

BLAND ELEMENTARY SCHOOL IMPROVEMENT PLAN

2010-2011

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**BLAND ELEMENTARY SCHOOL
IMPROVEMENT PLAN 2010-2011
MISSION STATEMENT**

The Mission of Bland County Schools is to provide a safe and challenging environment where students will be given the opportunity to learn and acquire skills necessary for a responsible and productive life while developing an appreciation for their community.

PROFILE OF STUDENTS, SCHOOL AND COMMUNITY

Bland County is a rural county situated in southwestern Virginia that encompasses 359 square miles. As of the census of 2000, there were 6,871 people, 2,568 households, and 1,908 families residing in the county. The 2000 census indicated the racial makeup of the county was 94.82% [White](#), 4.19% [Black](#) or [African American](#), and less than 1% was identified in the categories of [Native American](#), [Asian](#), [Pacific Islander](#), [Hispanic](#) or [Latino](#) or from two or more races. As indicated by the census figures, there are no major racial ethnic groups, students classified as limited English proficient or migratory students within the confines of Bland County. Major highways and routes run through Bland County and include Interstate 77 and State Routes 52 and 42.

The first school in Bland was established prior to 1861 and was in the old Newberry Funeral Home building. In 1917, the present school was built, which houses grades K-12. In the late 1920's and early 1930's the school became overpopulated. The Wagner Auditorium was built in 1937 to solve this problem and is an existing part to Bland Elementary School. Two additional classrooms were built just off Wagner Auditorium in 1939. In 1992 a renovation of Bland School was completed and smaller area schools of Hollybrook, Ceres, and Bastian communities were moved to Bland. This renovation made it possible to house two classrooms for each grade for kindergarten through seventh grade as well as high school classrooms.

The school's attendance area stretches west to the Smyth County line, south to the Wythe County line, east to the Giles County line, and north to the Tazewell County line at Ceres. Bland, which stops at Brushy Mountain, and Hollybrook, which stops at Kimberling, is also included in our school's attendance area. The school serves the following communities: Ceres, Little Creek, Wackertown, Waddletown, Suitor, Bland, Crackersneck, Crandon, Mechanicsburg, Kimberling, Hollybrook and Wilderness.

Bland Elementary School houses 267 students with 35 students in kindergarten, 27 in first, 37 in second, 36 in third, 43 in fourth, 33 in fifth, 27 in sixth, and 29 in seventh grade, with two classes per grade level. The enrollment has declined in the last two years from approximately 297 to our current enrollment of 267. Changing employers is the main reason given by parents for our declining enrollment. Approximately forty five percent of our students receive free and reduced price meals.

In addition to structured SOL correlated classroom instruction, other academic programs offered at Bland Elementary include guidance, art, music, library, computer,

physical education, band, special education, Title 1 reading intervention, speech/language services, PALS remediation, and Gifted enrichment. Title 1 Math also serves our middle school students and the D.A.R.E. program (Drug Awareness Resistance Education) serves our fifth grade students. Bland Elementary School recognizes the importance of technology in educating students and preparing them for their future; therefore, each elementary classroom is equipped with a Smart board to enhance daily instruction. We also have a computer lab for our students as well as a mobile computer lab. Bland Elementary faculty and staff also attend and participate in workshops which highlight innovative instructional strategies utilizing technology resources including iPads and SOL-correlated educational software including Study Island, a computerized program that helps students focus on standards mastery, and Interactive Achievement which readily assesses student mastery and identifies areas for growth. These technology resources and practices motivate students to take an active role in learning on a daily basis. Teachers also host a Technology Night for parents to showcase technology utilized in the classroom and learning projects generated through our technology resources. Teachers and students also host an Academic Fair each spring to showcase students' academic successes by displaying student-created projects and creative works for parents and community members.

Bland Elementary also has the Accelerated Reader Program, Algebra Readiness Intervention, STARS testing for reading, I-SAFE, an internet safety program, and a Character Education/Bullying Prevention Program which is handled by our guidance counselor. Bland Elementary faculty also direct after-school instructional programs focused on SOL mastery including the Writing Club which focuses on 5th grade writing improvement. Our ACP or Academic Challenge Program is a remediation after-school program that helps prepare students in grades 3-7 for SOL testing.

We are proud to say that we are currently fully accredited by the Virginia Department of Education and have met AYP (Adequate Yearly Progress) as established by No Child Left Behind. Goals are in place to continue this academic success and our entire faculty at Bland Elementary School is highly qualified.

Results of a parent and community survey showed a substantial majority of parents and community members feel that Bland schools are effective in the areas of instructional program, support for student learning, climate of the school, parent and school relationships, and resource management. The areas that elementary parents and

community members identified as needing improvement are security measures, substance abuse, and bullying. Bland Elementary continues to focus on these areas of concern and has goals focusing on improving each of these areas. Programs and measures to address these parent concerns include:

- I-Safe Program (Internet Safety for students)
- Bullying prevention classroom instruction K-7
- Character Education program facilitated through our guidance program
- D.A.R.E. Program
- Red-Ribbon Week
- Life Skills (anti-tobacco and substance abuse prevention program) Provided through Mount Rogers Community Services
- Severe Weather Drills
- Lock-down and fire drills
- Update the Crisis Plan annually

Bland Elementary School faculty and staff strongly believe that open communication (school to parent and parent to school) is crucial to maintain a successful educational partnership with parents and a key component to academic success for all students. Parents are kept informed of their child's academic progress through mid-term reports, weekly class letters, phone calls, notes, and parent/teacher visitations.

Bland Elementary School has an active PTSO (Parent Teacher Student Organization) with a combination of parents, grandparents, teachers, and community representatives as members who are actively engaged in planning activities and obtaining programs and materials which enhance classroom instruction. One of the PTSO goals is to continue strengthening the home-school connection by providing both during and after-school activities for parents and students. Additionally the PTSO provide classroom resources for teachers, SOL correlated instructional workshops for students, student awards programs, and SOL-correlated motivational speakers and presenters.

GOAL 1

OBJECTIVE:

All Bland Elementary School student subgroups will have a pass rate of 88% on the Standards of Learning Mathematics assessment in the spring of 2011. Bland Elementary School subgroup students with disabilities will meet or exceed annual measurable objective (AMO) in Math performance to achieve Division Annual Yearly Progress status

CURRENT STATUS OF MATHEMATICS SOL PERFORMANCE

Subgroup	2007-08	2008-09	2009-10	2010-11 Goal
All students	82%	81%	88%	88%
Students with Disabilities	81%	77%	NA	88%
Disadvantaged Students	70%	77%	84%	88%

Strategies:

- Continue funding for the full-time Math Intervention Specialist to work with targeted grade 4-7 students to provide individual intervention, remediation, and structured instruction for student mastery of Math SOL concepts and procedures. Preference to be given to identified disadvantaged student populations
- Implement the Inquiry Method instructional practices in all curriculum areas to further promote SOL mastery. Two teachers who have successfully completed several Science curriculum enhancement courses through Emory and Henry College have provided training resources for our faculty to successfully begin this instructional practice.
- Enhance daily differentiated Instructional practices to meet the instructional learning needs of all students. All teachers are focusing on implementing more student-centered activities utilizing manipulatives. In-Services and workshops will also focus on differentiated instruction

and the use of manipulatives. Specific materials will be obtained as resources for teachers to utilize in focusing on strengthening their differentiation skills and practices.

- Analyze 2009-2010 SPBQ's (Student Performance by Question) SOL reports by teacher and grade level to identify areas for improvement or growth for each individual subject and individual teacher. Teachers will develop strategies to improve instruction in identified areas for growth and identify and target individual student's instructional needs for increasing academic growth based on previous year's SPBQ Analysis Reports.
- Research and identify instructional resource materials to enhance SOL instruction in Language Arts, math, and social studies across all grade levels.
- Continue utilizing Study Island for Grades 3-7 for SOL Preparation and practice in Math, Reading, Social Studies and Science
- ARDT-Algebra Readiness Intervention implemented in sixth and seventh grades to prepare students for sixth and seventh grade SOL tests
- RTI- Response to Intervention implemented K-7 to provide specific, individual intervention instructional strategies to assist targeted students and their individual identified instructional needs
- Math after school Academic Challenge Program (ACP) grades 3-7 to prepare students for SOL testing
- Monitor student progress on SOL subject specific unit tests and benchmark tests each six weeks
- Implement the new 2009 SOL standards that will be field tested in the spring of 2011

Timeline: August, 2010 through June, 2011

GOAL 2

OBJECTIVE:

Bland Elementary will improve the area of Security and Safety.

Targeted Areas:

Bland Elementary School Grades K-7, staff, faculty, and support staff.

Strategies:

- Establish a Threat Assessment Team as a proactive measure to identify areas for improving and promoting a positive school-student connection
- Review and revise the school crisis plan to identify targeted areas of improvement
- Solicit parent input and suggestions regarding improving school safety using technology and parent surveys
- Conduct staff and faculty meetings to evaluate and improve crisis plans and procedures
- Obtain staff and faculty input regarding improving school safety using technology and faculty, staff surveys
- Revise, review, and conduct periodic school-wide emergency drills including bomb threats, firearms threats, lock downs, natural disasters, and fire drills to increase student safety

Timeline: August, 2010 through June, 2011

GOAL 3

OBJECTIVE:

By the spring of 2011, Bland Elementary School will improve student attendance rates within all AYP reporting categories to 96% which will meet or exceed AYP requirements.

Targeted Areas:

Bland Elementary School *Grades K-7*, staff, faculty, and support staff.

Strategies:

- Enlighten parents of the academic importance of good attendance throughout the entire school day and the need to minimize student tardiness and early check-outs utilizing school to home communication tools including phone contact, school website, letters, and parent teacher conferences
- Encourage teachers to build positive relationships and build enthusiasm with classroom instruction and activities to encourage good attendance
- Provide student incentives for good attendance periodically during the school year
- Present end of the year awards for students with superior attendance

Timeline: August, 2010 through June, 2011

GOAL 4

OBJECTIVE:

Bland Elementary School subgroup students with disabilities will meet or exceed annual measurable objective (AMO) in English performance to achieve Division Annual Yearly Progress status

Targeted Areas:

Bland Elementary School Grades K-7, staff, faculty, and support staff.

Strategies:

- Analyze 2009-2010 SPBQ's (Student Performance by Question) SOL reports by teacher and grade level to identify areas for improvement or growth for Reading and English. Teachers will develop strategies to improve Reading and English instruction in identified target areas throughout the Reading/English curriculum and implement differentiated instructional practices in the classroom to improve master of English content material.
- K-7 teachers will network with colleagues at Rocky Gap Elementary School to identify additional successful classroom instructional strategies to expand differentiated instructional practices in the English curriculum.
- Develop and implement reading incentive projects, activities, incentives, and motivational strategies to promote reading practice with students and families such as the "Book It" program, Super Bowl of Reading, Olympics of Reading, Accelerated Reader, etc.
- Provide successful reading strategies information and tips for parents' use in promoting reading at home with children.
- Develop Reading Clubs with students including targeted disadvantaged students to further strengthen reading skills and promote a life-long love of reading.

Timeline: August, 2010 through June, 2011