

Title 1 School-Wide Comprehensive Improvement Plan

2014-2015

Givens Elementary School

Grades Pre-K -2nd

8153 Swords Creek Road

Swords Creek, VA 24649

Swords Creek Elementary School

Grades 3rd - 7th

3867 Swords Creek Road

Swords Creek, VA 24649

Prepared for the Virginia Department of Education

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1. Comprehensive Needs Assessment

Overview of Givens and Swords Creek Elementary Schools Environment:

Givens Elementary is a two story newly renovated building housing grades PK – 2, located at 8153 Swords Creek Road, Swords Creek VA. Swords Creek Elementary is a single story building, housing grades 3-7, located at 3867 Swords Creek Road, Swords Creek VA.

Mission Statement

EXCELLENCE THROUGH EDUCATION

At Givens / Swords Creek Elementary children are challenged to learn and grow in an environment where teachers and parents collaborate in every child's achievement. Givens / Swords Creek Elementary embodies spirit of a community dedicated to children succeeding in academics and developing qualities of respect, responsibility and self–confidence.

2. School-Wide Reform Strategies:

School Report Card

Givens:

<https://p1pe.doe.virginia.gov/reportcard/report.do?division=83&schoolName=736>

Swords Creek:

<https://p1pe.doe.virginia.gov/reportcard/report.do?division=83&schoolName=733>

3. Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)

- The professional staff at Givens / Swords Creek Elementary Schools is comprised of the following:
 - (1) Principal
 - (2) Vice Principal
 - (2) Secretary/Bookkeeper
 - (1) Part-time Counselor
 - (9) Homeroom Teachers
 - (1) Title 1 Technology Instructor
 - (1) PALs Teacher (Part-Time)
 - (1) Physical Education Instructor-- Itinerant
 - (1) Librarian-- Itinerant
 - (2) Custodians
 - (4) Cafeteria Personnel
 - (1) Part-time Speech Therapist
 - (1) Part-time Band Director
 - (1) Part-time Music Teacher
 - (1) Resource Officer

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Needs Schools

- The number one attraction is obviously salaries. Russell County needs to be within a competitive range with our starting salary and salaries at the top of the scale.
- Manageable student/teacher ratios.

- Mentors for new teachers should be chosen carefully. Mentors should be teachers that are more progressive in their thinking and have more up to date techniques.
- Teachers should have access to the latest technologies and resources to assist them with classroom management and instruction.
- Job Fairs
- Certification and licensure partnership with local college and universities
- Financial assistance toward professional development
- Professional Development Opportunities
- Teacher Evaluation Process beginning 2012/2013 School Year

5. High-Quality and Ongoing Professional Development

All teachers and administrative staff are given many opportunities to attend professional development sessions. Russell County sponsors several events throughout the year and we are made aware of many others. The School Improvement Team assesses the school's needs and that determines most of the professional development for the year. The following are some of the activities to date that our staff has attended:

- Unpacking the Standards
- Explicit Instructions for Teachers
- Interactive Achievement Assessment Training
- Southwest Virginia Community College Math Conference
- Southwest Virginia Reading Council
- Regional Curriculum Alignment Workshop (division)
- Math for Struggling Students – Presenter Dan Mulligan

- Middle School Math – Presenter Dan Mulligan
- Using Data Disaggregation for Improving Instruction (school)
- Using Smartboards to Improve Instruction (school)
- Development of Pacing Guides (division)
- Better Math Practices
- Bullying Prevention for Administrators
- Crisis Intervention
- Technology Workshops
- Introduction and Presentation New Reading Program Grades K-3.
- Reading Workshops (Debbie Diller and Catherine DeRosa) ongoing
- New Math Textbooks and Training
- Teacher Evaluation Training

Our staff has attended many other workshops, classes, and seminars throughout the year.

6. Strategies to Increase Parental Involvement

Increasing parental involvement is probably one of the toughest challenges we face at Givens / Swords Creek Elementary Schools. Givens / Swords Creek Elementary Schools believes positive parental involvement is essential to achieve maximum emotional, social, and academic growth and encourages participation of parents in all aspects of their child's education.

Givens / Swords Creek Elementary Schools will implement the following:

- Administer a Parent Needs Survey in the spring of each year which will provide as to the effectiveness of the school-wide program.

- Data gathered from the surveys will be analyzed with other data from the comprehensive needs assessment to determine overall effectiveness.
- Involve parents in the development of the School-Wide Title I Plan.
 - Parent/Community Advisory Committee that will meet three times a year.
- Make available to parents and community members the School-Wide Title I Plan. The plan can be found in the following places:
 - School Website
 - School Library
 - Russell County Public Schools Central Office
- Parents are informed they may make comments if they disagree with any of the content found in the Givens / Swords Creek Elementary School-Wide Plan.
- Arrange an annual meeting at the beginning of the school year in order to inform parents about the school-wide program and Title I requirements and offerings.
 - Invite all parents to an annual meeting held at the beginning of each year in which parents are informed of the role, rights, and responsibilities of parents in the education of their child. Scheduled for the October Open House after the first six Week report cards go out.
- Involve parents in the planning, review, and improvement of the school-wide program.
- Provide parents information about programs, curriculum, assessment, and achievement expectations.
 - Newsletters
 - School Website
 - School calendars posted on website and in student handbooks

- E-mails
- Telephone calls
- Newspapers
- Conferences
- Open House
- Provide parents with opportunities that explain state academic and achievement standards, state assessments, and student progress.
 - Parent/Teacher Conferences
 - Parent/Community Advisory Meetings
 - Student Report Cards
 - Student Progress Reports
 - State School Report Card
 - Open House
 - School Website
 - Student Handbook
- Coordinate and integrate parent involvement programs/activities through the 21st Century grant and other system-wide supported programs such as:
 - Tutoring
 - Teacher Assistant
- Conduct SOL night to assist parents in helping their child with homework, improving their performance in the classroom, and achieving success on the standard of learning assessment test.

7. Preschool Transition Strategies

Transition of students from one school to another is a time of apprehension for the student and the parents.

- Correspondence (letters/newsletters) will be sent home to parents about entering Givens Pre-K and K and entering Third grade at Swords Creek Elementary.
- An orientation for the new Pre-K and K students will be held prior to the beginning of school. A visit will be scheduled for lunch and time will be allowed in the Pre-K classrooms.
- Parent/student orientation will be held in August before school starts to share information about Givens / Swords Creek Elementary Schools with parents and students.
- Transitional meetings will be held for students.

8. Teacher Participation in Making Assessments Decisions

- At the end of the school year individual grade levels are brought together to discuss the coming year. An opportunity is provided to determine ways of continued improvement, including SOL scores and the end of year assessment scores for reading and math at each grade level.
- PALS and Pre-K dial scores are examined.
- All teachers have an opportunity to make suggestions on any changes to be considered. The suggestions are taken into consideration when scheduling is done.
- Each teacher has the opportunity to recommend students for after-school tutoring and the 21st Century Learning Center which is an after-school program and summer program.

These students receive tutoring and assistance with homework. Our tutoring program works in conjunction with the after-school program.

- Teachers are encouraged to use the “Student Performance by Question” reports that come with SOL test results to disaggregate data and find areas of strength and areas of weakness. This applies not only to individuals but also to each teacher and each grade level.
- Each teacher receives a notebook with the SPQ data.

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards as directed by Virginia SOL Curriculum.

Teachers are asked to identify students that are having difficulty. Students are given pre, mid-year, and post-assessments. Teachers will review previous SOL scores, pre-test assessment results, class work, test grades, and attendance records to identify struggling students. As soon as the teacher realizes there is a problem, intervention will begin. Intervention includes:

- Review of permanent records, test information, and results from SOL testing to determine student strengths and weaknesses.
- Testing all students in kindergarten through seventh grade to determine reading level and placement in the reading program. PALS tests are also used to determine placement. Students are addressed according to their instructional level.
- A student is recognized by a parents or a teacher as having difficulties, a meeting is scheduled to discuss the problem and options available for the student.
- Students in all grade levels may be referred to the after-school program and tutoring as needed. These services are available as funding permits.

- Continued training for instructional staff in recognizing difficulties.
 - Actively participating in grade level meetings
 - Using resource people with the school, school division, and outside the division
 - Providing staff development classes and resources on strategies for teaching students who experience difficulties
- Technology lab teacher (Title I) will be utilized on Monday and Thursday morning 8:30-9:30 to administer “retakes” of test, test missed due to student’s absence from school, or completion of test when student cannot complete test during regularly scheduled time.

10. Coordination and Integration of Federal, State and Local Programs and Resources.

OVERALL EDUCATION PROGRAM:

Givens / Swords Creek Elementary Schools

FIRST GRADE PROGRAM

I. GOALS:

First grade offers the students a year of experiences in a nurturing atmosphere through interactions between teacher and child which will develop, enhance, and extend basic English and Math skills across the curriculum. A variety of instructional activities and methods will be implemented with appropriate pacing based on the differing ability levels of the students. Students will be assisted in becoming self-reliant learners by the end of the school year.

II. OBJECTIVES:

1. To continue to foster and improve growth in all areas of language usage.

2. To provide beginning readers individualized instructions with opportunities for acceleration.
3. To provide mathematical activities and instruction based on concrete materials which enhance developing mathematical concepts, skills, reasoning, and problem solving.
4. To provide activities which promote knowledge and provide a varied background in science and social studies.
5. To provide direction and experiences needed to become good citizens.

III. SYNOPSIS:

The first grade program is designed to provide opportunities for cognitive, social, emotional, and physical growth. Varied instructional methods are used to teach basic reading, math, writing, science, and social studies. Students receive daily physical education classes, weekly music and library classes, and guidance classes once a month, from teachers certified in those areas.

Instructional objectives are based upon the Virginia Standards of Learning for English, Mathematics, Science, and Social Studies.

Students are expected to enter the first grade after having mastered the kindergarten SOL's. They must be able to follow directions and exhibit a maturity level appropriate and necessary for first grade tasks. Students will follow school and classroom rules, begin and continue to use effective conflict resolution skills, and demonstrate respect for selves and others. A strong emphasis is placed on the use of good manners.

First graders are expected to use problem-solving strategies effectively in both the social and instructional areas of school. Building empathy for others and developing the ability to recognize and appreciate cultural diversity is strongly emphasized in first grade.

The first grade program will increase the amount and quality of learning time by providing a research-based, performance-grouped reading program. Our math program involves basic math experiences, with opportunities for problem-solving using concrete manipulatives. Our science program is based on the use of the Asset science kits and teacher made units. Our social studies program is composed of teacher made units and the new Social Studies books. We feel our first grade program provides an enriched, appropriate, and accelerated first grade curriculum.

Guidance lessons and Pals lessons are used to assist students in learning to deal with the many problems they face each day.

IV. REFORM STRATEGIES:

Based on needs, the following reform strategies will be used: Games will be developed to reinforce the skills being taught; manipulatives will be used for all math skills being taught; students will be placed in mixed performance cooperative learning groups for math, science, social studies, and handwriting. Students are placed in Language Arts groups based on their performance level.

The following English SOL's will be targeted:

- Identify words that have the same vowel sound.
- Identify a question that is answered in a selection.
- Identify which event occurs first.
- Locate information in a story.
- Identify rhyming words in a text.
- Identify a character's attributes.

The following Mathematics SOL's will be targeted:

- Identify the number sentence that can be used to solve a word problem.

- Identify a numeric pattern following the same rule as a specified pattern.
- Estimate a reasonable height for a specified object.
- Determine the next element in a simple number pattern.
- Identify the fraction model which represents the greatest value.
- Solve a problem by completing a missing-addend sentence.

The following Social Studies SOL's will be targeted:

- Recognize a patriotic action.
- Identify a national holiday.
- Identify the location of a capital.
- Identify the actions of a good citizen.

The following Science SOL's will be targeted:

- Identify the basic parts of a plant.
- Identify examples of basic types of weather.
- Recognize natural resources that come from plants.

Guidance classes are provided to assist students in learning specific ways to cope with everyday problems which hinder their abilities to stay on task and perform the rigorous tasks of first grade. Conflict resolution and problem solving strategies will be stressed.

All first grade students are encouraged to participate in the Accelerated Reading Program.

V. ASSESSMENT:

- Weekly Mastery Tests and Reading Check-outs are administered in reading.

- Weekly spelling tests are administered.
- Chapter and Unit tests in Math are administered.
- PAL's, for targeted students
- Unit tests are given in science and social studies.

VI. PERFORMANCE OBJECTIVES:

- 85% of first grade students will master 5 of the 6 targeted SOL objectives in English.
- 85% of first grade students will master 5 of the 6 targeted SOL objectives in Mathematics.
- 85% of first grade students will master 3 of the 4 targeted SOL objectives in Social Studies.
- 85% of first grade students will master 2 of the 3 targeted SOL objectives in Science.

VII. STAFF DEVELOPMENT:

All first grade teachers have attended district wide meetings on the new Reading Program (Journeys). Instructional Technology have upcoming programs and offer assistance as needed. Debbie Dillar Center Based Education Programs are being offered in the 2012 school year. Teaching model was attended during the 2013 school year.

SECOND GRADE PROGRAM

I. GOALS:

The Second Grade Program will provide instruction to prepare the student for the third grade in all academic subjects and in socialization skills.

II. OBJECTIVES:

The Standards of Learning Objectives will be used as the basis for instruction in the second grade. Concrete manipulatives and Learning Centers will be used whenever possible in instruction. The Technology Lab will be source for remediation and enrichment in English and Mathematics as well as being the source of teaching Technology objectives.

III. SYNOPSIS:

The second grade consists of one self-contained classrooms for Mathematics, Science, Social Studies, and Handwriting. The Reading Program will direct classes according to the student's performance level.

The second grade curriculum consists of English, Mathematics, Science, Social Studies, and Physical Education. Classes in music and library are offered weekly. Technology classes are offered twice a week. The Guidance Counselor provides one class per month with additional services as needed or requested.

Second grade students who demonstrate a need for added services have available the following: Special Education Classes, a Speech/Language Therapist, Auditory Processing, small group instruction, peer teaching, concrete manipulatives, remediation in the classroom and with Technology programs, Learning Centers, PALS tutoring, and classroom modifications.

IV. REFORM STRATEGIES:

Based on the needs, the following reform strategies will be used:

The following English/Reading objectives will be targeted:

- The student will use phonetic strategies when reading and writing.
- The student will use meaning clues when reading.
- The student will use language structure when reading.
- The student will demonstrate comprehension of fiction and non-fiction selections.
- The student will write stories, letters, and simple explanations.
- The student will edit final copies for grammar, capitalization, punctuation, and spelling.

The following Mathematic objectives will be targeted:

- The student will identify the place value of each digit in a three-digit numeral, using numeration models.
- The student will compare two whole numbers between zero and nine hundred ninety-nine, using symbols for greater than, less than, or equal to.
- The student will recall basic addition facts, sums to eighteen or less and the corresponding subtraction facts. The student, given a simple addition or subtraction fact, will recognize and describe the related facts that represent and describe the reverse relationship between addition and subtraction.
- The student will count, compare, and make change, using a collection of coins and one-dollar bills, as well as identify the correct usage of the cent symbol, dollar symbol, and decimal point.
- The student will tell and write time to the quarter hour, using analog and digital clocks.
- The student will use correct tools to measure distance, weight, and temperature.

ASSESSING STUDENT PROGRESS:

The student's success in meeting the reform strategies will be determined by the use of teacher observation, teacher developed tests, textbook tests, essay evaluations, PALS testing, Star Reading testing, and Interactive Achievement.

V. PERFORMANCE OBJECTIVES:

At the end of the school year, 80% of the second grade students will have mastered five of the objectives targeted in English and Mathematics.

VI. STAFF DEVELOPMENT:

The second grade teachers have attended inservices, classes, and/or conferences for the following: Phonemic Awareness, Computer Technology, Reading Kits and Mastery, Smart Board, Social Studies, Mathematics, Science Asset, Journeys Reading Program. The second grade teachers will have periodic grade level meetings within the school. Debbie Dillar teaching model was attended during the 2013 school year.

THIRD GRADE PROGRAM

I.GOALS:

The third grade program will function as a culminating year at the primary grade level which incorporates the K-3 curriculum standards in a cohesive and meaningful manner that enables students to demonstrate proficiency in all four core areas (English, mathematics, science, and history/social science). A variety of instructional activities and methods will be implemented with appropriate pacing based on the differing ability levels exhibited by the students. Also, the program will provide the students with the specific knowledge and necessary skills to lay a solid foundation for the students to continue their acquisition of the standards at the fourth grade level.

II.OBJECTIVES:

1. To continue to foster and improve growth in all areas of language usage.
2. To continue to place emphasis on reading instruction that will promote the development of fluency, expression, and comprehension strategies.
3. To provide mathematical activities and instruction based on concrete materials that enhance developing mathematical concepts, skills, reasoning, and problem solving.
4. To provide activities which promote knowledge and a varied background in the core areas of science and history/social science.
5. To provide direction and experiences needed to become good citizens.

III.SYNOPSIS:

The third grade program is designed to provide opportunities for cognitive, social, emotional, and physical growth. Varied instructional methods are used to teach basic reading, math, writing, science, and social studies. Students receive daily physical education classes and weekly music, library, and computer technology classes from teachers certified in those areas. While the core reading curriculum is being taught in performance-based groupings the other three core curriculums (mathematics, science, and history/social science) are taught in departmentalized classrooms.

Instructional objectives are based upon the Virginia Standards of Learning for English, Mathematics, Science, and Social Studies.

The third grade program continues to place emphasis on the students' development as fluent and expressive readers with knowledge of a variety of comprehension strategies by providing direct instruction with a research-based, performance-grouped reading program. Math experiences

with emphasis on learning the multiplication facts through the nines table and opportunities for problem-solving using concrete manipulatives provide an enriched and appropriate third grade mathematics curriculum. With the core science curriculum focusing on the conducting of investigations and inquiries of the world that they live the students explore machines, energy, matter, living systems, and patterns. Finally, the history/social science curriculum introduces students to heritage and contributions of people of the past as well as map skills, economics, the principles of democracy, and the American people.

Students will follow school and classroom rules, continue to use effective conflict resolution skills, and demonstrate respect for selves and others. Guidance lessons are provided to assist students in learning to deal with the many problems they face each day. A strong emphasis is placed on building good character traits and citizenship skills.

IV. REFORM STRATEGIES:

Based on needs, the following reform strategies will be used to remediate and reinforce targeted skills: individualized teacher assistance, one-to-one tutoring, peer tutoring, cooperative learning, computer assistance, participation in the Accelerated Reading Program, and the 21st Century After-school Program.

The following English SOLs will be targeted:

- Determine the appropriate source of a given text.
- Summarize a passage.
- Draw conclusions based on information stated in a text.
- Develop questions for future research.
- Identify a fact from a text.

- Develop questions for future research
- Identify a fact from a text.
- Identify important details in a passage.

The following Mathematics SOLs will be targeted:

- Determine equivalent fraction and decimal number using models.
- Compare the relative magnitude of two 7-digit numbers.
- Solve a problem involving rounding of numbers.
- Solve a problem involving subtraction of decimals.
- Find the quotient of a 3-digit number and a 1-digit divisor.
- Measure the length of a given object to the nearest inch.
- Use approximate comparisons to estimate conversion between US Customary and metric units of length.
- Identify equivalent measurements of liquid volume within the US Customary system.
- Identify equivalent measurements of mass within the metric system.
- Determine the probability of a given simple event.
- Extract information from a bar graph.
- Extract information from a line graph.
- Extend a pattern in a table.

The following Virginia Studies SOLs will be targeted:

- Associate a specific historical figure with a contribution.
- Demonstrate knowledge of early settlements in North America.
- Identify the time period for the division of Virginia.
- Identify a reason why the English settled in Jamestown.

- Describe the reasons for the relocation of Virginia’s capital cities.
- Identify the American Indian language groups of Virginia.
- Identify the importance of Virginia governing body.
- Associate important documents with key individuals.
- Identify one of the three branches of Virginia government.
- Identify factor enabling economic growth in specific region of Virginia.

V.ASSESSMENT:

- Weekly Reading Checkouts and Mastery Tests are administered in reading.
- Weekly spelling tests are administered.
- Chapter and Unit tests are administered.
- Chapter, Unit, and Review tests are administered in science and history/social studies.
- PALS, Interactive Achievement, and SOL tests are administered.

VI.PERFORMANCE OBJECTIVES:

- 90% of third grade students will master 6 of the 7 targeted SOL objectives in English.
- 85% of third grade students will master 4 of the 5 targeted SOL objectives in mathematics.
- 85% of third grade students will master 4 of the 5 targeted SOL objectives in science.
- 85% of third grade students will master 4 of the 5 targeted SOL objectives in history/social studies.

VII.STAFF DEVELOPMENT AND INSERVICE:

- “Highly Qualified” Reading/Math/Science/History Academies

- Disaggregation of Test Data
- Smartboard Technology in the Classroom
- Journeys Workshop for the Reading Program
- Explicit Instruction
- Interactive Achievement Training

FOURTH GRADE PROGRAM

I. GOALS:

The fourth grade program provides opportunities that prepare each student for further education by meeting or exceeding the *Virginia Standards of Learning* in English, math, science, history and social science. The program reinforces skills previously learned and supports students in acquiring new knowledge.

II. OBJECTIVES:

1. To attain mastery of the *Virginia Standards of Learning* in all subjects.
2. To master skills and acquire knowledge that will sufficiently prepare each student to actively engage in the fourth grade curriculum.
3. To provide direction and experience needed for students to become good citizens.
4. To provide a safe and comfortable learning environment where all students are active participants in the total learning process.
5. To encourage students to read fiction and non fiction independently for appreciation and comprehension, including a significant number of classic works.
6. To encourage students to become actively engaged in using concrete materials and appropriate technologies such as calculators and computers.
7. To emphasize data analysis and experimentation.
8. To relate the history of Virginia from 1607 to the present.

III. SYNOPSIS:

The fourth grade program provides opportunities for growth in cognitive, social, emotional and physical growth. Language arts, math, science and history are taught using a variety of instructional methods and activities. Daily physical education, weekly music and library classes

are also taught. A speech/language pathologist and teachers of learning disabled students identify and place qualifying students in speech and special education programs. The student's individual needs determine the frequency and length of speech therapy sessions and Special Education Programs.

Instructional objectives are based on *Virginia Standards of Learning* for English, math, science, history and social science. Subject areas are integrated whenever possible. Textbooks are provided for all subjects.

At the fourth grade level, students continue to be a reflective participant in classroom discussions. The students present personal opinions and understand different points of view and analyze the effectiveness of group communication skills. Analysis of scientific explanations and comparison of math data sets require application of critical reading and reasoning skills. Students read information text in the study of Virginia history from 1607 to the present. Students plan, draft, revise, and edit narratives, descriptions with attention to composition and style. Available technology is used when appropriate.

Each fourth grade classroom is equipped with multi-media computer and smartboard. The Internet and the Accelerated Reader Program can be accessed from the classroom.

IV. REFORM STRATEGIES:

Based on needs, the following reform strategies will be used to remediate and reinforce targeted skills: individualized teacher assistance, one-to-one tutoring, peer tutoring, cooperative learning,

computer assistance, participation in the Accelerated Reading Program, and the 21st Century After-school Program.

The following English SOLs will be targeted:

- Determine the appropriate source of a given text.
- Summarize a passage.
- Draw conclusions based on information stated in a text.
- Develop questions for future research.
- Identify a fact from a text.
- Develop questions for future research
- Identify a fact from a text.
- Identify important details in a passage.

The following Mathematics SOLs will be targeted:

- Determine equivalent fraction and decimal number using models.
- Compare the relative magnitude of two 7-digit numbers.
- Solve a problem involving rounding of numbers.
- Solve a problem involving subtraction of decimals.
- Find the quotient of a 3-digit number and a 1-digit divisor.
- Measure the length of a given object to the nearest inch.
- Use approximate comparisons to estimate conversion between US Customary and metric units of length.
- Identify equivalent measurements of liquid volume within the US Customary system.
- Identify equivalent measurements of mass within the metric system.
- Determine the probability of a given simple event.

- Extract information from a bar graph.
- Extract information from a line graph.
- Extend a pattern in a table.

The following Virginia Studies SOLs will be targeted:

- Associate a specific historical figure with a contribution.
- Demonstrate knowledge of early settlements in North America.
- Identify the time period for the division of Virginia.
- Identify a reason why the English settled in Jamestown.
- Describe the reasons for the relocation of Virginia's capital cities.
- Identify the American Indian language groups of Virginia.
- Identify the importance of Virginia governing body.
- Associate important documents with key individuals.
- Identify one of the three branches of Virginia government.
- Identify factor enabling economic growth in specific region of Virginia.

V. ASSESSING STUDENT PROGRESS:

- Fourth grade Virginia SOL test results
- Six weeks and mid-six weeks progress reports
- Teacher observation
- Parent/teacher conferences
- Teacher-made test
- Textbook published tests
- Accelerated Reader comprehension tests
- Classroom assignments

- Projects
- Interactive Achievement Assessments

FIFTH GRADE PROGRAM

I. GOALS:

The fifth grade provides an instructional environment which contains challenging learning experiences. The instructional technique will focus on active learning and provide opportunities for all students to develop the critical skills and knowledge as set in the Standards of Learning.

II. OBJECTIVES:

Fifth grade will utilize a program that provides access time and balanced experiences to all areas of the curriculum while serving the varying and changing needs and abilities of the students.

Teaching strategies will integrate the context of related curriculum areas through units, activities, and projects that enable students to develop and apply knowledge in real and meaningful ways.

III. SYNOPSIS:

Opportunities for growth in cognitive, social, emotional, and physical growth are provided in the fifth grade program. Language Arts, math science, history, and social science are taught using a variety of instructional methods and activities. Daily physical education and weekly library and music are taught. A speech/language pathologist and teacher of the learning disabled students identify and place qualifying students in the speech, LD, and EMD programs.

Instructional objectives are based on *Virginia Standards of Learning* for English, math science, history, and social science. Subject areas are integrated whenever possible. Textbooks are provided for all subjects.

At the fifth grade level, students will present personal opinions, understand different points of view and analyze effectiveness of group communication skills. Analysis of scientific explanations and comparison of math data sets will require application of critical reading and

reasoning skills. Students will read informational text in the study of American history from Pre-Columbian times until 1877. Students will plan, draft, revise, and edit narratives, descriptions, and explanations with attention to composition and style. Available technology will be used as appropriate.

Each fifth grade classroom is equipped with a multi-media computer and smartboard. The Internet and Accelerated Reader program can be accessed from the classroom.

Students will follow school and classroom rules, continue to use effective conflict resolution skills, and demonstrate respect for themselves and others. The Givens/Swords Creek Student Handbook is given to all students at the beginning of the school year for parents to sign and return for verification.

IV. REFORM STRATEGIES:

Based on needs, the following reform strategies will be used to remediate and reinforce targeted skills: individualized teacher assistance, one-to-one tutoring, peer tutoring, cooperative learning, computer assistance, and participation in the 21st Century Afterschool Program.

V. ASSESSING STUDENT PROGRESS:

- Chapter and Unit tests are administered.
- Chapter, Unit, and Review tests are administered in science and history/social studies.
- SOL tests are administered.
- Interactive Achievement Assessments

VI. PERFORMANCE OBJECTIVES:

- 80% of the fifth grade class will master history SOLs
- 80% will master English SOLs.

- 80% will master Math SOLs.
- 80% will master Science SOLs.

VII. STAFF DEVELOPMENT:

- County and school grade level and departmental meetings to discuss instructional strategies, differentiation teaching strategies, and inclusion.
- Trainings to assist with differentiation of instruction in the classroom
- Training courses to assist regular and special education teachers with inclusion strategies.

VIII. STRATEGIES TO IMPROVE PARENTAL INVOLVEMENT:

- After-school workshop for parents having difficulty with assisting their child/children with homework.
- Mid-six weeks and six weeks reports are sent home each semester.
- Calls are made to parents about students' progress and/or behavior.
- Two Open Houses (Fall and Spring)
- SOL Night

SPECIAL EDUCATION PROGRAM

GOALS:

The Special Education Program offers students in grades 1-7 a year of individualized instruction based on disabling condition. Standards of Learning objectives are followed and instruction is provided based on the ability levels of the students.

I. OBJECTIVES:

Classroom instruction will be direct using hands on activities, manipulatives, technology, and individual practice.

II. SYNOPSIS:

Special Education students are expected to meet all the goals and objectives listed in their Individualized Education Plan. The students work on their ability level in all academic areas provided by Special Education services. However, teachers use grade level texts and pacing guides to help develop instruction for Standards of Learning classes. All students are expected to show progress in these areas by mastering the objectives listed in the Individualized Education Plan.

Learning disabled and other health impaired students in grades four through seven now receive all academic instruction in the regular education classroom. Many of these students receive instruction in an inclusion/collaborative setting where the general education and special education teachers' work together to provide instruction and activities that meet the needs of these students. Identified students are monitored by a special education teacher. Modifications and accommodations are made in all of these classes to these students be successful.

The Educable Mentally Disabled students receive Reading/Language Arts and Math instruction in the special education classroom. They return to the general education classroom for science and history instruction. Modifications and accommodations are made to help meet the needs of these students.

Those students receiving services in the primary grades have instruction in the special education classroom for Reading/Language Arts and Math. Other students receive instruction in the general education setting and are monitored by a special education teacher. All primary students receive history and science instruction in the general education classroom. Modifications and accommodations are made to help these students meet their goals.

Special Education services meet the needs of students with disabling conditions. These include educable mentally disabled, learning disabled, speech and language delays, hearing impairment, visual impairment, developmentally delayed and other health impaired. These needs are addressed in each student's Individualized Education Plan.

Progress is determined by norm-referenced tests, curriculum based tests, criterion-referenced tests, Standards of Learning tests, and Virginia grade level assessments. All students who are eligible to receive special education services have their individual needs met by a staff of five full-time teachers and two paraprofessional personnel.

The weak areas in the special education program include the lack of consistent parental involvement and lack of professional development for regular education teachers in the area of special education regulations.

The Special Education department has a unique method of cooperative teaching. The teachers in the Special Education department share the responsibility of meeting every student's needs by

using grade-level or ability grouping. Teachers and paraprofessionals are willing to work as needed to meet the needs of all students.

III. REFORM STRATEGIES:

Each student's Individualized Education Plan lists the goals and objectives that need to be met. Daily classroom instruction, as well as, in-school tutoring programs and after-school programs are available to help students meet their individual objectives.

IV. ASSESSING STUDENT PROGRESS:

Student progress is assessed using norm-referenced tests, criterion-referenced tests, checklists, teacher-made tests, observation, and classwork.

V. PERFORMANCE OBJECTIVES:

Each objective is expected to be mastered at 75% performance level.

VI. STAFF DEVELOPMENT:

Special Education teachers attend a variety of workshops and conferences provided by the county and other local organizations. These include: training to receive Highly Qualified status, the Southwest Virginia Reading Conference, IEP online training, Smartboard training, the Middle School Conference, Interactive Achievement, curriculum alignment workshops and specific content area training.

ELEMENTARY GUIDANCE PROGRAM

I. GOALS:

1. To enable all students to achieve success and be able to develop into contributing members of society through development of:

- knowledge, attitudes, and interpersonal skills to foster respect of self and others

- identification of values, attitudes, and beliefs
- an understanding of the need of self-control and how to practice it
- identification of personal strengths and assets
- identification and discussion of changing personal and social roles
- an awareness of personal abilities, skills, interests, and motivations
- demonstration of the ability to balance school, studies, extracurricular activities, leisure time, and family life
- an understanding of how school success and academic achievement enhance future career and vocational opportunities
- an understanding of peer pressure and how to cope with it

2. To implement strategies and activities to support and maximize each student's ability to succeed.

II. OBJECTIVES:

To promote and enhance the learning process.

III. SYNOPSIS:

The comprehensive elementary school counseling program is an integral part of the overall educational mission of the school. Sequential, developmental, and systematic, it is comprised of planned direct and indirect school counseling services to facilitate holistic development in the school community. The goal of these activities is to help each student become the best person he or she can become----academically, personally, and socially.

The key tenet of a comprehensive program is the sequential and developmental nature of school counseling activities. Developmental school counseling is for all students, has an organized and

planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes a counselor who provides classroom guidance, as well as, individual and small group interventions.

Another component of the counseling program is maintenance of all cumulative records to be used as a resource by the community and personnel to better understand the students and devise strategies which will meet individual needs.

IV. REFORM STRATEGIES:

Based on needs, the following reform strategies will be used:

- interventions will reflect state and national standards
- provide direct services to all students through a number of roles, including that of educator
- create an effective integrated network of community-school professionals
- foster methods of two-way communication with parents, such as, phone calls, emails, conferences, counselor and administrator meetings
- promote increased parent participation in the growth of children
- engage the multiple systems (school, classroom, family, peer, neighborhood-community) that are part of the students' life
- interpret test results in an understandable, accurate, meaningful way to students and parents

V. STAFF DEVELOPMENT:

- participate actively in program development, changes, and implementation

- work cooperatively with staff in the school program
- participate in self-assessment activities
- use resources available for professional growth
- participate in system wide professional development activities to establish common goals for the counseling program
- maintain professional growth through continuing education
- research professional development congruent with the needs of the school community

LIBRARY PROGRAM

I. VISION/MISSION STATEMENT:

The library provides support to the instructional program and provides materials for intellectual growth and leisure time enjoyment.

II. GOALS AND OBJECTIVES:

The major objectives of the library staff are:

1. To provide materials to the staff and students at the time of need
2. To provide a collection of materials based upon the requests and needs of staff and students
3. To provide a pleasant and helpful atmosphere for students and staff
4. To work closely with the staff in the instruction of research skills
5. To support school-wide reading programs.

III. SYNOPSIS:

The library plays an important role in the school-wide program. The library provides reference books and other books in print, professional books, periodicals, audio-visual resources, and on-line databases to support the SOLs. The library provides books which correspond with the Journeys Program in grades 1-3. The librarian introduces and reinforces research skills during regular library periods at each grade level. Skills and activities are aligned with those outlined in the District-Wide Pacing Guides.

Each classroom visits the library for a thirty minute library period twice a week. Open library periods are provided when teachers may schedule individuals, small groups, or entire classes to use the library. During library periods, the library staff provides activities for the students, based on their grade level. Activities include story times and book talks, as well as instruction in library-use and research skills. The library is fully automated, and students are taught to use the library catalog and to access on-line databases.

The library sponsors and supports the *Accelerated Reader Program*, which encourages students in all grades to read more challenging books and raise their reading levels. The library collection has *Accelerated Reader* books on all reading levels and provides progress reports to classroom teachers each week.

IV. REFORM STRATEGIES:

Based on current needs, the following reform strategies will be used:

The librarian will continue to work collaboratively with all classroom teachers and plan library activities to reinforce research skills as teachers introduce them in the classroom, following the Russell County Pacing Guides for each grade level.

The librarian will continue to upgrade the collection of materials which support the SOLs.

V. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT:

The library staff provides opportunities for parents to participate in the library program during book fairs and special celebrations, such as the Dr. Seuss breakfast and birthday party. The library will also welcome parents to visit the library during the school day to check out library books for their children.

MUSIC PROGRAM

I. GOALS:

Based on Virginia Standards for Learning Music and National Standards for Music Education, the goal of Music Education is to provide all students, Grade Pre K through Grade 7, an equal opportunity to experience music as a positive source of personal enrichment through constructive expression of human emotions, movement, listening, games, playing instruments, exploring music history, and singing. It is also the goal to present Music as a fun, unique, intellectual discipline. All students should be performing, creating, investigating music, and connecting it with other disciplines.

II. OBJECTIVES:

1. Singing alone, and with others, a varied repertoire of music
2. Performing on instruments, alone, and with others, a varied repertoire of music
3. Improvising melodies, variations, and accompaniments
4. Composing and arranging music within specified guidelines
5. Reading and notating music

6. Listening to, analyzing, and describing music
7. Evaluating music and musical performances
8. Understanding relationships between music, the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

III. **SYNOPSIS:**

The Givens / Swords Creek Elementary Music Department serves the entire student body.

General Music classes are provided for Pre K through Seventh Grade. Each week, students have scheduled instruction in a homeroom setting. Thematic lessons are taught focusing on Standards of Learning Music on a state and national level, as well as local events, holidays, and special musical interests of the students. Students in grades 5-7 have the option of joining a regional children's choir. The music teacher works with classroom teachers in order to integrate other subjects into music.

IV. **REFORM STRATEGIES:**

- Special needs students are mainstreamed into music classes
- Students have an opportunity to join the Southwest Virginia Community Choir
- Sixth and Seventh Grade students are invited to participate in the All County Choir
- Students in grades 4-7 may participate in the 4-H Talent Show
- Students in grades Pre K through Second present a program to parents in the Spring

V. **STUDENT ASSESSMENT:**

Students audition for the Russell County Choir and the Southwest Virginia Children's Choir.

Members are selected according to his/her ability to match pitch, attendance, and dedication to

the choir. Students are assessed in the music classroom aurally and through musical demonstrations and performances including concerts and plays.

VI. PERFORMANCE OBJECTIVES:

- Students will perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- Students perform expressively a varied repertoire of music representing diverse genres and styles
- Students echo short rhythms and melodic patterns
- Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- Students perform independent instrumental parts while other students sing or play contrasting parts