made and implemented.

QUARTERLY UPDATE: QUARTER 1

DUE DATE: OCTOBER 20, 2023

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?



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QUARTERLY UPDATE: QUARTER 2

DUE DATE: DECEMBER 21, 2023

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?



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QUARTERLY UPDATE: QUARTER 3

DUE DATE: MARCH 8, 2024

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?



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QUARTERLY UPDATE: QUARTER 4

DUE DATE: June 6, 2024

GOAL STATEMENT: (Duplicate for additional goals)

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes Based on the performance data that you observed, what changes (if any) do you intend on making? What changes will be implemented and how?



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SUMMARY: (Summary and plan for next year)

DUE DATE: June 6, 2024

GOAL STATEMENT:

Target What objective are you trying to accomplish?	Data Dive What performance data did you observe?	Changes for next cycle Based on your performance during the last school year, what changes do you intend on incorporating into your next school improvement plan?

Resources and Tools:

Cited Sources (if applicable):