



Bedford County Public Schools
Goals/Continuous School Improvement Plan
2021-2022 School Year

Part I: Vision and Mission

Forest Elementary School	
Mrs. Lorri Manley	
Vision: Vividly paints a picture of the future/leads to a desired outcome.	FES will be the foundation for developing a knowledgeable and responsible citizen who makes positive contributions to the community.
Mission: Focuses on the present and is prescribed by the Vision Statement (The roadmap that will take you to the vision).	Forest Elementary School provides opportunities for our learners to grow and develop into responsible and independent citizens. We establish a meaningful and safe learning environment that meets individual needs and offers each child the opportunity for success by teaching them to be creative thinkers, problem solvers, decision makers, and effective communicators.

Federal Accountability Information	School Quality Profile
State Accreditation Information	Fully Accredited
Goal Statement 1: Instruction	By Spring 2022, 85% of Forest Elementary School students will meet reading benchmarks on PALS and Standards of Learning.
Goal Statement 2: Instruction	By Spring 2022, 85% of Forest Elementary School students will meet math benchmarks on Standards of Learning.

Part II: School Leadership Team Members

Forest Elementary School	
Name	Committee Position*
Lorri Manley	Principal
Faith Peterson	Kindergarten
Jessi Owen	1st Grade
Rachel Padgett	2nd Grade
Wendy Shupe	3rd Grade
Lisa May	4th Grade
Sarah Sennett	5th Grade
Lisa Elliott	ITC/Resource
Erin Barbolla	Para
Beth Rodgers	Classified
TBA	District Office Liaison

Part III: Data Analysis

School Accreditation Performance Levels (2019)

School Quality Indicator	Final Performance Level
Academic Achievement - English	Level One: At or Above Standard (Green)
Achievement Gap	Level One: At or Above Standard (Green)
Academic Achievement - Math	Level One: At or Above Standard (Green)
Achievement Gap	Level One: At or Above Standard (Green)
Academic Achievement - Science	Level One: At or Above Standard (Green)
Chronic Absenteeism	Level One: At or Above Standard (Green)

Pass Percentage for Standards of Learning Assessments

Subject	Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Reading	Third	88	90	N/A	92 (91)	
	Fourth	82	96	N/A	86 (88)	
	Fifth	88	85	N/A	N/A	
	School-Wide	86	90	N/A	89 (90)	
Math	Third	80	94	N/A	86 (81)	
	Fourth	85	98	N/A	98 (94)	
	Fifth	84	83	N/A	N/A	
	School-Wide	83	92	N/A	92 (88)	
VA Studied	Fourth/School-Wide	89	98	N/A	86 (86)	
Science	Fifth/School-Wide	88	91	N/A	N/A	

() Includes Bedford Connects

Pass Percentage for Achievement Gap Groups

		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Reading	Asian	83	89	N/A	75	
	Black	47	75	N/A	88	
	Economically Disadvantaged	86	79	N/A	88	
	English Learner	50	N/A	N/A	N/A	
	Hispanic	64	100	N/A	100	
	Students with Disabilities	33	56	N/A	38	
	White	91	93	N/A	90	
Math	Asian	83	89	N/A	100	
	Black	29	81	N/A	75	
	Economically Disadvantaged	68	83	N/A	90	
	English Learner	0	N/A	N/A	N/A	
	Hispanic	66	100	N/A	67	
	Students with Disabilities	17	68	N/A	63	
	White	88	95	N/A	90	

Pass Percentage for Special Education

	2018-2019		2019-2020		2020-2021		2021-2022	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
3rd	50%	100%	N/A	N/A	66%	66%	75%	75%
4th	66%	100%	N/A	N/A	0%	0%	0%	50%
5th	36%	18%	N/A	N/A	N/A	N/A	N/A	N/A

Percentage of SOL Pass Advanced

Subject	Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Reading	Third	19%	27%	N/A	10%	
	Fourth	20%	23%	N/A	36%	
	Fifth	41%	32%	N/A	N/A	
	School-Wide	27%	27%	N/A	23%	
Math	Third	27%	26%	N/A	16%	
	Fourth	44%	40%	N/A	18%	
	Fifth	37%	24%	N/A	N/A	
	School-Wide	36%	30%	N/A	17%	
VA Studied	Fourth/School-Wide	57%	77%	N/A	48%	
Science	Fifth/School-Wide	35%	42%	N/A	N/A	

PALS (Phonological Awareness Literacy Screening) Information

(Percentage of Students **NOT** Meeting PALS Benchmarks & Who Need Remediation)

	Spring 2021	Target Student	Fall 2021	Target Student	Mid-Year 2022	Target Student	Spring 2022	Target Student
Kindergarten	6%	12	5%	9				
1st Grade	36%	14	5%	9				
2nd Grade	14%	14	25%	17				
3rd Grade	11%	7	10%	9				
4th Grade	2%	1	8%	5				
5th Grade	N/A	N/A	3%	2				

% of Students Who Did **Not** Meet PALS Benchmark in FALL Over 7 Years

(COVID Outlier)

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
5%	8%	10%	6%	5%	4%	16%	9%

VKRP Results - Percentage Meeting Benchmark

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Math	98%	N/A	95%	90%	88%	
Self-Regulation	94%	N/A	89%	85%	86%	
Social Skills	92%	N/A	84%	85%	85%	

Percent Passing District Assessment

Subject	Grade	Fall Growth Assessment	Q1 Alt Assmnt	Q2 Alt Assmnt	Mid-Year Growth Assessment	Q3 Alt Assmnt	Q4 Alt Assmnt	Spring Growth Assessment
Reading	K	-						
	1	-						
	2	-						
	3	50						
	4	72						
	5	68						
Math	K	-						
	1	-						
	2	-						
	3	26						
	4	51						
	5	54						
History	K	-						
	1	-						
	2	-						
	3	-						
	4	-						
	5	-						
Science	K	-						
	1	-						
	2	-						
	3	-						
	4	-						
	5	-						

Writing	K							
	1							
	2							
	3							
	4							
	5							

Positive Behavioral Intervention and Supports Information (PBIS)

	Referrals		Out of School Suspensions		SPED Out of School Suspensions		Threat Assessments Conducted		NCI Restraints	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
August	N/A		N/A		N/A		N/A		N/A	
September	0		0		0		0		0	
October	0		0		0		0		0	
November	3		0		0		1		0	
December	2		1		0		0		0	
January	2		1		1		0		0	
February	0		0		0		0		0	
March	3		0		0		0		0	
April	4		1		1		0		0	
May	1		0		0		0		0	
Total	15 *		3		2		1		0	

- 12 Referrals were from the same 2 students.

Truancy Information

	# Students Absent 5 Days Unexcused	# Students Absent 6 Days Unexcused	# Students Absent 7 Days Unexcused	# Students Absent More than 10 Days Excused	# Students Absent 18 Days or More Excessive Absences	# Students with Truancy Plan
Q1	0	0	0	2	0	0
Q2						
Q3						
Q4						
Year Total						

Part IV: Back to School Reflection

Back to School Summary of Data Analysis

- Based on Spring 2021 SOL scores, students who attended in-person scored higher in math than those who attended Bedford Connects. The reading scores were about the same for both groups.
- Our subgroup weakness continues to be Special Education.
- Of the 33 students in K-5 who did not meet the PALS benchmark, 15 are in 2nd grade. These are the students who were in Kindergarten when schools shut down in March 2020. In this class, 10 students did not pass the primer sight word list and 25 did not pass the 1st grade list. 12 students scored 1 year below grade level. The reading specialist continues to work with them using a push-in format, providing students with double small group instruction daily.
- The current Kindergarten seems to be in good shape. 21 students already know all 26 letters and only 16 students know less than 20 sounds. (Preschools were available to these students last year.)

Back to School Celebrations, Concerns, Possible New Innovations, and Funding Needs

- Spring SOL results were in the same range as a normal school year. Despite the abbreviated school day, teachers were able to ensure students received the instruction needed for success.
- A significant number of students continue to score in the advanced range on the spring SOL tests.
- 246 PTA members, with a \$24,000 budget. Fundraising is through direct donations from families and an online silent auction.
- FES has a 91% pass rate as compared to 73% at the district level on Fall PALS assessments.
- 384 units in 11 apartment buildings are planned for the land adjacent to FES.
- Teachers have participated in Mastery Connects training. Computer based assessments prepare students for SOL tests beginning in Kindergarten.
- PTA was able to hire CLR Landscaping to pressure wash the playground blacktop area, resurface, and repaint the basketball line before school started in August.
- FES was under construction all summer with the installation of a new HVAC system, carpet (office & library) and tile in the classrooms.
- Morale is better now that everyone has returned to their base school. Last year, FES experienced a 14 staff turnover. It has been nice having everyone back home.
- To keep staff morale high during this difficult year, the school climate committee has scheduled special meals, treats, and gift drawings. In September McDonald's gave us 50% biscuits for a special breakfast.
- PTA Hospitality is providing several meals for our staff. On Open House Day we had a box lunch from Benjamins. In addition, they surprise us with coffee, muffins, candy, and monthly mailbox treats. We always appreciate the special things they do for us.
- Special events currently planned for this semester: Drive thru Halloween Parade for Kindergarten. Parents park and students are led around the bus circle. Veterans Day Patriotic Display. Veterans and families can drive through the car circle and see the many projects, flags, etc. provided by students. Virtual Christmas Sing-Along. Each teacher videos her class singing a favorite holiday song and it is played throughout the building on the day we dismiss for winter break. Using a secure sight, parents can access it from social media.

Part V: Action Plan

Goal Topic: 1

SMART Goal(s): Reading Instruction

By Spring 2022, 85% of Forest Elementary School students will meet reading benchmarks on PALS and Standards of Learning.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Small Group Instruction

Focus Area	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Comprehension, Decoding	Small group reading instruction with modeling, practice, repeated readings, summarizing, context clues, Word Study, Sudo Words Drills, Norton Gillingham Strategies, and active reading skills.	Classroom Teacher Reading Specialist Paraprofessionals Remediation Aide Special Education Staff	August 2021 - May 2022	PALS SOL PALS Quick Checks AR Data HMH	Administrator - Quarterly Reading Specialist - Weekly Classroom Teachers - Daily Special Education Teachers - Daily
Opportunity to practice fluency	Individual and partner reading, repeat reading, sight word practice, decoding	Classroom Teacher Reading Specialist Paraprofessionals Remediation Aide Special Education Staff	August 2021 - May 2022	PALS SOL PALS Quick Checks AR Data HMH	Administrator - Quarterly Reading Specialist - Weekly Classroom Teachers - Daily Special Education Teachers - Daily

2. Essential Action/Research-Based Strategy: Technology Based Resources

Focus Area	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Endurance	Provide opportunities for technology based assessments for summative and formative assessments throughout the year	Teachers	August 2021 - May 2022	Mastery Connects Data SOL Data, SGA Data Moby Max Reading A-Z Read Theory	Administrator - semester ITRT - as needed for support Classroom Teacher - Weekly
Technology Enhanced Items	Provide opportunities to practice TEI questions on summative and formative assessments throughout the year	Teacher	August 2021 - May 2022	Mastery Connects Data SOL Data VA DOE Website	Administrator - semester ITRT - as needed for support Classroom Teacher - Monthly

3. Essential Action/Research-Based Strategy: Remediation Plan

Focus Area	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Remediation for literacy and math skills	Remediation funds will be used to hire a part time aide to provide individual and small group instruction to students who need repetition with specific skills.	Classroom teachers will provide plans.	November 2021 - May 2022	PALS Quick Checks SOL Data HMH	Administrator - Quarterly Reading Specialist - Weekly Classroom Teachers - Daily Special Education Teachers - Daily

Budget: \$5429.00 **November 8 - May 19 or until funds are depleted, 8:00-1:30 (5 hours/day + lunch @ \$11.45/hr)** **\$57.25 per day x 86 days = \$4923.50** **Name: TBA**

4. Essential Action/Research-Based Strategy: Professional Learning

Focus Area	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Staff Training	Provide opportunities for literacy and technology training through the school, district, and outside sources.	Administrator Central Office Instructional Team	August 2021 - May 2022	Unified TalentEd	Administrator

Goal Topic: 2

SMART Goal(s): Math Instruction

By Spring 2022, 85% of Forest Elementary School students will meet math benchmarks on Standards of Learning.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Small Group Instruction

Focus Area	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Basic skills and gap in learning	Small group instruction, modeling, practice, repetition games, drills, flashcards, classroom incentives, and review throughout the year.	Classroom Teacher Para Remediation Aide Special Education Staff	August 2021 - May 2022	SOL Data IXL Moby	Administrator - Quarterly Classroom Teachers - Daily Special Education Teachers
Opportunity to practice math fact fluency	Drills, partner practice, computer apps, speed drills	Classroom Teachers Special Education Staff Para	August 2021 - May 2022	SOL Data IXL Moby Speed drills	Administrator - Quarterly Classroom Teachers - Daily Special Education Teachers

2. Essential Action/Research-Based Strategy: Technology Based Resources

Focus Area	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Endurance	Provide opportunities for technology based assessments for summative and formative assessments throughout the year	Classroom Teachers Special Education Staff	August 2021 - May 2022	SOL Data Moby Max IXL Mastery Connects	Administrator - semester ITRT - as needed for support Classroom Teacher - Weekly
Technology Enhanced Items	Provide opportunities to practice TEI questions available on summative and formative assessments throughout the year	Classroom Teachers Special Education Staff	August 2021 - May 2022	SOL Data Moby Max IXL Mastery Connects VA DOE Website	Administrator - semester ITRT - as needed for support Classroom Teacher - Monthly
Copying and Transferring Problems	Provide opportunities to practice copying problems on scratch paper, working, and transferring answer back to the screen	Classroom Teachers Special Education Staff	August 2021 - May 2022	SOL Data Moby Max IXL Mastery Connects	Administrator - semester ITRT - as needed for support Classroom Teacher - Weekly

3. Essential Action/Research-Based Strategy: Professional Learning

Focus Area	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress Completion (Artifacts)	Person(s) Responsible for Monitoring and Frequency
Staff Training	Provide opportunities for math and assessment training through the school, district, and outside sources.	Administrator	August 2021 - May 2022	Unified TalentEd	Administrator



Part VI: Mid-Year Reflection**Mid-Year Summary of Data Analysis**

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

Part VII: End-of-Year Reflection**End-of-Year Summary of Data Analysis**

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

