



*Bedford County Public Schools*

## Goals/Continuous School Improvement Plan Elementary 2021-22 School Year

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

New London Academy	
Joel Abe	
<p><b>Vision:</b> Vividly paints a picture of the future/leads to a desired outcome.</p>	<p><b>IN</b>spiring <b>L</b>eadership and <b>A</b>chievement</p>
<p><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).</p>	<p>By fostering learning, caring, and character, New London Academy is committed to equipping learners to become successful and contributing citizens in our community and beyond through the development of academic, physical, and social needs.</p>
<p><b>Federal Accountability Information</b></p>	<p><a href="#">School Quality Profile</a></p>
<p><b>State Accreditation Information</b></p>	<p>Fully Accredited/ Accreditation Waived</p>

<b>SMART Goal Statement 1:</b>	New London will increase reading achievement by reducing our Special Education failure rate by 10% as measured by spring 2022 Standards of Learning Assessments. This would be a pass rate of 63% on the Spring Reading SOL.
<b>SMART Goal Statement 2:</b>	New London will increase reading achievement by decreasing the number of students falling below benchmark according to Fall PALS, as measured on PALS, by 10%.
<b>SMART Goal Statement 3:</b>	New London will improve school mathematical abilities by increasing students' pass rate on the 2022 SOL Math test by 10% from the previous year.

**Part II: School Leadership Team Members**

<b>New London Academy</b>	
<b>Name</b>	<b>Committee Position*</b>
Joel Abe	Principal
Mandy Simpson	Designee / Reading Specialist
Erin Jacobs	School Counselor
Julie Nagley	Kindergarten
Susan Quarles	First Grade
Stephanie Ruffner	Second Grade
Mary Jo Herbert	Third Grade
Anneliese Jones	Fourth
Karen Rodriguez	Fifth
Kristi Tucker	Special Education
Lisa Elliott	ITC
Lisa Lee	Preschool
John Wilson	Resource

## Part III: Data Analysis

## Standards of Learning Testing Information

## State Standards of Learning Results

Grade	Subject	Pass Rate for 2018-19	Pass Rate for 2019-20	Pass Rate for 2020-21
Third	Reading	88		75
Fourth	Reading	85		
Fifth	Reading	90		
Gap (SPED)	Reading	42		50
<b>School-Wide</b>	<b>Reading</b>	<b>88</b>		<b>75</b>
Third	Math	100		73
Fourth	Math	93		
Fifth	Math	83		
Sixth	<b>Math</b>	<b>100</b>		
<b>School-Wide</b>	<b>Math</b>	<b>91</b>		<b>73</b>
<b>Fourth/School-Wide</b>	<b>History/Social Studies</b>	<b>85</b>		
<b>Fifth/School-Wide</b>	<b>Science</b>	<b>93</b>		

### State Accreditation Rating School History

Year	Rating
State Accreditation Rating 2020-21	Fully Accredited/Accreditation waived
State Accreditation Rating 2019-20	Fully Accredited
State Accreditation Rating 2018-19	Fully Accredited

### Federal Annual Measurable Reading Objective Data

Groups	Reading Annual Measurable Objectives & Results (Percent Passing)	Reading Annual Measurable Objectives & Results (Percent Passing)	Reading Annual Measurable Objectives & Results (Percent Passing)
Assessment Year	2018-19	2019-20	2020-21
All Students	93		73
Black Students	77		TS
Economically Disadvantaged Students	89		54
ELL Students	TS		TS
Students with Disabilities	58		50
White Students	92		72
Asian Students	TS		100

Hispanic Students	TS		TS
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**Federal Annual Measurable Math Objective Data**

Groups	Math Annual Measurable Objectives & Results (Percent Passing)	Math Annual Measurable Objectives & Results (Percent Passing)	Math Annual Measurable Objectives & Results (Percent Passing)
Assessment Year	2018-19	2019-20	2020-21
All Students	93		73
Black Students	76		TS
Economically Disadvantaged Students	86		54
ELL Students			TS
Students with Disabilities	67		30
White Students	95		69
Asian Students	TS		100
Hispanic Students	TS		100

Groups	Science Annual Measurable	Science Annual Measurable	Science Annual Measurable
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	Objectives & Results (Percent Passing)	Objectives & Results (Percent Passing)	Objectives & Results (Percent Passing)
<b>Assessment Year</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>All Students</b>	93		
<b>Black Students</b>			
<b>Economically Disadvantaged Students</b>			
<b>ELL Students</b>			
<b>Students with Disabilities</b>			
<b>White Students</b>			
<b>Asian Students</b>			
<b>Hispanic Students</b>			

**Phonological Awareness Literacy Screening (PALS) Information**  
[Current NLA PALS Data](#)

**School/Community Survey Information**

**School/Community Survey Summary (Optional)**

**Other Data Reviewed by the School Leadership Team**

**Part IV: Back to School Reflection**

**Back to School Summary of Data Analysis 2021-22**

Leadership team reviewed our most recent and current data to establish school level needs. Our school Leadership Team and Committees have reviewed the data points included above.

- Third grade data
  - SOL scores lower than previous years
  - High number of Special Education Students
- PALS percent below grade level (Spring 2021)
  - K (22%)
  - 1st (21%)
  - 2nd (20%)
  - 3rd (17%)

NLA will focus on targeted remediation to improve overall literacy skills- requiring more tier 2 instruction by teachers within the classroom. Additionally, further developing the partnership and collaboration between Special Education teachers and General Education teachers to support Special Education students.

*\* Add or delete space as needed.*

**Back to School Celebrations, Concerns, and Possible New Innovations 2021-22**

**Celebrations:**

- Strong relationship with our PTAStrong Community Partnerships: Food Lion, Dollar General, King of Kings Church, NLA Ruritans, Dominoes



- 1:1 technology throughout school

**New Innovations:**

- Teacher training and preparedness on CANVAS and CLEVER
- STAT team (Assistance to teachers during the pre-referral / Rtl process)

**Concerns:**

- Safety and sanitation
- Additional staff to support significant remediation needs
- We need to focus on GAP Group 1 and Students with Disabilities

*\* Add or delete space as needed*

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

**SMART Goal Statement 1:** New London will increase reading achievement by reducing our Special Education failure rate by 10% as measured by spring 2022 Standards of Learning Assessments. This would be a pass rate of 63% on the Spring Reading SOL.

**Strategy: GAP Group I: Reduce the failure rate by 10%**

Action Step(s)	Person(s) Coordinating/Monitoring	(Timeframe)	Evidence of Progress/Completion
1) Schedules of supports for SWD for inclusion students (Increase student exposure to grade level instruction/content)	Sped Teachers, Classroom Teachers, Paras	September 2021 - May 2022	IEP Progress Notes / Mastery Connects / Benchmarks
2) <a href="#">Remediation</a>	Principal and Reading Specialist	November 2021 - May 2022	Individual Student Remediation Forms/ Mastery Connects/Data Tracker
3) Intervention and Enrichment Period- Each grade level has 15-20 minutes per day for remediation	Principal Teachers/Remediation Teachers	November 2021 - May 2022	Individual Student Remediation Forms/ Mastery Connects/Data Tracker

4) Use of Liberty University Tutors - Direct instruction with identified students	Classroom Teachers	Sept. - Dec. and Jan. - May	Individual Student Remediation Forms, Growth Data, IXL diagnostic
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**SMART Goal Statement 2:** New London will increase reading achievement by decreasing the number of students falling below benchmark according to Fall PALS, as measured on PALS, by 10%.

**Strategy: Recovery Students: Reduce the failure rate by 5%**

Action Step(s)	Person(s) Coordinating/Monitoring	Dates (Timeframe)	Evidence of Progress/Completion
1) Identify recovery students in data tracker	Classroom Teacher /Reading Specialist/ ITC	Oct. 2021 - May 2022	SOL scores
2) Dual track for remediation. Remediation teachers work on current grade level skill deficits. Utilize technology based programs to remediate skills from previous grade level.	Classroom Teacher/ Remediation Teachers	Oct. 2021 - May 2022 for added track for previous grade level work Sept. 2020for current skill work	Individual Student Remediation Forms/ Mastery Connects/ SOL data by question, HMH
4) Intervention and Enrichment. Each grade level has 15-20 minutes per day for remediation	Classroom Teacher/ Remediation Teachers/	September 2021 - May 2022	Individual Student Remediation Forms, Mastery Connects, IXL Diagnostic, HMH
5) Reading Specialist Interventions - Sonday System, Hagerty, and Orton-Gillingham	Reading Specialist	September 2021 - May 2022	PALs data/ Progress monitoring/IXL Diagnostics/Performance

**SMART Goal Statement 3:** New London will improve school mathematical abilities by increasing students' pass rate on the 2022 SOL Math test by 10% from the previous year.

<b>Strategy: Math remediation</b>			
<b>Action Step(s)</b>	<b>Person(s) Coordinating/Monitoring</b>	<b>Dates (Timeframe)</b>	<b>Evidence of Progress/Completion</b>
1) Identify recovery students in data tracker	Classroom Teacher / ITC	September 2021 - May 2022	SOL scores/data
2) Utilize dual track for remediation. Remediation teachers work on current grade level skill deficits.	Classroom Teacher/ Remediation Teachers	Oct. 2021 - May 2022 for added track for previous grade level work Oct. 2019 for current skill work	Individual Student Data Sheets/ IXL Diagnostic/ SOL data by question
4) Intervention and Enrichment. Each grade level has 15-20 minutes per day for remediation	Classroom Teacher/ Remediation Teachers/	September 2021 - May 2022	Individual Student Data Sheets, IA Assessment Data
5) Utilize technology based programs to remediate skills from previous grade level.	Principal / Teachers/ Remediation Teachers	September 2021 - May 2022	IXL/ Moby Max/and other various programs

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

## Part VI: Mid-Year Reflection

### Mid-Year Summary of Data Analysis 2019-20

**READING:**

**MATH: Summary of Data:**

*\* Add or delete space as needed.*

**Mid-Year Celebrations, Concerns, and Possible New Innovations 2019-20**  
**A List of the Continuous School Improvement Plan Adjustments That Were Made**

*\* Add or delete space as needed.*

**Part VII: End-of-Year Reflection**

**End-of-Year Summary of Data Analysis 2019-2020**

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

**End-of-Year Celebrations, Concerns, and Possible New Innovations 2019-2020**  
**A List of the Continuous School Improvement Plan Adjustments That Were Made**

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

**Appendix**

**PALS Resource Information:**

**PALS-K 2021-2022 Benchmarks**

<b>PALS - Kindergarten</b>	<b>Rhyme</b>	<b>Beginning Sound</b>	<b>ABC Lower</b>	<b>Letter Sounds</b>	<b>Spelling</b>	<b>Concept of Word Word List</b>	<b>Summed Score</b>
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<b>Fall Benchmark 2019</b>							
<b>Fall Maximum 2019</b>							
<b>Spring Benchmark 2020</b>							
<b>Spring Maximum 2020</b>							

### PALS-1-3 2021-22 Benchmarks

<b>PALS First - Third 2019-2020</b>	<b>Spelling Inventory Fall</b>	<b>Spelling Inventory Spring</b>	<b>Word Recognition in Isolation - Word List Fall</b>	<b>Word Recognition in Isolation - Word List Spring</b>	<b>Letter Sounds Fall</b>	<b>Letter Sounds Spring*</b>	<b>Entry Level - Summed Score Fall</b>	<b>Entry Level - Summed Score Spring</b>
<b>PALS 1 Benchmark</b>								
<b>PALS 1 Maximum</b>								
<b>PALS 2 Benchmark</b>								
<b>PALS 2 Maximum</b>								
<b>PALS 3 Benchmark</b>								
<b>PALS 3 Maximum</b>								

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

### PALS Plus 4-5 2021-22 Benchmarks

