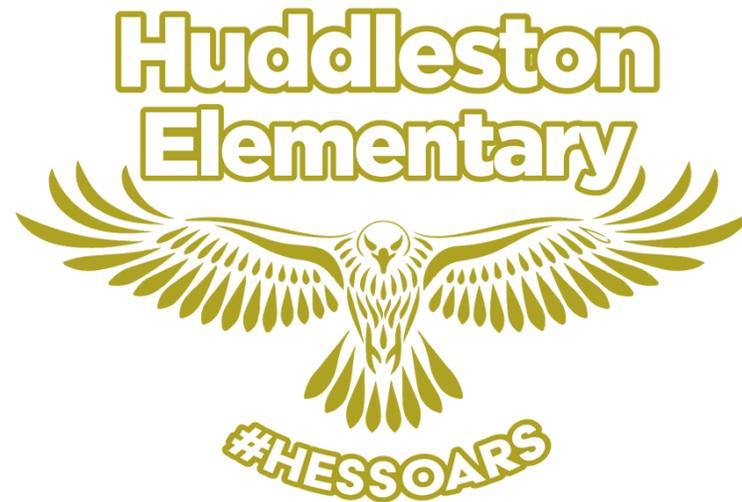


# Huddleston Elementary School



## Goals/Continuous School Improvement Plan 2023-2024

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Throughout this Continuous Improvement Plan, Title I components are color coded as follows:

Component 1 - Needs assessment

Component 2 - Reform strategies for overall improvement

Component 3 - Additional support measures

Component 4 - Students at risk



*Bedford County Public Schools*

**Goals/Continuous School Improvement Plan Elementary  
2023-2024 School Year**

[Part I: Vision, Mission, Accountability & Accreditation Information, and Goal Statements](#)

<b>Huddleston Elementary School</b>	
<b>Principal: Dr. Jeff Guerin</b>	
<b>Vision:</b> Vividly paints a picture of the future/leads to a desired outcome.	HES strives to be a diverse community built on mutual trust and respect. We envision a professional team of educators fostering community partnerships with the purpose of inspiring students to reach their individual potential. We envision a standards based, inclusive, and challenging curriculum that stimulates learning and creativity in a positive and safe environment.
<b>Mission:</b> Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).	HES will provide the highest quality education appropriate to the individual child's needs and abilities in order to enable the child to realize his/her greatest potential and become a productive student and citizen.
<b>State Accreditation Information</b>	Fully Accredited

<p><b>Curriculum Overview</b></p>	<p>Huddleston Elementary School serves students Pre-K-5. In addition to grades K-5, we host one Virginia Preschool Initiative (VPI) four-year old class.</p> <p>Every K-5 student participates in the Benchmark Advance reading program with designed instructional approaches that were built using research-based strategies. The structure of this research foundation is based on two established models of reading. It uses a combination of the Simple View of Reading (Gough &amp; Tunmer, 1986) and Scarborough's Rope (Scarborough, 2001) to form a familiar structure. This structure contains major topics, including word recognition or decoding and language comprehension, that have been shown to be critical for learning to read and expanding literacy and background knowledge. Speaking and listening as well as writing are included in this structure. The topic of assessment has been added to the structure to help in presenting a complete picture. This research foundation provides research for each major topic area, followed by the application of the topic to Benchmark Advance.</p>
<p><b>Extended Learning Opportunities</b></p>	<p>Reading Specialist for grades K-3 Tutoring Program in grades 3-5 (second semester)</p>
<p><b>Long-term goal for HES</b></p>	<p>All children will be reading <u>at or above grade level</u> by the end of third grade and will maintain that level of proficiency throughout their school careers.</p>
<p><b>SMART Goal Statement 1:</b></p>	<p>By April 2024, 100% of the students in K-5 will earn 80 points/or be on grade level in IXL Reading.</p>
<p><b>SMART Goal Statement 2:</b></p>	<p>By April 2024, 100% of the students in K-5 will earn 80 points/or be on grade level in IXL Math.</p>
<p><b>SMART Goal Statement 3:</b></p>	<p>For the 2023-2024 school year, 70% or more of the 5th graders will score 400 or above on the end of the year SOL.</p>
<p><b>SMART Goal Statement 4:</b></p>	<p>For the 2023-2024, SWD will increase the pass rate on the Math SOL from 63% to 70%</p>

## Part II: School Leadership Team Members

<b>Huddleston Elementary School</b>	
<b>Name</b>	<b>Committee Position</b>
Dr. Jeff Guerin	Principal
Ashley Ferrell	School Counselor
Lisa Taylor	Grade level teacher/parent
Amy Mallow	Grade level teacher/parent
Josh Bryars	Grade level teacher
Courtney Nichols	Grade level teacher
Sara Dowdell	Special Education Teacher
Lori Zacharias	ParaProfessional
Britany Mistretta	Resource Teacher

### Domains for Self-Study by Leadership Team

The sections for self-study are organized around the two overarching strands and eight domains of self-study:

<b>Strand I</b>	<b>Teaching for Learning</b>	<b>Person(s) Responsible</b>
<b>Domains 1-4</b>	English Language Arts	Administrator Classroom Teachers Mrs. Beckwith
	Mathematics	Administrator Classroom Teachers
	Science	Administrator 5th Grade Teachers

	*Other Academic Area(s): Special Education & Interventions (Math)	Administrator Teachers (Special Education)
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Strand II	School Environment	
Domains 5-8	School-Wide Culture	Administrator Secretary Staff
	Community Connections/Parental and Family Involvement	Administrator Secretary Secretary/Bookkeeper Staff
	Attendance	Administrator Secretary Staff
	Lesson Planning and content alignment	Administrator Instructional Staff

\*Domains 5-8 are modeled after the Solutions Team *Leading for Success* model from the *Success for All* program.

[Part III: Data Analysis](#)

**Enrollment Information**

	Total in-person
<b>Pre-K 4</b>	16
<b>K</b>	35
<b>1</b>	30
<b>2</b>	37
<b>3</b>	31
<b>4</b>	36
<b>5</b>	39
<b>TOTAL</b>	224 (208/16)

\*As of October 18, 2023

**Demographic Information**

White	Black	Hispanic	Asian	Two or More Races	Other	Special Education/Speech	Students with a 504 Plan
155	25	1	1	19	23	22 (18; 4)	1

\*Enrollment numbers are as of Oct 23, 2023

State Accreditation Rating School History ([School Quality Profile](#))

Year	Rating
State Accreditation Rating 2023-2024, Based on 2022-2023 Data, Final Report	Fully Accredited
State Accreditation Rating 2022-2023, Based on 2021-2012 Data, Final Report	Fully Accredited
State Accreditation Rating 2021-2022, Based on 2018-2019 Data, Final Report (accreditation waived through legislative action or superintendent's authority)	Fully Accredited
State Accreditation Rating 2020-2021, Based on 2018-2019 Data, Final Report (accreditation frozen due to March 2020 closure)	Fully Accredited

## Identification and Collection of Data-Huddleston

\*The following sources of data will be reviewed and analyzed by the HES Leadership Team during the 2023-2024 school year.

<b>Strand I</b>	<b>Teaching for Learning</b>	<b>Data to Collect</b>
<b>Domains 1-4</b>	English Language Arts	<ol style="list-style-type: none"> <li>1. PALS (Pre-K - 3)</li> <li>2. VKRP (Pre-K - K)</li> <li>3. SOLs (3rd - 5th)</li> <li>4. IXL Diagnostic (K - 5)</li> <li>5. Quarterly Benchmarks (3rd - 5th)</li> </ol>
	Mathematics	<ol style="list-style-type: none"> <li>1. SOLs</li> <li>2. IXL Diagnostic</li> <li>3. Quarterly Benchmarks</li> <li>4. VKRP</li> </ol>
	Science	<ol style="list-style-type: none"> <li>1. Alternate Assessments (Science 3)</li> <li>2. SOLs (5th Grade)</li> <li>3. Central Office Walkthroughs</li> </ol>
	Other Academic Area (s): Special Education Interventions	<ol style="list-style-type: none"> <li>1. Running Records (on an individual basis)</li> <li>2. <i>Tier 2 and Tier 3 supports.</i></li> </ol>
<b>Strand II</b>	<b>School Environment</b>	<b>Data to Collect</b>
<b>Solutions</b>	School wide culture	<ol style="list-style-type: none"> <li>1. Office Referrals</li> </ol>
	Community Connections/Parent and Family Involvement	<ol style="list-style-type: none"> <li>1. Family Involvement</li> <li>2. Smore Analytics</li> </ol>
	Attendance	<ol style="list-style-type: none"> <li>1. Attendance Rate</li> <li>2. Tardies</li> <li>3. Truancy Meetings Held</li> <li>4. CHINS Referrals</li> </ol>
	Lesson Plans	<ol style="list-style-type: none"> <li>1. Timely submission</li> <li>2. Alignment</li> </ol>

Standards of Learning Testing Information [HES School Quality Profile](#)

State Standards of Learning Results - No SOL tests were taken in 2019-2020 school year due to school closure.

Grade	Subject	Pass Rate for 2019-2020	Pass Rate for 2021-2022	Pass Rate for 2022-2023
Third	Reading	Not Tested		
Fourth	Reading	Not Tested		
Fifth	Reading	Not Tested		
<b>School-Wide</b>	<b>Reading</b>	<b>Not Tested</b>	<b>85</b>	<b>86</b>

Grade	Subject	Pass Rate for 2019-2020	Pass Rate for 2021-2022	Pass Rate for 2022-2023
Third	Math	Not Tested		
Fourth	Math	Not Tested		
Fifth	Math	Not Tested		
<b>School-Wide</b>	<b>Math</b>	<b>Not Tested</b>	<b>81</b>	<b>74</b>
<b>Fourth</b>	<b>Virginia Studies</b>	<b>Not Tested</b>	<b>Not Tested</b>	
<b>Fifth</b>	<b>Science</b>	<b>Not Tested</b>	<b>58%</b>	<b>59%; 3 y avg 69.5</b>

### Achievement Gaps: English and Mathematics

Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources. [HES School Quality Profile](#)

Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	No Students 	No Students 
Black	Level One 	Level One 
Economically Disadvantaged	Level One 	Level One 
English Learners	Too Small 	Too Small 
Hispanic	Too Small 	Too Small 
Multiple Races	Level One 	Level One 
Students with Disabilities	Level One 	Level Two 
White	Level One 	Level One 

### School Quality Indicators

Academic Achievement	
English	Level One 
Mathematics	Level One 
Science	Level One 

Achievement Gaps	
English	Level One 
Mathematics	Level One 

Student Engagement & Outcomes	
Chronic Absenteeism	Level Two 

## Phonological Awareness Literacy Screening (PALS) Information

### Percentage of Students Not Meeting PALS Benchmarks & Who Need Remediation

	District Fall 2020	School Fall 2020	District Spring 2021	*School Spring 2021	District Fall 2021	School Fall 2021	District Spring 2022	School Spring 2022	District Fall 2022	School Fall 2022	District Spring 2023	School Spring 2023	District Fall 2023	School Fall 2023	District Spring 2024	School Spring 2024
<b>Kinder-garten</b>	26%	37%	20%	27%	25%	41%	17%	18%	73%	44.8%	86%	10%	21%	31%		
<b>First Grade</b>	20%	0%	24%	22%	29%	54%	24%	19%	71%	34.3%	77%	22%	22%	40%		
<b>Second Grade</b>	28%	37%	26%	25%	54%	37%	25%	26%	66%	60%	76%	20%	31%	38%		
<b>Third Grade</b>	20%	21%	18%	21%	47%	28%	26%	29%	67%	33.3%	77%	29%	25%	26%		
<b>Fourth Grade</b>	75%	85%	73%	77%	81%	85%	76%	81%	81%	21.1%	72%	70%				
<b>Fifth Grade</b>	75%	82%	73%	69%	81%	77%	76%	71%	71%	43.2%	72%	74%				

*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.*

\* Spring 2021 scores include remote learners

**Percentage of Students Not Meeting PALS-K Benchmarks for 2023-2024 School Year**

PALS - Kindergarten	Rhyme	Beginning Sound	ABC Lower	Letter Sounds	Spelling	Concept of Word Word List	Summed Score
Fall 2023	34%	34%	31%	29%	20%	0	31%
Spring 2024						0	

**Percentage of Students Not Meeting PALS-1-3 Benchmarks for 2023-2024 School Year**

PALS First - Third	Spelling Inventory	Word Recognition in Isolation - Word List	Letter Sounds Fall	Summed Score	Instructional Oral Reading Level
PALS 1 Fall 2023	27%	47%	27%	40%	47%
PALS 1 Spring 2024					
PALS 2 Fall 2023	32%	57%		38%	54%
PALS 2 Spring 2024					
PALS 3 Fall 2023	39%	16%		26%	29%
PALS 3 Spring 2024					

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

## ELA IXL & Quarterly Benchmarks - ELA (% passed)

Grade ◆ SOL Tested	BOY IXL (grade level)	Q2 IXL	Q3 IXL	End of Q4 IXL	End of Q1 Benchmark	End of Q2 Benchmark	End of Q3 Benchmark	End of Q4 Benchmark
Kindergarten								
First	35% (11/31)							
Second	37% (14/38)							
Third ◆	29% (9/31)				55%			
Fourth ◆	22% (8/36)				60%			
Fifth ◆	10% (4/40)				61%			

## Math IXL & Quarterly Benchmarks (% passed)

Grade ◆ SOL Tested	BOY IXL (grade level)	Q2 IXL	Q3 IXL	End of Q4 IXL	End of Q1 Benchmark	End of Q2 Benchmark	End of Q3 Benchmark	End of Q4 Benchmark
Kindergarten								
First	35% (11/31)							
Second	29% (11/38)							
Third ◆	16% (5/31)				63%			
Fourth ◆	19% (7/36)				77%			
Fifth ◆	10% (4/40)				46%			
Fifth (Science)					90%			

Quarter 1 Benchmark with updated CIP cut scores



## **Data Tracker:**

### **HES Data Tracker**

**All data is tracked on the HES Data Tracker (Including IXL)**

### Cooperative Culture Information

*Referrals including bus, Suspensions, & Restraints*

	School Referrals 2022-2023	Bus Referrals 2022-2023	Out of School Suspensions 2022-2023	SPED Out of School Suspensions 2022-2023	Threat Assessments Conducted 2022-2023	NCI Restraints 2022-2023
August	5	2	3	1	3	0
September	4	0	4	1	1	1
October	7	3	2	2	2	0
November						
December						
January						
February						
March						
April						
May						
Total						

## Truancy Information

### Truancy Summary Data

	Number of Letters sent for Students with 5 Unexcused Absences	Number of Meetings Held for Students with 6 Unexcused Absences	Number of Students with 7 or More Unexcused Absences 2022-2023	Number of Students Referred to Court Services for CHINS 2022-2023
August	0	0	0	0
September	2	2	0	0
October	5	4	0	0
November				
December				
January				
February				
March				
April				
May				
Total				

## End of Year Attendance Data for the Previous School Year 2022-23

Grade Level	Chronically Absent	Total Students	Percentage
K	5	29	17.24
1st	6	36	16.6
2nd	9	30	30
3rd	5	31	16.13
4th	1	38	.03
5th	13	37	35.13
<b>TOTAL</b>	39	201	19.4

### Other Data Reviewed by the School Leadership Team

Other data sources that will be reviewed throughout the 23-24 school year include:

- Attendance information and watch list

#### Students on Attendance Watch List (2023-2024)

(10 or more absences)

Quarter 1	K - 1; 1st - 2; 2nd - 0; 3rd - 0; 4th - 1; 5th - 1 <b>Total on AWL: 5</b>
Quarter 2	
Quarter 3	
Quarter 4	

Family and Community Engagement Data (as a measure of School Environment)

<b>SMORE READERS</b>		
<b>Month</b>	<b>Newsletters</b>	<b>Other</b>
August	127	N/A
September	137	N/A
October	90	71 (attendance)
November	79	77 (watch dogs)
December		
January		
February		
March		
April		
May		

## Back to School Summary of Data Analysis/Needs Assessment 2023-2024

<b>Federal Accountability-</b> School Year: 2023-2024 based on data from 2022-2023 Federal accreditation rating: Accredited Federal status this year: Accredited	
<u>English Performance</u> All students - LEVEL 1 86% Asian - TS Black - LEVEL 1 87% Hispanic - TS White - LEVEL 1 87% English Learners - TS Economically Disadvantaged - 85% Students with Disabilities - 69%	<u>Math Performance</u> All students - 74% Asian - TS Black - 57% Hispanic - TS White - 79% English Learners - TS Economically Disadvantaged - 69% Students with Disabilities - 63%
<b>State Accountability Information -</b> <b>Accreditation Status:</b> Accredited <b>Accreditation Status Last Year:</b> Accreditation Waived through legislative action or superintendent's authority	

## Back to School Celebrations, Concerns, and Possible New Innovations 2023-2024

(As noted by the MNES leadership team with opportunity for input from all teachers)

### **Areas of Strength (Celebrations)**

- Fully Accredited
- PTA ready and excited to participate in events here at HES
- Building is on the list to be painted during the summer of 2024
- Fully Staffed
- In-House SRO

### **Areas of Concern**

- We do not have enough staff to fully support the building
- Attendance: 22.39% chronic absenteeism last year
- Science: 5th grade SOL (three year average: 69.5%)
- Math Gap Group: SWD 63% pass rate
- Security: need additional cameras, door at entrance way
- A lot of peeling paint around the building
- Need sound panels in the cafeteria
- Need curtains for stage in the cafeteria

### **Possible New Innovations**

- 

*\* Add or delete space as needed*

## Part V: Goals, Strategies, and Action Steps

**SMART Goal Statement 1:** K-5th grade will use IXL diagnostic as a method to measure student performance. (the diagnostic will be collected quarterly)

- 100% of the students in K - 5th grade will show 80 points growth (or be on/above grade level), by April 2024, in the area of ELA as measured by IXL.

### Strategies:

- Focus on effective school wide tier 1 instruction with an emphasis on aligning curriculum, instruction, and assessment
- Use the school-based intervention team to assign research-based interventions aligned with individual needs of identified students
- Use of small-groups or one-on-one in classrooms to provide instruction to meet the individual needs of learners.
- Use a monitoring process for targeted intervention of students to ensure fidelity and effectiveness.
- Focus on providing additional family support by providing access to reading materials on students' grade level that can be sent home.
- Continue to refine the *Benchmark Advance* reading program in K-5 classrooms.
- Collaboration of teachers to improve instructional and assessment practices.
- Continue to target phonemic awareness and letter sound knowledge as a critical literacy skill in kindergarten.
- Implement All in VA.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
Regular and consistent IXL usage	Principal/ Classroom Teacher	August 2023 - May 2024	<ul style="list-style-type: none"> <li>- Quarterly long range plans</li> <li>- Timelines</li> </ul> Students in K - 5th will be working on IXL throughout the school year, Pinpointing intervals are as follows:  IXL Diagnostic Window: 09/05-09/15/23 12/11-12/15/23 03/04-03/15/24 04/29--05/10/24
Weekly PLC/grade level meetings to address lesson plan alignment	Principal/ Classroom Teacher	August 2023 - May 2024	<ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Student progress (DATA WALL)</li> <li>- Spring LA SGA results</li> </ul>
Use with fidelity of the Benchmark Advance reading program	Classroom Teacher	August 2023 - May 2024	<ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Student progress (DATA WALL)</li> </ul>

Daily whole group reading instruction	Classroom Teacher	August 2023 - May 2024	- Lesson Plans - Student progress (DATA WALL)
Unit assessments from the Benchmark Advance reading program	Classroom Teacher	August 2023 - May 2024	- Lesson Plans - Student progress (DATA WALL)
Small group instruction based on student reading levels	Classroom Teacher	August 2023 - May 2024	- Lesson Plans - Student progress (DATA WALL)
Regular practice of sight words for grades K-2	Classroom Teacher	August 2023 - May 2024	- Lesson Plans - Student progress (DATA WALL)
Phonics and Word Study spelling word practice weekly with spelling features	Classroom Teacher	August 2023 - May 2024	- Lesson Plans - Student progress (DATA WALL)
Small group intervention support; additional 30 minutes of reading instruction using Heggerty and Being a Reader supplemental materials for identified students based on PALS assessment data	Reading Specialist	August 2023 - May 2024	- Lesson Plans - Student progress (DATA WALL)

**SMART Goal Statement 2:** K-5th grade will use IXL diagnostic as a method to measure student performance. (the diagnostic will be collected quarterly)

1. 100% of the students in K - 5th grade will show 80 points growth (or be on/above grade level), by April 2024, in the area of Math as measured by IXL.
2. As per the [school quality profile](#), students with disabilities were categorized as level 2 in the area of Math.

**Strategies:**

- Focus on effective school wide tier 1 instruction with an emphasis on aligning curriculum, instruction, and assessment
- Use an identification process for all students at risk of failing or in need of targeted interventions (data trackers)
- Use the school-based intervention team to assign research-based interventions aligned with individual needs of identified students
- Use of small-groups in classrooms to provide instruction to meet the individual needs of learners.

- Use a monitoring process for targeted intervention of students to ensure fidelity and effectiveness.
- Implement All in VA

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
Regular and consistent IXL usage	Principal/Classroom Teacher	August 2023 - May 2024	<ul style="list-style-type: none"> <li>- Quarterly long range plans</li> <li>- Timelines</li> </ul>
Collaboratively work on long term goals by unpacking standards	Principal/Classroom Teacher	August 2023 - May 2024	<ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Student progress (DATA WALL)</li> <li>- 3rd-5th Spring math SGA results</li> </ul>
Small group instruction based on student data	Classroom Teachers/para professionals	August 2023 - May 2024	<ul style="list-style-type: none"> <li>- Lesson Plans</li> <li>- Student progress</li> </ul>
SWD to receive support as directed by their IEP.	Special Education teachers/para professionals	August 2023 - May 2024	<ul style="list-style-type: none"> <li>- IEP goals</li> <li>- Benchmark</li> <li>- IXL</li> </ul>

**SMART Goal Statement 3: SCIENCE** 70% or more 5th grade students will pass the end of year SOL test

**Strategy:**

- The 5th grade team will work with Supervisor of Science to ensure lessons are aligned
- The 5th grade team will use common planning and the pacing guide to base instruction
- The 5th grade team will incorporate cross-curricular instruction using the benchmark program.
- The 5th grade team will use frequent assessment to determine student growth, re-teach and review as necessary.

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
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Interactive Notebooks including content vocabulary, visuals, graphs, models	5th Grade Classroom Teachers/ Principal	August 2023 - May 2024	- lesson plans
Meeting with Instructional Supervisor Allison Kappler	5th Grade Classroom Teachers/ Principal	August 2023 - May 2024	- required PD meeting - scheduled meetings
Common assessments	5th Grade Classroom Teachers/ Principal	August 2023 - May 2024	- data analysis - Student growth graphs/goal setting
Quarterly spiral reviews	5th Grade Classroom Teachers/ Principal	August 2023 - May 2024	- data analysis each quarter
Scientific investigations with every unit	5th Grade Classroom Teachers/ Principal	August 2023 - May 2024	- lesson plans
SOL Coach book	5th Grade Classroom Teachers/ Principal	August 2023 - May 2024	- targeted remediation based on 45 day plan
Benchmark Advance cross-curricular content	5th Grade Classroom Teachers/ Principal	August 2023 - May 2024	- Benchmark curriculum

## STRAND II: School Environment

**SMART Goal Statement 4:** By May 2024 as evidenced by division discipline data, there will be a 10% decrease in the number of office discipline referrals for the school. Data from the 2022-2023 school year indicated that HES had 103 referrals.

### Strategy:

- Day Treatment Support
- BIP/FBA as appropriate
- SCT as appropriate
- Behavior incentives
- School Counselor
- Classroom celebrations

<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
Minor Behavior Report	Classroom Teachers	August 2023/ As needed	Notebook with minor behavior forms housed in the main office. Teacher will also keep a copy
Classroom Celebrations	Classroom teachers	August 2023/ daily/monthly	Daily point system followed by classroom directed award structure.
Counseling Groups	School Counselor	August 2023/ daily/as needed	Group structures determined b the counselor
SCT (School Consultative Team)	SCT TEAM	August 2023/ As needed	SCT notes
TDT (Therapeutic Day Treatment)	School Counselor/ Principal/Classroom Teachers/TDT clinician	November 2023/ As needed	TDT case load

**SMART Goal Statement 5: HES will hold 8 (or greater) parental involvement events during the school year.**

**Strategy:**

- Publicize school-wide events including Boo Thru, Grandparents Luncheon, Book Fair, Bingo for Books, Santa Workshop, Veterans Program via Remind and flyers.
- Keep Attendance at each event.

<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
Invite families to HES parent events	Administrator	August 2023 - May 2024	Grandparents Lunch/Book Fair Trunk or Treat Watch Dogs Kick off Veterans Program Holiday Bazaar Bingo for Books Math Night

Messages sent home via PS messenger - SMORE	Administrator	Monthly	Monthly Smore: <a href="#">August 2023</a> <a href="#">September 2023</a> <a href="#">October 2023</a> <a href="#">November 2023</a>
Keep Attendance of Events	Administrator/Designee	Ongoing	Attendance Logs October 27 Trunk or Treat - 172 November 9 Watch Dogs November 18 Holiday Bazaar
Watch Dogs	Administrator	November 2023	Watch Dogs sign up <a href="#">Watch Dogs Newsletter</a>

**SMART Goal Statement 6:** During the 2023-2024 school year HES will reduce the absentee rate from 22% to 15% (or less)

**Strategy:**

- The Attendance Team will meet regularly to discuss student absences.
- Daily Attendance Incentives (Prize box) Names called over PA system
- Weekly Ice Cream Awards to best attended class
- Positive phone calls to parents if an attendance letter is sent for absences and attendance improves.
- Quarterly attendance assemblies and reward students with certificates and/or medals

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
Attendance Team will meet regularly to discuss student absences	Principal/Leadership Team	Ongoing	Attendance Team meeting agenda and notes
Attendance information was included in the principal's Back to School Letter	Principal	August 2023	Letters mailed out in August
Attendance Matters Newsletter	Principal	October 2023	<a href="#">Attendance Matters Newsletter</a>
Check in with the school secretary and principal regarding students who have a pattern of absences to determine if the family needs support from the Attendance Team.	Principal/Teachers/Secretary	Ongoing	Attendance Team meeting agenda and notes

Quarterly/Monthly PowerSchool report to identify students who have been absent.	Principal/Secretary	Ongoing	Attendance reports and data spreadsheets
Daily and weekly attendance initiatives	Principal	Daily/Weekly	Attendance spreadsheet, daily announcement
Follow the statewide attendance campaign (#AttendanceMattersVA) and post resources for families on the Huddleston Elementary School Facebook page.	Principal	Ongoing	Huddleston Elementary Facebook Page
Positive phone calls to parents if an attendance letter is sent for absences and attendance improves.	Principal	Ongoing	Track attendance on Data Wall

## Part VI: Mid-Year Reflection

### Mid-Year Summary of Data Analysis 2023-2024

#### **ELA Winter Assessment Data**

##### IXL Diagnostic (K-5th)

K -

1st grade -

2nd grade -

3rd grade -

4th grade -

5th grade-

Schoolwide (K-5) -

##### SOL Benchmark (3rd-5th)

3rd -

4th -

5th -

#### **Math Winter Assessment Data**

##### IXL Diagnostic (K-2nd), SOL Benchmark (3rd-5th)

K -

1st grade -

2nd grade -

3rd grade -

4th grade -

5th grade-

Schoolwide (K-5) -

**Reflections:**

**SFA Grade Summary Form**

**(Percentage on or above End of Q2 benchmark)**

- K -
- Gr. 1 -
- Gr. 2 -
- Gr. 3 -
- Gr. 4 -
- Gr. 5 -
- Schoolwide (K-5) -

**Reflections:**

**PALS Mid Year Assessment Data**

**(Percentage on or above mid-year benchmark)**

- K -
- 1st -
- 2nd -
- 3rd -
- Schoolwide (K-3) -

**Reflections:**

*\* Add or delete space as needed.*

**Mid-Year Celebrations, Concerns, and Possible New Innovations 2023-2024**

Mid-Year Celebrations

**\*Feedback provided by all teachers**

Mid-Year Concerns

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Mid-Year Possible New Innovations

*ELA Innovations*

*Math Innovations*

*Additional Innovations*

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*\* Add or delete space as needed.*

## Part VII: End-of-Year Reflection

### End-of-Year Summary of Data Analysis 2023-2024

#### *English Language Arts*

- Reading SOL Test (Pass Rate)
  - 3rd Grade-
  - 4th Grade-
  - 5th Grade-
  - overall
- HMH Reading Growth Measure (% of students on grade level)
  - Gr. 2 -
  - Gr. 3 -
  - Gr. 4 -
  - Gr. 5 -
- PALS (% **identified** by PALS)
  - Kindergarten -
  - 1st grade -
  - 2nd grade -
  - 3rd grade -
  - 4th grade -
  - 5th grade -
  - **Overall -**
- SFA Grade Summary Form (% on grade level)
  - K -%
  - Gr. 1 -
  - Gr. 2 -
  - Gr. 3 -
  - Gr. 4 -
  - Gr. 5 -

#### *Math*

- IXL Diagnostic Test (% on grade level)
  - 1st Grade
  - 2nd Grade

- % overall
- Math SOL Test (Pass Rate)
  - 3rd Grade -
  - 4th Grade -
  - 5th Grade -
  - % overall-

*Other data collected*

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

## **End-of-Year Celebrations, Concerns, and Possible New Innovations 2023-2024**

### **A List of the Continuous School Improvement Plan Adjustments That Were Made**

End-of-Year Celebrations

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End-of-Year Concerns

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End-of-Year Possible New Innovations

*ELA Innovations*

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*Math Innovations*

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