

## Mission

At Rolling Ridge we believe students have the right to be respected and to learn in a safe, nurturing environment while being valued as unique individuals capable of succeeding.

## Vision

Rolling Ridge students will be confident and passionate lifelong learners who achieve their full potential and become productive members of society.

## Values

At Rolling Ridge we value:

Diversity: every child and adult comes with different backgrounds that make them unique

Commitment: our students deserve our very best

Differences: each student is an individual with unique strengths and weaknesses

Opportunity: every child deserves to be given what they need to succeed

Love: every child deserves to be loved and shown respect

## Process Definition

In August, teachers were assigned to one of eight teams and asked to review key data corresponding to a certain section of the current school improvement plan. For review purposes, the plan was broken down into four components and each team was given an opportunity to review each of those components to determine if the current goals, action strategies, and tasks were completed and/or needed revision and continued attention. After each team had an opportunity to review all components of the plan, the staff came together to share the results of the review. Revisions and additions to the plan were agreed upon and the new draft plan was updated. A parent advisory committee made up of representatives from the PTA board and other select individuals was then brought together, to review all areas of the plan in order to provide parental input and feedback. That input and feedback was reviewed by the administration and grade level chairs. The final draft plan was provided to the staff for review and final approval. The plan will be reviewed and updated throughout the year in order to monitor progress toward its successful completion.



## Student Achievement



92% of students will pass all SOL tests



### Goals



Exceed school board SOL pass rate target (Unadjusted)



#### Indicators



% All 3rd grade students passing English SOL (Unadjusted)



% All 3rd grade students passing Math SOL (Unadjusted)



% All 3rd grade students passing Science SOL (Unadjusted)



% All 3rd grade students passing Social Science SOL (Unadjusted)



% All 4th grade students passing English SOL (Unadjusted)



% All 4th grade students passing Math SOL (Unadjusted)



% All 4th grade students passing Social Science SOL (Unadjusted)



% All 5th grade students passing English SOL (Unadjusted)



% All 5th grade students passing Math SOL (Unadjusted)



% All 5th grade students passing Science SOL (Unadjusted)



% All 5th grade students passing Writing SOL (Unadjusted)



#### Action Plans



Improve science achievement



#### Indicators



#### Action Plans



Improve social science achievement



#### Indicators





















#### Action Plans



Improve student achievement




#### Indicators


-  # 2nd grade students w/individualized program of reading instruction
-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 1st grade students at/above PALS Spring Benchmark
-  % All 3rd grade students passing English SOL (Unadjusted)
-  % All 3rd grade students passing Math SOL (Unadjusted)
-  % All 3rd grade students passing Science SOL (Unadjusted)
-  % All 3rd grade students passing Social Science SOL (Unadjusted)
-  % All 4th grade students passing English SOL (Unadjusted)
-  % All 4th grade students passing Math SOL (Unadjusted)
-  % All 4th grade students passing Social Science SOL (Unadjusted)
-  % All 5th grade students passing English SOL (Unadjusted)
-  % All 5th grade students passing Math SOL (Unadjusted)
-  % All 5th grade students passing Science SOL (Unadjusted)
-  % All 5th grade students passing Writing SOL (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Math tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Reading tests (Unadjusted)
-  % Hispanic students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)

 **Action Plans**

 Ensure that all teachers are highly qualified and meet Virginia's licensure requirements


 **Tasks**


 Attract and retain highly qualified teachers through ongoing professional development, common planning time, providing a quality mentoring program, and providing a positive, supportive work environment


 Improve students' reading comprehension across all grade levels and subjects


 **Tasks**

 Completion of monthly running records for all students in grades K-2

 Continue to implement the use of graphic organizers


 Implement content vocabulary to be posted on the classroom walls or in student notebooks in grades 3-5 (Science, Social Science, and Math)

 Implement strategies learned through ongoing school-wide SIOP professional development


 Offer balanced literacy training to new fourth grade teachers, all fifth grade teachers, and select ELL and special education teachers.

 Post lesson objectives for Science, Social Science, and Math





 Provide professional development on the administration of the DRA assessment and results to new teachers

 Utilize a literacy team that meets monthly to monitor student progress and participate in staff development

- ▮ Improve students' writing skills
  - 📌 **Tasks**
  - 📌 Implement Writing Workshop in grades K-2
- ▮ Introduce and reinforce mathematics vocabulary
  - 📌 **Tasks**
  - 📌 Each student uses a math journal in which they record math vocabulary on a journal word wall and/or a classroom math word wall
- ▮ Offer faculty and staff optional monthly technology integration staff development sessions
  - 📌 **Tasks**
  - 📌 Create a technology committee that plans monthly technology staff development opportunities for teachers
  - 📌 Find, create, and/or share Smartboard templates in a central location so they can be utilized by all staff members
- ▮ Provide hands-on/critical thinking approach to mathematics
  - 📌 **Tasks**
  - 📌 Continue to implement the Investigations math curriculum
- ▮ Provide low performing students with a comprehensive instructional assistance program
  - 📌 **Tasks**
  - 📌 Identify those students who are in need of additional instructional assistance based on classroom performance, Benchmark results, progress monitoring activities and SOL assessments
  - 📌 Implement a variety of after school instructional assistance and enrichment programs
  - 📌 Provide students with before or after school homework assistance and tutoring
  - 📌 Utilize 30 minutes of daily "Power Up" time to remediate struggling students utilizing progress monitoring strategies, probes, and charts
- ▮ Provide staff development training on assessment and grading strategies, the development of learning progression scales, and effective utilization of the CLARITY system
  - 📌 **Tasks**
  - 📌 Implement county-wide grading, assessment, and learning progression scale staff development training.
  - 📌 Implement quarterly grade level assessment planning meetings for the development of learning progression scales and common assessments
  - 📌 Provide ongoing staff development support for the effective utilization of the CLARITY online grading and reporting system
- ▮ Utilize a "Power Up" remediation and enrichment time to target foundational math and reading skills
  - 📌 **Tasks**
  - 📌 Grade level teams will work with resource teachers and specialist teachers to plan and implement enrichment opportunities at least once per week for high achieving students during power up time
  - 📌 Implement a remediation and enrichment committee to make school based decisions regarding power up time, including optional enrichment opportunities for high achieving students
  - 📌 Teachers will discuss student progress during weekly grade level team meetings and document student movement in and out of intervention groups
  - 📌 Teachers will provide targeted instruction and maintain data (checklists, charts, anecdotal records) to document student progress on predetermined goals
  - 📌 Teachers will utilize data gathered through PALS, DRA, running records, and other screening instruments to determine student groupings

 Improve student achievement


 **Indicators**

-  # 2nd grade students w/individualized program of reading instruction
-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 1st grade students at/above PALS Spring Benchmark
-  % 2nd grade students meeting Phonological Awareness Literacy Screening (PALS) SPRING benchmark (District)
















 **Action Plans**

 All schools will meet AYP (NCLB) requirements

 **Goals**

 Exceed federal required SOL pass rates (AYP)


 **Indicators**

-  % All students passing Math SOL tests (AYP)
-  % All students passing Reading SOL tests (AYP)
-  % Average Daily Attendance (ADA) for schools (AYP)
-  % Black students passing the Math SOL test (AYP)
-  % Black students passing the Reading SOL test (AYP)
-  % Economically Disadvantaged students passing the Math SOL test (AYP)
-  % Economically Disadvantaged students passing the Reading SOL test (AYP)
-  % Hispanic students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)
-  % Limited English Proficient students passing the Math SOL test (AYP)
-  % Limited English Proficient students passing the Reading SOL test (AYP)
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)
-  % White students passing the Math SOL test (AYP)
-  % White students passing the Reading SOL test (AYP)



 **Action Plans**

 Reduce disparity in student achievement by closing achievement gaps (CAG)

 **Goals**

 Improve reading comprehension

 **Indicators**

-  # 2nd grade students w/individualized program of reading instruction
-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark

 **Action Plans**

 Improve writing achievement

 **Indicators**

 **Action Plans**

## Exceed NCLB and VDOE requirements

### Goals

Exceed state required pass rates for SOL tests (Accreditation)

#### Indicators

- % Gr 3 & Gr 5 passing English SOL (Accreditation)
- % Gr 3 passing History SOL (Accreditation)
- % Gr 3 passing Science SOL (Accreditation)
- % Gr 3-5 passing Math SOL (Accreditation)
- % Gr 4 passing History SOL (Accreditation)
- % Gr 5 passing Science SOL (Accreditation)

#### Action Plans

Improve student achievement in reading

#### Indicators

- % Average Daily Attendance (ADA) for schools (AYP)

#### Action Plans

Increase SOL Advanced Proficiency pass rates(Governor's VIP)

#### Indicators

- % ALL students who scored at the advanced level on SOL English tests (Unadjusted)
- % ALL students who scored at the advanced level on SOL History tests (Unadjusted)
- % ALL students who scored at the advanced level on SOL Math tests (Unadjusted)
- % ALL students who scored at the advanced level on SOL Reading tests (Unadjusted)
- % ALL students who scored at the advanced level on SOL Science tests (Unadjusted)
- % ALL students who scored at the advanced level on SOL Writing tests (Unadjusted)

#### Action Plans

## Community Relations

## Increase parent, business, and organizational involvement

### Goals

Improve parent involvement

#### Indicators

- % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
- % Average Daily Attendance (ADA) for schools (AYP)
- Number of parents who participated in parent teacher conferences
- Number of parents who participated in the Parents as Educational Partners program

#### Action Plans

Build community between school, families, and community partnerships

##### Tasks

- Advertise and participate in a Sterling Cluster Basketball game - "Hoops Night in Sterling"
- Build community partnerships with business and churches to support the educational program and provide support for needy families
- Encourage fathers to get involved through service to the school. (volunteering in classrooms, on field trips, in cafe, and for field trips)
- Hold a variety of evening events in collaboration with the PTA and school business partners to encourage parent participation
- Host a "Muffins for Moms" event and a "Donuts for Dads" event in collaboration with the PTA
- Host a "No Sale Yard Sale" to help provide for needy families in our school
- Offer a kindergarten orientation and readiness program

Improve communication with parents

##### Tasks

- Distribute flyers and newsletters in an easy to read format - simple and clear wording
- Encourage the use of the parent liaison and/or LCPS translators to help non-English speaking parents read and understand the report cards
- Have grade level monthly newsletters translated and include key vocabulary that students are learning
- Utilize the Connect Ed message system to inform parents of important events and/or messages
- Utilize the Talk and Listen kits when presentations are given

Offer opportunities for parent education


##### Tasks

- Host a Parents as Educational Partner's program (PEP)
- Offer a morning coffee and parent training session to educate parents on our reading intervention support program
- Offer a Partner's in Print program for parents in Grades PK-1
- Offer childcare for parent education events
- Provide an adult ELL class for parents in partnership with Loudoun Literacy Council


## Health, Safety, and Wellness

 Strengthen safe learning environments

 **Goals**




























 Improve school climate


 **Indicators**

 % of parent satisfaction and perception on school climate










 Number of office discipline referrals per semester

 **Action Plans**


















-  Implement an equity team to lead continued diversity training
  -  **Tasks**
  -  The equity team will join with parents to offer a staff development session and panel discussion to increase cultural competence and raise awareness of equitable practices
  -  The equity team will meet to discuss equity concerns, monitor equitable practices, and plan a staff development session to raise awareness of equitable practices
-  Increase collaboration and communication among school staff
  -  **Tasks**
  -  Hold bimonthly (every 2 months) Team Leader meetings to discuss and monitor school-wide initiatives
  -  Hold monthly literacy team meetings to monitor the progress of our underachieving students and provide additional staff development literacy training
  -  Produce a weekly newsletter that is distributed to all staff members to communicate announcements and upcoming events
  -  Provide common planning time for grade levels to meet weekly for team planning and program monitoring
-  Maintain and refine our student service committee (SERVE Team)
  -  **Tasks**
  -  Meet monthly to plan and execute service projects in the community
  -  Partner with local businesses and churches to provide for needy families
-  Maintain the Positive Behavior Intervention Support Program (PBIS)
  -  **Tasks**
  -  Hold monthly PBIS team meetings to monitor program data
  -  Implement changes to program agreed upon in August meetings
  -  Recognize students daily for positive behavior
  -  Update staff monthly during faculty meetings
  -  Utilize a staff survey to get feedback on PBIS program
-  Offer faculty and staff optional monthly technology integration staff development sessions
  -  **Tasks**
  -  Create a technology committee that plans monthly technology staff development opportunities for teachers
  -  Find, create, and/or share Smartboard templates in a central location so they can be utilized by all staff members
-  Provide a STEP preschool early intervention program to help prepare economically disadvantaged students for Kindergarten
  -  **Tasks**

 Improve school climate

 **Indicators**

-  Collaborative Working Relationships Percentile
-  Inviting Physical Environment Percentile
-  Rules and Expectations Average
-  Student Relations Average
-  Student Responsibility for Learning Percentile
-  Student-Centered Vision, Mission, and Policies Percentile
-  Students and Parents as Decision Makers Percentile
-  Teacher Relations with Students and Home Average
-  Teacher Responsibility for Learning Percentile

 **Action Plans**

<p><b>Goal Timeframe</b></p> <ul style="list-style-type: none"> <li> Long-term</li> <li> Medium-term</li> <li> Short-term</li> <li> Not Assigned</li> </ul>	<p><b>Action Plan Priority</b></p> <ul style="list-style-type: none"> <li> High</li> <li> Medium</li> <li> Low</li> <li> Not Assigned</li> </ul>	<p><b>Task Status</b></p> <ul style="list-style-type: none"> <li> Draft</li> <li> In-Progress</li> <li> Cancelled</li> <li> Postponed</li> <li> Completed</li> </ul>	<p><b>Indicator Progress</b></p> <ul style="list-style-type: none"> <li> On Target</li> <li> Warning</li> <li> Off Target</li> <li> Not Assigned</li> </ul>
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