

Rye Cove Intermediate School
2018-2019 School Wide Plan

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OVERVIEW

Rye Cove Intermediate School is one of nine elementary schools in the rural district of Scott County. Our faculty and staff consist of one full-time principal, one part-time assistant principal, one part-time school counselor, eight full-time classroom teachers, one full-time Title I teacher, one part time Title I teacher, one part-time gifted teacher, one part-time speech teacher, one part-time music teacher, one part-time art teacher, one part-time band teacher, one full-time resource teacher, one part-time resource teacher, one part-time occupational therapist, one part-time media specialist, one part-time school resource officer, one full-time nurse, one full-time secretary, two full-time custodians, and two full-time cooks. We have 18 full-time faculty/staff members and 9 part-time faculty/staff members. Our average student/teacher ratio is currently 17 to 1.

RYE COVE INTERMEDIATE SCHOOL
PHILOSOPHY & EDUCATIONAL PURPOSE

We believe that our primary responsibility is to afford students the opportunity to develop their intellectual, physical, social, emotional, and personal experiences to their fullest abilities.

We believe students vary in their growth patterns, the rate at which they learn, and the home environments from which they come. Therefore, we must use various methods of instruction in order to meet the needs of each individual student.

We believe that school exists for students. Our student body, which is our most important component in the educational system, can achieve its goals through a positive and supportive school environment.

We believe learning is a “life-long” process, and all community members and resources must be utilized in order to enable all students the opportunity to acquire the skills necessary for successful integration into high school, college, vocational training, and the job market. In addition to teaching facts and skills, we, as educators, must work cooperatively with the home and community to develop those traits which enable students to become well-adjusted, productive citizens who are capable of meeting the challenges of everyday life.

Rye Cove Intermediate supports and endorses the vision of Scott County Public School’s greater mission to develop lifelong learners who value themselves and others, contribute to their community, and are college and career ready.. We aspire to give Every Child, Every Opportunity.

RYE COVE INTERMEDIATE SCHOOL

INSTRUCTIONAL PERSONNEL

2018-2019

<i>Personnel</i>	<i>Title</i>	<i>Position</i>	<i>Certified Teachers</i>	<i>Highly Qualified</i>	<i>Master's Degree</i>
Chris Stapleton	Principal	Grades 5-7	Yes	Yes	Yes
Adam Keith	Assistant Principal/Teacher	Grades 5-7: Title I	Yes	Yes	Yes
Crystal McConnell	School Counselor	Grades 5-7	Yes	Yes	Yes
Amanda Johnson	Teacher	Grade 5 – Language Arts	Yes	Yes	No
Adam Toney	Teacher	Grade 5-7 Title I	Yes	Yes	No
Lori Wright	Teacher	Grade 5 – Math	Yes	Yes	No
Tiffany Sims	Teacher	Grade 5 Science	Yes	Yes	No
Adam Hood	Teacher	Grade 7 Math	Yes	Yes	Yes
Charlotte Livesay	Teacher	Grade 6 - Language Arts	Yes	Yes	Yes
Jon Pierson	Teacher	Grade 7 History, 6 &7 Science	Yes	No	Yes
Rhonda Dorton	Teacher	Grade 7 – Language Arts & Civics	Yes	Yes	No
Traci Kerns	Teacher	Grade 6 Math & Science	Yes	Yes	No
Lisa Rhoton	Teacher	Grades 5-7: Resource	Yes	Yes	No
Charity Hill	Teacher	Grades 5-7: Resource	Yes	Yes	No
Silk Carter	Media & Reading Specialist	Grades 5-7	Yes	No	No
Ashley Culbertson	Instructional Aide	Grades 5-7: Art	No	No	No
Jason Hurd	Instructional Aide	Grades 5-7: Music	No	No	No
Terry Fields	Teacher	Grades 5-7: Physical Education	Yes	Yes	No
Sarah Medukas	Teacher	Gifted Grades 5-7	Yes	Yes	Yes
Sheila King	Teacher	Grades 5-6-7: Band	Yes	Yes	Yes
Jennifer Wallace	Occupational Therapist		-----	-----	-----
Total Percent			100 %	91%	42%

RYE COVE INTERMEDIATE SCHOOL

PARAPROFESSIONALS

2018-2019

<i>Personnel</i>	<i>Title</i>	<i>Position</i>
<i>Barbara Baker</i>	Secretary	Main Office
<i>Yvonne Edwards</i>	Nurse	Clinic
<i>Melissa Williams</i>	Custodian	
<i>Scott Williams</i>	Custodian	
<i>Cindy Carter</i>	Cafeteria Manager/Cook	Cafeteria
<i>Betty Castle</i>	Cook	Cafeteria

INTRODUCTION

ANNUAL SCHOOLWIDE PLANNING TEAM 2018-2019

PERSONNEL	TITLE	POSITION
Chris Stapleton	Principal	Grades 5-7
Adam Keith	Assistant Principal/Title	Grades 5-7
Crystal McConnell	Guidance Counselor	Grades 5-7
Amanda Johnson	Teacher	Grade 5 & 6
Tiffany Sims	Teacher	Grade 5 & 6
Lori Wright	Teacher	Grade 5
Charlotte Livesay	Teacher	Grade 6
Adam Hood	Teacher	Grade 6 & 7
Traci Kerns	Teacher	Grade 6 & 7
Rhonda Dorton	Teacher	Grade 7
Jon Pierson	Teacher	Grade 6 & 7
Adam Toney	Teacher	Title I - Grades 5-7
Lisa Rhoton	Resource Teacher	Grades 5-7
Charity Hill	Resource Teacher	Grades 5-7
Silk Carter	Media Specialist	Grades 5-7
Ashley Culbertson	Art Instructor	Grades 5-7
Jason Hurd	Music Instructor	Grades 5-7
Terry Fields	Physical Education	Grades 5-7
Officer Rachel Townsend	School Resource Officer	Grades 5-7
Sarah Medukas	Gifted	Grades 5-7
Yvonne Edwards	Nurse	Grades 5-7
Melissa Williams	Custodian	
Scott Williams	Custodian	
Barbara Baker	Secretary	Main Office
Cindy Carter	Cafeteria Manger/Cook	Cafeteria
Betty Castle	Cook	Cafeteria
Nick Hood	Parent	
Becky Turner	Parent	
Kenzie Hood	Student	
Gracie Turner	Student	

**TITLE I
SCHOOLWIDE PLANNING TEAM
2018-2019**

Chris Stapleton - Principal

Adam Keith - Assistant Principal/Title Teacher

Lori Wright – Teacher (Grade 5)

Charlotte Livesay – Teacher (Grade 6)

Traci Kerns – Teacher (Grade 6 & 7)

Adam Toney– Title I Teacher

Silk Carter - Media Specialist/Reading Specialist

Lisa Rhoton - Resource Teacher (Grades 5-7)

Yvonne Edwards – School Nurse

Scott Williams - Custodian

Robert Bouton - Community Member

Nick Hood -- Parent

Becky Turner – Parent

*Throughout the school year, various parent involvement committees will be selected from the Schoolwide Planning Team to assist with a variety of activities.

DATA DISAGGREGATION

Rye Cove Intermediate School currently has a student population of 164 students (72 – females, 92 – males). This student population is comprised of 96.4% White, 1.8% Hispanic/White, 1.8% African American. At this time 58.43% of our student population receives free or reduced lunch.

Our total school population’s spoken/written language is English. We currently have 9.8% of our student population receiving special education services. The following is a current breakdown of students we serve with disabilities according to conditions designated in the Individuals with Disabilities Education Act: 0 Autism; 0 Intellectual Disability; 0 Multiple Disabilities; 3 Other Health Impaired; 16 Specific Learning Disability; 8 Speech or Language Impairment; 0 Visual Impairment; and 0 Emotional Disturbance.

During the 2017-2018 school year, student data is collected and analyzed to provide assistance to each student in his/her area of need. This data is collected from the following sources: classroom assessments/academic grades, SOL test scores in the areas of Reading and Math, pretest scores from previously released VA SOL tests in the areas of reading and math and similar resources, and the Interactive Achievement Program (implemented October 2013). After a data analysis is completed, those students targeted “at-risk” will receive individual help as indicated by the assessments.

The following tables represent the percentage of Rye Cove Intermediate School students obtaining a passing score or reaching a benchmark: SOL English and Math pass score of 400 or higher; Interactive Achievement Program at 70% (implemented October 2013).

Assessment Tools and Demographics

SOL English/Reading Scores (Student Pass Rate Percent)

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Grade - 5	98%	100%	85%	67%	73%	89%	93%	90%
Grade - 6	97%	100%	78%	83%	84%	75%	92%	88%
Grade - 7	100%	98%	84%	68%	89%	89%	80%	88%

SOL Mathematics Scores (Student Pass Rate Percent)

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Grade - 5	100%	65%	80%	54%	79%	75%	94%	98%
Grade - 6	89%	100%	91%	87%	74%	90%	91%	85%
Grade - 7	89%	40%	52%	48%	81%	77%	83%	88%

SOL Special Education Population (Percent Passed – Schoolwide Totals)

	Reading	Math	Social Studies	Science
Grade 5:				
2012/2013	50%	25%	75%	75%
2013/2014	0%	17%	0%	33%
2014/2015	29%	43%	N/A	43%
2015/2016	75%	25%	NA	50%
2016/2017	100%	83%	NA	80%
2017/2018	67%	67%	NA	67%
Grade 6:				
2012/2013	33%	50%	50%	N/A
2013/2014	38%	63%	50%	N/A
2014/2015	20%	33%	N/A	N/A
2015/2016	50%	71%	NA	NA
2016/2017	67%	83%	NA	NA
2017/2018	100%	60%	NA	NA
Grade 7:				
2012/2013	50%	0%	0%	N/A
2013/2014	38%	0%	25%	N/A
2014/2015	50%	50%	100%	N/A
2015/2016	60%	60%	20%	NA
2016/2017	50%	60%	40%	NA
2017/2018	83%	50%	50%	

Attendance Rate (Average Yearly Participation) AYP

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
RCI	96%	95.3%	95%	95.5%	95.3%	94.9%	94.4%
NCLB*	95%	95%	95%	95%	95%	95%	95%

*No Child Left Behind Benchmark

Student Academic Pass Rate by Grade Level: (Reading and Math)

	2014/2015		2015/2016		2016/2017		2017/2018	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Grade 5	45	45	54	54	59	59	54	54
Grade 6	51	51	52	52	53	53	59	59
Grade 7	56	56	47	47	49	49	52	52
Total Enrollment	152	152	153	153	161	161	165	165
Total Academic Failures	2	2	4	4	3	3	4	4

Student Population Receiving Special Education Services:

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Total Student Enrollment	184	171	152	154	160	165	164
Number of Students Receiving Services	M-15 F-6	M-15 F-2	M-16 F-5	M-12 F-10	M-15 F-11	M-8 F-10	M-10 F-6
Total Number Served	21	17	21	22	26	18	16
Percent of Students Receiving Services	11.4%	10.4%	13.8%	14.3%	16.3%	11%	9.8%

Student Population Eligible for Free/Reduced-Priced Meals: Breakfast and Lunch

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Number of Students Who Qualify	117	134	107	94	93	107	95	105
Percent of Students Who Qualify	64.55%	72.53%	62.57%	61.8%	60.26%	67%	58%	64%
Total Student Enrollment	188	184	171	152	154	160	165	164

RYE COVE INTERMEDIATE COMPREHENSIVE SCHOOLWIDE PLAN

NEEDS ASSESSMENT

In order to understand and improve our student and school performance, we must analyze available data for each individual student. This data helps to identify strengths and weaknesses within individual students and identify those students who are “at-risk”.

We analyze the data collected from the following: academic achievement, SOL test scores, teacher recommendations, and attendance reports. This data helps us to identify areas in need of improvement so school-wide curricular goals can be developed.

We must also focus on the needs of our faculty and staff members. In order for our faculty to effectively teach our students and help meet the needs of all our students they must have all necessary materials, uninterrupted instructional/classroom time, and a tremendous amount of professional knowledge and expertise.

According to the previous school year’s SOL Math Assessment of current seventh grade students, 88% of those students scored pass proficient or pass advanced on the previous school year’s SOL Math Assessment. 85% of current sixth grade students scored pass proficient or pass advanced on the previous school year’s SOL Math Assessment. 98% of current 5th grade students passed the SOL Math Assessment. This indicates 10% of our current 5th, 6th, and 7th grade students are in need of math skills assistance.

According to the previous school year’s SOL Reading Assessment of current seventh grade students, 88% of those students scored pass proficient or pass advanced on the previous school year’s SOL Reading Assessment. 88% of current sixth grade students scored pass proficient or pass advanced on the previous school year’s SOL Reading Assessment. 90% of current 5th grade students passed the SOL Reading Assessment. This indicates 11% of our current 5th, 6th, and 7th grade students are in need of reading skills assistance.

We understand that our goals for students and faculty/staff will not be obtained without help and involvement from an active supportive group of parents. Therefore, we continue to encourage parental involvement within our school.

COMPONENTS

A. COMPREHENSIVE NEEDS ASSESSMENTS/OBJECTIVES

1. Student Achievement in Reading

Needs Statement

- Rye Cove Intermediate students have not performed at satisfactory levels in reading on all measures of data collection. Evidence indicates the following as of September 2017.
- 12% of students who are in currently grade 7 scored below 400 on the reading portion of the VA SOL.
- 12% of students who are in currently grade 6 scored below 400 on the reading portion of the VA SOL.
- 10% of students who are in currently grade 5 scored below 400 on the reading portion of the VA SOL.

Improvement Goals and Objectives

- To prepare 100% of the students to successfully master the Annual Measurable Objective for Reading.
- To utilize federal, state and local monies to include Title V, Title III, Title I, and Title II to provide students with highly qualified teachers, remediation, and research based materials to assist student learning in reaching the benchmarks set on the state and federal levels.
- The number of students scoring above 400 on the reading portion of the VA Standards learning assessments in grades 5-7 will sustain or increase as compared to the previous year.
- Students in grades 5-7 will sustain or increase scores received on the school pre-test given in September of 2017.
- All students will have at least 95% attendance.

2. Achievement In Math

Needs Statement

- Rye Cove Intermediate students have not performed at satisfactory levels in math on all measures of data collection. Evidence indicates the following as of September 2017.
- 12% of students who are in currently grade 7 scored below 400 on the math portion of the VA SOL.
- 15% of students who are in currently grade 6 scored below 400 on the math portion of the VA SOL.
- 2% of students who are in currently grade 5 scored below 400 on the math portion of the VA SOL.

Improvement Goals and Objectives

- To prepare 100% of the students to successfully master the Annual Measurable Objective for Math.
- The number of students scoring above 400 on the Math portion of the VA Standards learning assessments in grades 5-7 will sustain or increase as compared to the previous year.
- Students in grades 5-7 will sustain or increase scores received on the school pre-test given in September 2017.
- All students will have at least 95% attendance.

B. SCHOOLWIDE IMPROVEMENT STRATEGIES

Rye Cove Intermediate School believes that an effective intermediate school program will provide for the individual needs and interests of students through appropriate educational experiences and programs. Therefore, Rye Cove Intermediate School will utilize a variety of strategies to improve reading comprehension and math achievement. We must maintain the amount and quality of learning time for our highly qualified instructional staff in Grades 5-7. Pull out programs such as, Physical Education, Music, Art, Library, Gifted, Remediation, and Enrichment will be coordinated to increase the amount of quality time available for instructional purposes.

1. Student Achievement in Reading and Reading Comprehension

Strategies for Improvement

- By September students who do not attain SOL benchmarks, who are identified as special education students and those who highly qualified teachers recommend needing extra assistance in obtaining better academic success will be identified as “at risk”.
- By September 15th “at risk” Reading/Language Arts students will be identified based on the school’s assessment data collection and teacher referrals for reading and writing.
- All students not attaining SOL test benchmarks; students with academic failures, ESL students and Special Education students will be identified as “at risk”.
- Language Arts teachers will provide activities and plans to reinforce lessons. These activities will include the Interactive Achievement Program, educational reading board activities; research based commercial and teacher-made motivational activities, journal writing and writing activities.
- Teachers will encourage and promote parental involvement in actual at-home oral reading practice through weekly assignments, phone calls.
- The media specialist will coordinate an Accelerated Reader computer program. Teachers will also encourage participation. Incentives will be offered to encourage participation. This will encourage the development of increased vocabulary and reading comprehension skills development.

- To promote reading as a life-long endeavor, teachers will incorporate into their schedules weekly at least 60 minutes of Sustained Reading time. Teachers will facilitate the use of Accelerated Reader program during this time.
- Teachers will use the Cognitive Process of Instruction to improve comprehension skills, i.e., story frames, story webs, word walls, word sorts, retelling, etc.
- Teachers will use networked classroom computers and computer labs to improve Reading Comprehension with a variety of reading software programs.
- Teachers will use the cognitive process of instruction to improve phonetic awareness, i.e. decoding.
- Teachers will utilize the Interactive Achievement Program weekly to facilitate individualized learning at each student's own pace.
- Teachers will incorporate concrete language awareness experiences for all students with Language Experience Activities, the creation of education activities.
- Teachers will use in writing techniques, such as "scanner", interactive "Smart Boards" to teach writing and reading processes.
- Teachers will incorporate writing in such a way as to create understanding, nurture knowledge, and to foster growth in language and knowledge of all subjects.
- Teachers will use creative writing and activities.
- Teachers will make use of cooperative learning activities to help develop thinking, foster self-esteem and boost attention.
- Teachers will utilize various teaching techniques (team teaching, partner-program, whole language, small groups, etc.) to meet the individual needs of students.
- Incentive programs will be utilized for motivational purposes to ensure students work to their fullest potentials.
- Students will be encouraged to read to parents and community leaders and parents and community leaders will be encouraged to visit the school to model reading for the students.

- SOL tracking will take place for all students.
- Every student receives two 30 minute enrichment times each day in order to receive additional help where needed or work on advanced grade level material.
- Students who are identified as “at risk” will be urged to attend a summer remedial program.
- Teachers will incorporate “Curriculum Mapping” with the goal of helping achieve more efficient and effective use of instructional time.
- An Accelerated Reading Program will be in place, coordinated by the librarian and an Accelerated Reader Program committee to create a reward system to encourage independent reading.

2. Student Achievement in Math

Strategies for Improvement

- All “at-risk” math students will be identified for remediation by September 15.
- A remediation plan will be made for all “at risk” math students’ identification drawn from SOL non-benchmarks, special needs, students, and teacher referral.
- Teachers will utilize software programs; teacher designed programs and researched based commercially prepared programs to assist in a gain of math skills assessment.
- Students who are identified as “at risk” will be urged to attend a summer remedial program.
- Highly qualified teachers in math will use a variety of teaching techniques, to include, small groups, peer tutoring, and team teaching in addition to scheduled enrichment period to meet individual student needs while facilitating learning at individual student pace.
- Teachers will utilize the Interactive Achievement Program to facilitate, develop, remediate, and reinforce math skills and math skills attainment.
- Highly qualified math teachers will utilize research based math manipulatives (prisms, overlays, rods, base ten blocks, etc) and software to assist in developing a true understanding of math skills

to include Interactive Achievement, illuminations.nctm.com, www.ixl.com, SOL To Go, Math Pass, Get More Math.

- SOL testing format reviews will be developed to facilitate improvement of test scores.
- Teachers will incorporate a variety of teaching methods and techniques such as small groups, peer tutoring, team teaching, remediation, use of interactive “Smart Boards, “Student Response Pads” to meet the individual learning needs of students.

Strategy Impact

The implementation of the strategies will show an impact for improving reading achievement and for math achievement. For example, the use of Cognitive Process of Instruction, Interactive Achievement Reading and Math Program is helping students with building on the foundation they need to become independent readers and learners. Students taking advantage of our Accelerated Reader Program have consistently higher scores than those students who do not. Since it is our goal to develop life-long readers and learners our teachers will continue to use strategies to involve more students in the Accelerated Reader program, including use of computer-based Standardized Test for the Assessment of Reading, Sustained Reading Time, incentive programs, and implementation of plans to further involve parents in helping and encouraging their children to participate.

In order to meet the goals we set for math and reading, we feel the strategies we intend to employ are excellent to build reading and math concepts across the curriculum, i.e., the use of manipulatives to help students with math concepts. The reading and math lessons available on the Interactive Achievement Program in the computer lab and on classroom computers will allow students to study, practice, and test skills and concepts correlated to almost all of the state SOL’s at an individualized pace with support given as needed.

We at Rye Cove Intermediate School realize that one of the most important and necessary strategies are the involvement of parents in their child’s educational and instructional development. Teachers are making a great effort to reach, contact, and maintain contact with parents through personally calling the parents, setting up conferences, classroom visits, etc. Parents are receiving information on programs that will assist their child’s academic growth such as remediation/enrichment programs, tutoring programs, and summer programs.

C. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF

The Rye Cove Intermediate School Planning and Management Team consist of the following professional personnel:

- Rye Cove Intermediate is comprised of twelve teachers, eight of which have master's degrees. Eleven have certification specialties (92%); twelve are highly qualified (83 %); one full time highly qualified principal; one part-time highly qualified assistant principal.
- Support Personnel: One part-time highly qualified school counselor; one part-time highly qualified speech therapist with a master's degree, one part-time band teacher with a master's degree, one part-time art instructor, one part-time music instructor, and one part-time gifted instructor who is highly qualified.
- Paraprofessionals: One secretary, one nurse, two custodians, two cafeteria workers.

Goal:

To enhance and improve the instructional and management skills of our teachers to a Highly Qualified status while providing professional development activities to address the needs of the teachers.

Objective:

To utilize local, federal, and state monies that include Title I to assure all teachers are highly qualified.

Strategies:

- 1) A survey of teacher licenses will be conducted to assure all teachers are highly qualified in the area in which they are teaching.
- 2) Professional development money will be utilized to provide classes for those instructional staff showing a need to become highly qualified.
- 3) A need assessment will be conducted to assess the instructional staff areas of needed staff development.
- 4) Staff development activities will be developed to address the needs assessment of Rye Cove Intermediate school personnel.
- 5) Departmental and grade-level highly qualified teams will be organized to plan, set goals, and assure implemented strategies to improve teaching effectiveness and provide feedback to the central office on needed materials and training.

D. HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Professional development will be provided for all staff and parents for improvement and enhancement of teaching techniques.

Goal:

To enhance and improve the instructional and management skills of our teachers and prepare teachers and students to meet the state standards.

Objective:

To prepare our teachers, parents and all students to meet the state's standards while utilizing local, federal, and state monies that include Title I to assure all teachers are highly qualified.

Strategies:

- ◆ A survey of teacher licenses will be conducted to assure all teachers are highly qualified in the area in which they are teaching.
- ◆ Professional development money will be utilized to provide classes for those instructional staff showing a need to become highly qualified.
- ◆ A need assessment will be conducted to assess the instructional staff areas of needed staff development.
- ◆ Staff development activities will be developed to address the needs assessment of Rye Cove Intermediate school personnel.
- ◆ Departmental and grade-level highly qualified teams will be organized to plan, set goals, and assure implemented strategies to improve teaching effectiveness and provide feedback to the central office on needed materials and training.

Example: (Provided by LEA)

Staff Development Opportunities 2018-2019

Sept 10th: Chromebook Training

Sept 25th: Open House

Oct. 9th: Team Teaching: Concept and Practice

Oct 23rd: Motivational Basics

Oct 26th: Halloween Dance

Nov 13th: Behavior Management in the classroom

Nov 16th: Class Act

Nov 27th: Classroom Management

Dec 14th: Instructional Training Seminar

Jan 8th: Self-defense basics

Jan 22nd: Teaching Cursive

Feb 5th: Classroom Solutions

Feb 19th: Classroom Reward Programs

Mar 5th: Writing Testing Strategies

March 19th: IEP implementation

Staff development opportunities formed from a staff needs survey to include:

Grade level English/Reading
Grade level math
Grade level science
Grade level history/civics
Technology development needs
Google Classroom
ESL students—how to better comply with individual needs
Resource Students—meeting needs
SOL curriculum alignment
Classroom management
Remediation/Enrichment Strategies—Meeting student needs
Crisis management/School Safety Issues
Rye Cove Intermediate School Policies
Scott County Public Schools Policies
College classes needed

It is Rye Cove Intermediate School's goal to be a learning community. The needs for staff development will be addressed to help in understanding the implications and ramifications of the higher expectations of Virginia's Standards of Learning objectives. Workshops will provide catalysts for ideas of better preparation for teachers and students to meet the challenges of NCLB and the SOL expectations and help staff become as technological literate as educators in order to integrate technology into the classrooms most effectively as a means of facilitating its use by our students and to provide practical and helpful advice and workshops for parents.

E. STRATEGIES TO ATTRACT HIGHLY QUALIFIED STAFF

Goal:

To attract highly qualified staff to provide educational services to students on a ratio that allows the most effective teaching to provide the best educational opportunities possible for the students.

Strategies:

1. Scott County Schools strive to employ highly qualified personnel through the offering of a fiduciary incentive equal to or greater than other surrounding districts.
2. To strive to maintain a student teacher ratio that maximizes the learning environment.
3. Provide opportunity for teachers to become highly qualified through staff development, collaborative measures to provide college to enable current staff to meet the highly qualified requirements.
4. To provide all students with highly qualified teachers.

The Scott County School District utilizes local, state, and federal monies to provide teachers with the opportunity to advance their educational career and to receive classes to become highly qualified.

F. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Goal:

To increase parental involvement throughout the school year, to meet parental needs and expectations, by improving teacher/student/parent communication and cooperation.

Strategies for Improvement:

- ◆ Parents and students will receive a monthly newsletter containing important event dates, breakfast and lunch menus, incentives (utilizing parental involvement money) and an update concerning Parent/Teacher meetings.
- ◆ Parent/Teacher meetings will be scheduled at mid-grading periods and each semester to provide an interaction time for teachers and parents and to further the goals of the school.
- ◆ Mid-nine week and nine week reports will be sent home with all students providing a space for both teacher and parent comments.
- ◆ The school administrator and or teachers will contact parents concerning academic difficulties of students to develop a plan of action to enhance their child's performance.
- ◆ A report card containing mastery of grade level subject matter will be sent home at the end of each nine-week grading period.
- ◆ Teachers will use "positive contacts" to encourage positive learning and student behavior while involving parents in positive conversations concerning their children.
- ◆ The school will host a "Family Night" during the library book fairs to encourage parents to read with their children.
- ◆ The school will host an orientation for all incoming 5th grade students and parents.
- ◆ The school will display student work, student participation activities, and school activities.
- ◆ A parent volunteer letter will be sent home to parents inviting them to participate in their child's education.
- ◆ Parents and grandparents will be invited to join their children for lunch throughout the school year.
- ◆ Two special lunches will be provided for parents, grandparents, and students during the year.
- ◆ Rye Cove Intermediate will have a Winter Show in the Fall and a Talent Show in the Spring to showcase the talents of the students. Parents are encouraged to attend and volunteer.
- ◆ Parents will be invited to participate in a workshop held in the computer lab to familiarize

parents with the many instructional opportunities that is available to their children.

- ◆ Parents are invited to participate in activities used with new technology that are both educational and motivational such as the “Smart Boards” that provides interaction for the teachers and students.
- ◆ Rye Cove Intermediate School will continue, throughout the school year, to stress to parents that our door is always open to them.
- ◆ Rye Cove Intermediate School will provide opportunities to demonstrate the strong feeling that we must work together as a team towards our common goal of insuring that our students are equipped with the tools that will enable them to be successful throughout life.

G. PRIMARY TO INTERMEDIATE SCHOOL TRANSITION STRATEGIES

Rye Cove Intermediate School has strategies for those students transitioning from Duffield Primary School's fourth grade to our fifth grade classrooms to help ensure their success.

Goal:

To make the transition from primary school to the intermediate, Rye Cove Intermediate School will provide an orientation for incoming fifth graders and parents before the first school day of the current school year.

Strategies:

- ◆ Letters of welcome and orientation information for students and parents to come to school to meet their teachers and go on a tour of the building will be mailed to all new fall students three to four weeks before the date.
- ◆ Parents will be receiving a survey of parent's needs to be followed with appropriate workshops (i.e. workshops on ways to help met children's educational needs, training in available technology, new computer programs available, etc.).
- ◆ A parent volunteer survey will be provided to ask parents what time and talents they might want to share with the school.
- ◆ Principal, faculty, and staff will meet with parents and students an evening before the beginning of the new school year.
- ◆ Parents and students will be familiarizing themselves with the computer labs and programs their children will be utilizing in the upcoming year.
- ◆ Refreshments, class schedules, school tours, etc... will be provided for the incoming students.

H. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

Decisions of assessment for instructional and student improvement is a collaborative effort of all teachers at Rye Cove Intermediate School. English and Math SOL Tests will be used as a part of the assessment of student progress and are continuously being revised and developed by committees of teachers. Teachers on individual committees take the suggestions from all teachers. Finalizations are made with consensus of all teachers in the subject areas. Teachers will use a variety of assessment tools in finalizing consensuses. Those tools will include SOL Objective Checklist, Interactive Achievement Reading and Math Tests, the school-wide Virginia Standards of Learning Assessments, teacher-made tests, and student Portfolios.

It is of utmost importance that our students be prepared to meet higher standards and expectations. The objectives stated in the Virginia Standards of Learning in all curriculum areas are included as part of our assessments. The scoring of the tests cannot be used as pre-tests or post-tests; they are used as goal setting measures for the upcoming year.

The School-wide Planning Team is designed to facilitate communication among the faculty, staff, parents, and community members. Each grade level is represented on the committee.

Scheduling is a collaborative measure based on teachers' qualifications and the changing needs of our students.

I. ACTIVITIES TO ENSURE STUDENTS' SUCCESS

Inclusion of activities to ensure: 1) that students who experience difficulty mastering academic achievement standards are provided with effective and timely additional assistance; 2) student's difficulties are timely identified; and 3) sufficient information is provided for students to base effective assistance.

- ▶ Teachers utilize a variety of assessment tools and portfolios to assess student academic needs, i.e. SOL Objectives Checklist, Pre and Post-Assessment tests. Teachers analyze and employ the data to insure students receive effective and timely assistance. Individual student abilities and weaknesses are determined through the use of this data to assist the each student in becoming a more efficient learner.
- ▶ Teachers work collaboratively in teams with parents to map the most effective program of action for the students. School-based teams and child study meetings are scheduled to determine the needs of specific students. Parent workshops are offered to enable parents with a better understanding of school programs and monitoring of student progress.
- ▶ The Accelerated Reader program coordinated by the media specialist provides parents ideas for helping their children.
- ▶ Home and school connection newsletters provide parents with an insight on helping students in all curriculum areas especially reading.
- ▶ Parents are encouraged to help at home with oral reading.
- ▶ Computer labs provide innovative software programs to enhance and motivate and extenuate learning.
- ▶ Teachers employ various teaching methods and techniques such as team teaching, hands on, buddy programs, small group instruction, whole language, phonetics, individual instruction, peer tutoring, books-on-tape, etc.
- ▶ Incentives are used to enhance, motivate, and improve grades and work habits.
- ▶ Parents are contacted by phone and with written correspondence concerning student progress.
- ▶ Remedial/Enrichment programs are provided during school to assist those students at risk for all students in grades 5-7.

J. COORIDNATION OF INEGRATING FEDERAL, STATE, AND LOCAL SERVICES

The **LEA** (Local Education Authority) provides many valuable educational programs and supplies to all Scott County Public Schools. The Interactive Achievement Program is designed to reinforce students' weaknesses in language arts and math content with Virginia's Standards of Learning Objectives. Other language arts and math programs are available on the server for learning enhancement and motivation. These programs are designed to help students develop and improve skill development in all areas of learning. The computer lab schedule ensures the most effective use of both labs, and teachers work to correlate the programs to Virginia's Standards of Learning Objectives.

The **LEA** (Local Education Authority) also helps provide health care for our students. A licensed practical nurse is available to serve our students.

The **SEA** (State Education Authority) provides funding for programs to include: 1) remedial program (provides additional instruction for students who are considered at risk and those who score below the expected levels on assessments, teacher or parent recommended, summer school program, and a month long summer program in reading, writing and math); 2) teacher/pupil ration to be much lower than otherwise possible; 3) reading and math programs providing the opportunity for students to receive further instruction during an after school tutoring program; 4) staff development to provide support, assistance, and ideas to enable staff to better facilitate learning of the Virginia standards, 5) technology innovation, training, and equipment for students and teachers and 6) pursue assistance to provide ongoing course work to enable teachers to become highly qualified.

The **FEA** (Federal Education Authority) provides funding for such programs as:

(1) Title II Part A, *Preparing, Training and Recruiting High Quality Teachers and Principals*

(2) Title II Part D, *Enhancing Education through Technology* (Purchase of hardware and software to compliment the educational program.

(3) Title III, *Language Instruction for Limited English Proficient and Immigrant Students* (provide English as a second language students, materials and tutoring to assist in meeting proficiency levels as set forth by *NCLB*.)

(4) Title IV, *Safe and Drug-Free Schools and Communities* (provide students and teachers with a safe place to learn and grow.)

(5) Title V Part A, *Innovative Programs* (Purchase instructional supplies and library materials to support teacher efforts of addressing individual learning styles as students strive to meet the Standards of Learning objectives and academic success.)

Scott County Schools have formed several partnerships to provide ongoing support for the schools in the district. (Examples):

Eastman Partnership-provides grants, kits for resources and discovery in science, speakers, job shadowing, surplus items, demonstrations, tours, and teacher to teacher workshops.

Scott County Recreation Department--focuses on extra curricular activities after school that enhances character development of students. They sponsor league sports of girls and boys. They provide workshops for students during physical education classes and work with the physical education teachers to encourage new activities such as tennis, golf and soccer.

Lenowisco-Works in cooperation with Social Services and Scott County Office on Youth to provide some needed health services for the students.

Scott County Health Department-Provides medical services to students and teachers as needed. Provide yearly dental visits for students on a mobile unit that serves qualifying students with free dental work. The Scott County Health Department provides wellness checks for teachers.

Scott County Behavioral Health (Frontier Health)-provides necessary testing and consultation

Scott County Retired Teachers- provides community column in the county newspaper. They provide help with school activities and sponsor scholarships.

Rotary Club, Lions Club, Masons, Churches and Lens Crafters-provide services for needy students, i.e., glasses, shoes, coats, clothes, etc.

Community Businesses-provides donations for classroom rewards and donations to school parent organizations

Scott County Telephone Cooperative-Scott Telecom-provides access to internet and speakers.

The Scott County Sheriff's Office-provides speakers, supplements salary of the Drug Specialist that provides classes to the county's schools

Scott County Office on Youth- provides the school with a notebook of listed services. They coordinate youth and family human services.

Scott Count Adult Education-provides on going services for those who need G. E. D classes

University of Virginia @Wise Center for Teaching Excellence-provides classes and workshops for teachers as requested; funding for teachers to become highly qualified in history

Radford University-provides classes in reading, history and science for teaching needing highly qualified status in these areas

AMSP-provides workshops and classes and funding opportunities to provide hands on materials for science and math

V.P.I. Cooperative Extension Services-Provides 4-H leaders to into the school to work with students on various programs such as nutrition, public speaking, Share the Fun, etc.

Virginia Department of Forestry and Virginia Department of Games and Inland Fisheries--These agencies provide programs and speakers on wildlife and forestry. They provide speakers for the classroom; distribute informative pamphlets, coloring books and books to the students as well as other community services.

Scott County Virginia Star - Local newspaper that publishes school articles for public relations

Kingsport Times News-is an area newspaper that publishes a section of educational articles and a weekly student section. They provide a "brief section" for schools and will publish articles for and about the school and its students.

Clinch River Health Services—allows quick access for medical emergencies. Provide a medical library for loan to the school

K. INDIVIDUAL STUDENT ASSESSMENT RESULTS TO PARENTS

Rye Cove Intermediate School will provide individual assessment results, including an interpretation of those results to parents.

There are communications between the home and Rye Cove Intermediate School concerning student assignments and upcoming tests. Portfolios are sent home weekly, signed and returned to the teacher.

Progress reports are sent home at the middle of each nine-week grading period; reports cards are sent home every nine weeks. We also use parent conferences and child study meetings. Teachers notify parents by telephone or in writing of academic concerns. Parent conferences are scheduled as necessary in addition to two open houses countywide. Parents will receive a newsletter each nine weeks. Parent/Teacher meeting notifications are sent home one week prior to the meeting. The school's voice mail, i.e. homework hot lines are updated by teachers in regards to upcoming assignments.

Assessment portfolios are kept with samples of students' work throughout the year. These are used to assist in measuring students' growth and academic progress. They are also used in parent conferences and child study meetings.

Scores made on the Schoolwide Post Assessment Tests, Success Maker Program pre-test and post-test will be sent home to show academic progress at the end of the school year. In addition, test results from the Virginia Standards of Learning Assessments will be sent home when they are received. The guidance counselor will be available to help parents interpret the results.

Appendix A

METHODS OF SCHOOL-PARENT COMMUNICATION

The following pages contain examples of methods Rye Cove Intermediate School will use to strengthen communication between school and home. The examples following this page include Parent Information Letter, Home-School Involvement Compact, End-of-year testing results, and a school newsletter (attached at the end of this report).



Chris Stapleton
Principal

Adam Keith
Assistant Principal

158 Memorial School Ln
Duffield, Virginia 24244

Phone: 276-940-2322
Fax: 276-940-4161

Dear Parents/Guardians:

Rye Cove Intermediate School is a Schoolwide Project. There are no special pull-out programs; instead, all teachers are working in the classrooms and the computer lab to help meet the needs of all students.

A very important goal of our Schoolwide Project is to involve you the parents/guardians, as much as possible. Through your help and support we can be even more effective in meeting the needs of your child. More importantly, your child needs you to be involved, to know what is expected of him/her, and to encourage and help him/her to be a successful learner. We want to help encourage your involvement through our Home/School Involvement Compact. The Home/School Involvement Compact follows this letter.

The Home/School Involvement Compact is a compact or pledge between your child's teachers, yourself, and your child. The top section of the Compact contains the Teacher's Pledge and explains what you can expect of us. Communication regarding your child's progress will include formal progress reports at the middle and end of each nine-week grading period, individual phone calls, letters, and conferences as needed. Please go over the student's pledge with your child and discuss the importance of the commitment he/she needs to make to take full advantage of the educational opportunities provided. The bottom section of the Compact contains the Parent/Caregiver Pledge. We at Rye Cove Intermediate believe that **you**, as parent/caregivers, are the key factor in your child having a successful educational experience. We will do our best to provide quality educational opportunities for your child. We need you to encourage your child to take advantage of these opportunities. Please indicate your willingness to be involved in your child's education by signing the Parent/Caregiver Pledge and returning the Home/School Involvement Compact to your child's homeroom teacher.

Please remember: Anytime you have questions, concerns, or compliments, give your child's teachers or the principal a call at 940-2322. Schools and parents **need** to work together as a team; our children and students will be the **WINNERS!**

Sincerely,

Chris Stapleton
Principal

Enclosure

SCHOOL-PARENT COMPACT

Rye Cove Intermediate School and the parents of the students participating in activities, services, and programs funded by Title I, Part A, of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the school staff, and students will share the responsibility for improved student academic achievement. Also, the means by which the school and parents will build and develop a partnership will help children achieve the state's high standards. This school-parent compact is in effect during school year 2018-2019.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Rye Cove Intermediate School will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

We believe that all students can learn, achieve success, and feel that they are persons of worth and dignity. Rye Cove Intermediate will provide for the individual needs and interests of its students through appropriate educational experiences or through a variety of special programs.

Rye Cove Intermediate School will provide high-quality curriculum and instruction through the use of:

Teacher collaboration

Regular classroom, Special Education, and Title I teachers along with the reading specialist will use co-teaching strategies such as station teaching, parallel teaching, one teach-one observe, one teach-one assist, alternative teaching, and teaming in their classrooms to better meet the needs of all students.

High-quality staff development

Staff development is designed to be rich in content and is specifically chosen to deepen and broaden the knowledge and skills of teachers, principals, administrators, paraprofessionals, and other key educational staff based on substantive, well-defined objectives.

Supportive and effective learning environment

Discipline

Grade Levels are responsible for deciding on targeted behaviors, consequences, a system for keeping track of unacceptable behaviors, and communication with parents as necessary.

Discipline should be handled if possible in the classroom by the teacher for minor behavior issues. If behavior does not improve after a student has been warned and suffered a consequence, then parents should be informed about the problem.

Discipline Referrals

Teachers are encouraged to send a student to the office or fill out a discipline referral only when a problem becomes chronic or when the following behaviors occur.

- Bullying
- Hurting another student
- Destruction of school property
- Cheating (subjective to age and situation)

Potential Consequences:

- In School Suspension
- Out of School Suspension
- Lunch/Recess/Gym detention
- Parents called to attend discipline team meeting

*The Scott County Public Schools discipline policy can be found in the student handbook which is distributed to students the first day of school.

Student Safety

Rye Cove Intermediate School has a comprehensive safety program in place for the protection of all students, faculty, and staff. Bus evacuation drills, fire drills, lockdown drills, and tornado drills will be practiced throughout the school year.

Rye Cove Intermediate School will maintain a full-time nurse.

Student needs

A part-time guidance counselor and full-time nurse are based at Rye Cove Intermediate School.

Release of Students

Parents complete a form at the beginning of the school year which specifies the individuals who are allowed to pick up their child from school. Parents are required to notify the school in writing or by phone if their child is to be transported by someone other than those listed on their forms.

A notebook which contains court documents pertaining to custody is kept in the office. The student is not allowed to leave school with anyone other than those specified on the documents.

Other School Responsibilities

Rye Cove Intermediate School will also hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement, provide parents with frequent reports on their children's progress including a report after four and one half weeks and a report card each nine weeks, provide parents reasonable access to staff, and provide parents opportunities to volunteer and participate in their child's class as well as observe classroom activities.

Parent/Guardian Responsibilities

I, as a parent, will support my child's learning in the following ways: monitoring attendance, making sure that homework is completed, monitoring amount of television my child watches, volunteering in my child's classroom, and participating, as appropriate, in decisions relating to my child's education.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the state's high standards. Specifically, I will:

- *Do my homework every day.*
- *Be at school on time unless I am sick.*
- *Complete all classwork on time.*
- *Be responsible for my own behavior and actions.*
- *Ask for help when needed.*
- *Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

Teacher Date

Parent Date

Student Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

Appendix B

Staff Development Needs Assessment 2018/2019

Please list any staff development activities which you feel would benefit you as a teacher.

- Grade Level English
- Grade Level Math
- Grade Level Science
- Grade Level History
- ESL students—how to better meet their needs
- Sp Ed. Students—how to better meet their needs
- Gifted students—how to better meet their needs
- Sp. Ed. Guidelines
- SOL Curriculum Alignment - Subject(s)
- Grade/Subject Area Pacing Guides
- Classroom Management
- Remediation strategies to better meet student needs
- At risk identification of students
- SOL testing options and strategies for students
- Crisis management and school safety
- Policies
- Scott County School System Policies
- Drug Awareness

Other suggestions (please list as specifically as possible):

Appendix C- Staff Survey

Staff Survey Rye Cove Intermediate 2018-2019

1. Teachers stress academic achievement as a priority for their students.

Agree
Disagree
Don't Know

2. Teachers provide activities that develop critical thinking skills.

Agree
Disagree
Don't Know

3. Materials and supplies are adequate for the students' abilities.

Agree
Disagree
Don't Know

4. The results of in-class assessments are used to examine students' strengths and weaknesses and to give feedback to students.

Agree
Disagree
Don't Know

5. Teachers and the principal, at least annually, thoroughly review and analyze test results to plan instructional program modifications.

Agree
Disagree
Don't Know

6. Students appear to believe that school rules are reasonable and appropriate.

Agree
Disagree
Don't Know

7. Students are held accountable for maintaining school rules throughout the year.

Agree
Disagree
Don't Know

8. Administrators support teachers in dealing with student discipline matters.

Agree
Disagree
Don't Know

9. School staff enforces the student rules consistently and equitably.

Agree
Disagree
Don't Know

10. Teachers, administrators, parents, and students share responsibility for maintaining discipline

Agree
Disagree
Don't Know

11. The physical condition of this building is generally pleasant and in good repair.

Agree
Disagree
Don't Know

12. Students and staff members take pride in the school and help to keep building and grounds clean and attractive.

Agree
Disagree
Don't Know

13. This school is a safe and secure place to work during the normal school day.

Agree
Disagree
Don't Know

14. There is a positive school spirit among students and staff.

Agree
Disagree
Don't Know

15. In spite of students' home background, teachers feel they can successfully teach 90-95% of their students.

Agree
Disagree
Don't Know

16. Students who are not achieving at an appropriate rate are given help in a timely manner.

Agree
Disagree
Don't Know

17. The time set aside for instruction is free from interruptions (intercom, assemblies, messages, mowing the lawn, etc.)

Agree
Disagree
Don't Know

18. There are successful preventative strategies for helping students at risk of school failure.

Agree
Disagree
Don't Know

19. The principal is highly visible, making frequent informal contact with students and staff.

Agree
Disagree
Don't Know

20. The principal seeks ideas and suggestions from the staff.

Agree
Disagree
Don't Know

21. The principal and the staff jointly plan the staff development program.

Agree
Disagree
Don't Know

22. There is a staff development program based on school goals.

Agree
Disagree
Don't Know

23. The principal is accessible to discuss matters dealing with instruction and discipline.

Agree
Disagree
Don't Know

24. Instructional leadership from the principal is clear, strong, and centralized.

Agree
Disagree
Don't Know

25. The parent organization is considered important by the school staff.

Agree
Disagree
Don't Know

26. Parents are encouraged to share ideas for school improvement with the administration and staff.

Agree
Disagree
Don't Know

27. Teachers spend more time communicating with parents about the good things students do than about the bad.

Agree
Disagree
Don't Know

28. Parents are aware of the discipline policy.

Agree
Disagree
Don't Know

29. Parent-teacher conferences focus on factors directly related to student achievement.

Agree
Disagree
Don't Know

30. Most parents rate this school as superior.

Agree
Disagree
Don't Know

List below any workshops you feel you or the school need for next year:

Appendix D- Parent Survey

Dear Parents,

The Title I Part A program requires that all Title I Part A schools develop and implement a plan to assure that students in that school are meeting and surpassing state Standards or Learning (SOL). We are also required to evaluate the plan's outcomes and implementation to determine whether the academic achievement of all students improved, whether the goals and objectives contained in the plan were achieved, and make revisions in the plan to improve student learning.

The attached parent survey is one of several tools we are using to determine how well our plan has worked. There is no personal information collected with the survey, the only question we ask about your child(ren) is if they are male or female and on what grade level they are working.

Please complete and return by January 15, 2019. Thank you for your help.

Sincerely,

Rye Cove Intermediate

Family and Community Involvement 2018-2019

Grade Level of Child(ren) **5** **6** **7** **Male** ____ **Female** ____
 (Please circle all that apply) (Specify number of each)

Academic Program:

Thinking about your overall experience during this school year, how satisfied are you with the following school aspects, programs, and services?

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
Quality of instruction for reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction for math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of computers and other technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall achievement of your child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent Involvement:

Please evaluate your overall experience at this school, how satisfied are you concerning parent involvement activities.

	Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied
The school communicates regularly regarding my child's academic progress, and it is easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessments (SOL, Success Maker,) results are easy to read and understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides information that I request.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are accessible and open to parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities are available to volunteer, if desired.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers communicate frequently (notes home, phone calls, newsletters, PTO meetings, open house, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents are involvement in school activities (Fall Festival, Trunk-or-Treat, fundraisers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Environment:

Thinking about your overall experience during this school year, how satisfied are you with the school environment.

	Agree	Disagree	Not Sure
The school is safe and orderly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The community views the school in a positive way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilities are clean and inviting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are high standards for student conduct at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff and student morale is high at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent Information:

Please answer the following questions to let us know what is important to you and your child.

	Yes	No
Do you feel comfortable asking questions, expressing concerns, or making suggestions at this school?	<input type="radio"/>	<input type="radio"/>
Would you be willing to volunteer at school?	<input type="radio"/>	<input type="radio"/>
Would you like to have more parent training?	<input type="radio"/>	<input type="radio"/>

Please list suggestions below:

What one thing could the school do to improve? _____

One thing I never want to change about this school is _____

Other comments: _____

Would you be willing to work on a Title I Committee for our school or county if needed?

_____ Yes

_____ No

If you answered "Yes", please sign your name and list your phone number below. Detach and return to Mrs. Baker. Thank You!