

2023-2023 Comprehensive School Improvement Plan

Name of School: Axton Elementary

School Division: Henry

Area of Focus: Reading

SMART Goal: For the 2023 - 2023 school year, 75% of Axton Elementary School third, fourth, and fifth grade students will pass the Virginia Reading SOL assessment. For the 2023 - 2023 school year, 90% of 1st and 2nd grade students will demonstrate growth and 50% will meet projected RIT in Reading as measured by the fall to spring MAP assessments. By the end of the 2023 - 2023 school year, at least 40% of kindergarten students will have a Guided Reading level of D or higher.

Essential Action/Research-based Strategy/Evidence-based Intervention:

Academic Review Finding

Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. Data meetings are held quarterly with teachers, administration, the Instructional Coach and Reading Specialist. Data reviewed will include: PALS, MAP, Guided Reading, CFAs, DSAs, Formal Running Records, and VA SOL assessments. Team will identify subgroups/ SpEd students.	Teachers/Administration/Instructional Coach/Reading Specialist	Quarterly	Data meetings documented (along with data discussed)/Reflected in lesson plans Lesson plans will reflect identified students PALS Pullout Schedule	Teachers/Administration/Instructional Coach/Reading Specialist	Quarterly	

***Insert more rows as necessary. If additional essential actions/strategy/interventions, duplicate the chart as needed.**

Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

2. Professional development will be provided for teachers based on areas of weakness noted from data, classroom observations and walkthroughs and/or teacher requests.	Administration/Instructional Coach/Reading Specialist	As needed	Agendas for professional development are documented Surveys Lesson plans to reflect implementation	Administration/Instructional Coach/Reading Specialist/Classroom teacher	As needed	
3. At least once per year, teachers will videotape lessons and participate in the video analysis process with the Instructional Coach. A schedule will be provided to all classroom teachers.	Teachers	Annually	Teachers will turn in their videos to the instructional coach. The video analysis will be documented.	Instructional Coach	Annually	
4. Provide phonics Open Court instruction at the 2nd grade level for 3rd graders reading below grade level.	Teachers	Daily	Lesson Plans	Teachers/Administration	Daily	
5. Using a list of look-fors, teachers will have the opportunity to observe other teachers in the building	Teachers	At least annually	A schedule/sign up sheet will be documented.	Teachers/Administration/Instructional Coach	At least annually	
6. Increased independent reading at the end of 1st semester in 2nd grade. Teachers are encouraged to facilitate independent	Teachers	Daily	Lesson plans of reading instruction/opportunities for students to read independently	Teachers	Daily	

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readers before this date, if possible.						
7. Teachers (1st and 2nd grade) will lead students through the process of setting MAP goals .	Teachers/Students	At least each semester	MAP data goal setting	Teachers	At least annually	
8. After-school tutoring will be offered in the spring for students at risk of failing the SOL in grades 3 - 5	Teachers/Administration	Spring (before testing)	Tutoring attendance sheets and lesson plans for tutoring.	Teachers	Spring (before testing)	
9. Student support teams (Tier 2) will meet with the school psychologist and administration each quarter to review data of students being progress monitored. Intervention logs, progress monitoring graphs, and other pertinent data will be shared. Goals will be adjusted as needed.	School Psychologist/Administration/Student Support Teams	Quarterly	Meeting date and data shared will be documented.	School Psychologist/Administration/Student Support Teams	Quarterly	
10. School Based Intervention Teams (Tier 3), including parents, will hold meetings to discuss areas of concern.	School Based Intervention Teams/Parents	Every 6-8 weeks (as needed)	FastBridge Intervention log (with data points), student behavioral and academic performance.	School Based Intervention Teams/Parents	Every 6-8 weeks (as needed)	

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Interventions will be adjusted as needed.						
Reading Specialist models reading instruction for SpEd teacher and maintains progress data.	Reading Specialist	Daily	Lesson plans Data Binder	Special Education teacher/Reading Specialist	Daily	
Read 180/System 44 provided to specific students identified for the program. This group is fluid due to ongoing data collection.	Reading Specialist/Reading Team	Daily	Lesson Plans for Read 180 and System 44.	Reading Specialist/Reading Team	Daily	
Specific guided reading level group for select 3rd grade students performing significantly below grade level	Teacher	Daily	Lesson plans Observations	Reading Specialist	Daily	

<i>2023-2023 Comprehensive School Improvement Plan</i>	
Name of School: Axton Elementary	School Division: Henry
Area of Focus: Writing	
SMART Goal: For the 2023 - 2023 school year, at least 60% of Axton Elementary School fifth grade students will score in the passing range on the SOLLA	
Essential Action/Research-based Strategy/Evidence-based Intervention:	<input type="checkbox"/> Academic Review Finding

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Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. At all grade levels, students will write across content areas, about what is read or learned, whether nonfiction or fiction, in conjunction with the Lucy Calkins program.	Teacher	At least weekly	Student work that demonstrates a correlation between the writing and the book being read.	Teacher Reading Specialist Instructional Coach	At least weekly	
2. Students in K-5 will utilize personal writing dictionaries. These will be maintained and move with the student to the next grade level.	Students/Teacher	As needed	Words I Use When I Write (student dictionaries that follow the student throughout elementary school)	Teacher	As needed	
3. The media specialist will conduct lessons in research at the appropriate grade levels.	Teacher/Media Specialist	At least annually	Based on age appropriateness, students will demonstrate research learned in their work.	Teacher/Media Specialist	At least annually	
4. Professional development will be provided for teachers based on areas of weakness noted from data, classroom observations and walkthroughs and/or teacher request.	Administration	At least monthly	Grade level/data conferences notes and walkthrough forms.	Administration	At least monthly	

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5. Incentivize writing in and out of school	Teachers/Parents	As needed	Provide challenges for writing in and out of school on announcements and in newsletters.	Teachers/Admin/Reading Specialist/Instructional Coach	As needed	
6. Adhere to unit timelines of the Lucy Calkins program to ensure the progression from one grade level to the next	Teachers	Daily	Lesson Plans	Teachers/Reading Specialist/Instructional Coach/Admin	As needed	

2023-2023 Comprehensive School Improvement Plan

Name of School: Axton Elementary

School Division: Henry

Area of Focus: Math

SMART Goal: For the 2023 - 2023 school year, 73% of Axton Elementary School third, fourth, and fifth grade students will pass the Virginia Math SOL assessment. For the 2023 - 2023 school year, 90% of 1st and 2nd grade students will demonstrate growth and 50% will meet projected RIT in Reading as measured by the fall to spring MAP assessments. By the end of the 2023 - 2023 school year, 100% of kindergarten students will be able to orally count from 0 - 100 by ones and at least 80% of kindergarten students will be able to write numbers from 0 - 20.

Essential Action/Research-based Strategy/Evidence-based Intervention:

Academic Review Finding

Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. Data meetings are held quarterly with teachers,	Teachers/Administration/Instructional	Quarterly	Documented data meetings with	Administration/Instructional	Quarterly	

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Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

administration, the Instructional Coach and Reading Specialist. Data reviewed will include: VKRP, MAP, CFAs, VA SOL assessments, Just in Time Quick Checks and DFAs.	nal Coach/Reading Specialist		teachers (with types of data discussed).	Coach/Reading Specialist		
2. At least once per year, teachers will videotape lessons and participate in the video analysis process with the Instructional Coach. A schedule will be provided to all classroom teachers.	Teachers	At least annually	Documented schedule for video analysis with meeting notes.	Instructional Coach	At least annually	
3.Using a list of look-fors, teachers will have the opportunity to observe other teachers in the building.	Administration/Teachers	At least annually	Administration will provide a list of look-fors/a schedule for classroom observation will be provided.	Administration	At least annually	
4.The Instructional Coach, the Reading Specialist, and administrator will meet with grade level instructional teams to coach and/or provide feedback regarding the implementation of research based instructional practices in all content areas.	Instructional Coach/Reading Specialist/ Administration/ Grade Level Teams	At least monthly	Meeting dates and notes will be documented.	Instructional Coach/Reading Specialist/Administration/Grade Level Teams	At least monthly	

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Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

5. Student support teams (Tier 2) will meet with the school psychologist and administration each quarter to review data of students being progress monitored. Intervention logs, progress monitoring graphs, and other pertinent data will be shared. Goals will be reviewed and changed if needed.	Student Support Team/School Psychologist/Administration	Quarterly	Documentation of meeting notes	Student Support Team/School Psychologist/Administration	Quarterly	
6. Breakfast Bunch for 3-5 SPED students to improve computation.	Administration	Biweekly	Documentation of student attendance in Breakfast Bunch	Administration	Biweekly	
7. School Based Intervention Teams (Tier 3), including parents, will hold meetings to discuss areas of concern. Interventions will be reviewed and changed as needed. Referrals for educational testing may be necessary.	School Based Intervention Teams/Parents	Every 6-8 weeks (as needed)	SBIT Notes are documented	School Based Intervention Teams/Parents	Every 6-8 weeks (as needed)	
8. Track SPED subgroup performance on data sheets.	Teachers, Instructional Coach, Reading Specialist, Admin.	Quarterly	Teacher data sheets	Teachers, Instructional Coach, Reading Specialist, Admin.	Quarterly	

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9. Professional development will be provided for teachers based on areas of weakness noted from data, classroom observations and walkthroughs.	Administration	Quarterly	PD certificates, meeting dates, agendas	Administration	Quarterly	
10. Teachers (1st and 2nd grade) will conference with students and lead students through the process of setting MAP goals for themselves.	First and second grade teachers	3x per year	MAP reports	Administration	3x per year	
11. After-school tutoring will be offered in the spring for students at risk of failing the SOL in grades 3 - 5.	Administration, teachers, classified staff	2x per week beginning in February	student attendance sheets and lesson plans	Administration	2x per week beginning in February	

2023-2023 Comprehensive School Improvement Plan

Name of School: Axton Elementary

School Division: Henry

Area of Focus: [Science](#)

SMART Goal: For the 2023 - 2023 school year, 70% of Axton Elementary School fifth grade students will pass the Virginia Science SOL assessment.

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Essential Action/Research-based Strategy/Evidence-based Intervention:						<input type="checkbox"/> Academic Review Finding
Action Plan						
Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. For the 2022 - 2023 school year, students identified as gifted will participate in STEM and enrichment activities at least 4 times a month. Attendance and the lesson plan utilized will be documented.	School counselor	Once a week	Lesson plans documented for grades 2-5 students identified as gifted.	School counselor/administration	Once a week	
2. Using the Curriculum Framework, conduct a needs assessment of materials/supplies for each grade level.	Classroom teachers/Administration/Instructional Coach	At least quarterly	Documentation in grade level notes	Administration	At least quarterly	
3. In-house Common Formative Assessments will be created for 4th and 5th grades. Data meetings are held quarterly with teachers, administration, the Instructional Coach and Reading Specialist.	Teachers/Administration/Instructional Coach/Reading Specialist	Quarterly	Common Formative Assessment data	Teachers/Administration/Instructional Coach/Reading Specialist	Quarterly	
4. Professional development will be provided for teachers based on areas of weakness	Administration/Instructional Coach	At least monthly	Walkthrough data sheet	Administration/Instructional Coach	At least monthly	

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noted from data, classroom observations and walkthroughs.						
5.Using a list of look-fors, teachers will have the opportunity to observe other teachers in the building.	Administration/Teachers	At least annually	Administration will provide a list of look-fors/a schedule for classroom observation will be provided.	Administration	At least annually	
6. Weekly Scientific Investigation	Teachers	At least weekly	Teacher Lesson Plans	Administration	At least weekly	
7. Family Engagement sessions will include opportunities to participate in STEM related activities.	Administration/Instructional Coach/Reading Specialist/Teachers	At least quarterly	Photographs, sign in sheets and/or detailed messages in regards to activities at the family events.	Administration	At least quarterly	
8.Alignment to the Curriculum Framework and Blueprint	Teachers/Administration/Instructional Coach	Daily	Teacher Lesson Plans	Administration/Instructional Coach	At least weekly	

2023-2023 Comprehensive School Improvement Plan

Name of School: Axton Elementary

School Division: Henry

Area of Focus: Attendance

SMART Goal: For the 2022-2023 school year, Axton Elementary will have a chronic absenteeism rate of 11% or less.

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Essential Action/Research-based Strategy/Evidence-based Intervention:						<input type="checkbox"/> Academic Review Finding
Action Plan						
Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. Monthly attendance incentives	Administration	Monthly	Log of winners and prize list	Administration	Weekly	
2. Weekly grade level attendance data will be included in the newsletter as well as the impact of attendance on achievement.	Administration	Weekly	Weekly Newsletter	Administration	Weekly	
3. Administration/designee will share attendance responsibilities.	Administration/ Guidance	Weekly	Parent contact logs	Administration/ Guidance	Weekly	
4. Administration/designee will conduct check-ins with students that are chronically absent (Kindergarten and up).	Administration/ Guidance/ Teacher	Daily	Student contact logs	Administration/ Guidance	Daily	
5. Classroom recognitions	Classroom teachers	Daily	Weekly list of classroom winners	Classroom Teachers	Daily	
6. Never miss a Monday incentive or dress-up day	Administrators/ IC/RS/Guidance	Weekly	Schedule of events	Administrators/ IC/RS/Guidance	Weekly	

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2023-2023 Comprehensive School Improvement Plan

Name of School: Axton Elementary

School Division: Henry

Area of Focus: Wellness

SMART Goal: For the 2022-2023 school students and staff will receive information on improving wellness to include the benefits of exercise and healthy food choices at least once weekly.

Essential Action/Research-based Strategy/Evidence-based Intervention:

Academic Review Finding

Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. Wellness tips will be provided on the weekly newsletter.	Administration	Weekly	Newsletters will be sent weekly to parents, students, faculty, and staff.	Administration	Weekly	
2. Healthy snacks and drink options will be provided at family engagement events.	Administration	Whenever an event is held	Pictures will be taken of the event.	Administration	Whenever an event is held.	
3. Sensory/Wellness room will be created for students and staff to access.	School Counselors	As needed/as funding becomes available	Documentation of the room on professional development agenda./Documentation of use on log sheet for the Wellness Room.	School Counselors	As needed	

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5. Youth in Motion, running club, will be sponsored both semesters for students in grades 2 - 5.	Youth in Motion Running Team	2 days a week	Documentation of the sign-in sheet for the running club.	Youth in Motion Running Team	2 days a week	
6. The PE Teacher will address both nutrition and physical education. Students will receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.	PE Teacher/Administration	Daily	PE Teacher Lesson Plans	Administration	At least weekly	
7. Fresh Fruit and Vegetable Program will be shared and showcased in the newsletter.	Cafeteria Staff/Administration	Monthly	Documentation in the newsletter.	Administration	Monthly	
8. Teachers will be reminded weekly of the Employee Assistance Program.	Administration	Weekly	Documented on weekly emails.	Administration	Weekly	
9. Encourage students to visit the school garden and outdoor courtyard.	Administration/School Counselors/Teachers	As needed/as weather permits	Sign-up sheet for courtyard.	Administration/School Counselors/Teachers	As needed	
10. Optional Motivational Mondays sessions for staff after school weekly on Mondays.	Administration/School Counselors	Weekly on Mondays	Sign in sheets will be provided to document staff participation.	Administration/School Counselors	Weekly on Mondays	

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11. Check-ins with students as indicated on the SEL Surveys.	Administration/School Counselors	At least annually	Student surveys with concerning responses were printed and placed in the office.	Administration/School Counselors	As needed	
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