

HONAKER ELEMENTARY SCHOOL

SCHOOL WIDE TITLE I

2014 - 2015

PROGRAM

MISSION STATEMENT

The mission of Honaker Elementary/Middle School is to provide a stimulating learning environment that is safe, caring, encouraging, and challenging. The school, in partnership with the home and community, will strive to prepare each student to be a successful, educated, responsible, and contributing member of a changing society.

Honaker Elementary School believes in the county mission statement, “Excellence through Education” and Honaker Elementary School’s Mission statement that, “*Together we can make a difference*”.

OVERVIEW OF PROGRAM

The goal of the school wide program at Honaker Elementary School is to provide an opportunity for all children to meet proficient and advanced levels of performance on the Virginia Standards of Learning Assessments. All services will be coordinated to achieve this goal and to meet the Standards of Learning and related objectives.

A Pre-Kindergarten program that promotes the growth in educationally and socially deprived four year olds before they reach school age. The Kindergarten program expands and provides a developmentally appropriate environment for five and six year olds. First Grade offers students a year of experiences through teacher-child interaction which will develop, enhance, and extend basic Language Arts and Mathematic skills. Second grade provides instruction in Language Arts and Mathematics to prepare the student for appropriate academic and socialization skills. The third grade program provides a more expanded curriculum in Language Arts and Mathematics to provide the necessary skills and knowledge to prepare the student for a higher academic level. The students in fourth grade begin to use learning styles that are a basis for lifelong learning. The fifth and sixth grade programs are focused on providing an instructional environment which contains challenging learning experiences that will provide the necessary skills critical thinking skills and knowledge to enable them to pass the Virginia Standards of Learning Assessments. Seventh grade students are provided the necessary skills to make the transition from elementary/middle school to high school.

A Special Education Program is offered to students in grades kindergarten through the seventh grade to provide individualized instruction based on handicapping conditions. In grades three through seven, special needs students are provided assistance through an intensive inclusion program.

The accelerated reader program is provided for students in kindergarten through seventh grade to facilitate and accelerate learning on an individualized reading level.

The two technology labs strive to provide the knowledge and experiences that will prepare the students for the Twenty-First Century, by enabling the students to use the latest state of the art equipment and materials proficiently.

Remediation classes are provided in Kindergarten and first grades. These classes identify and help students who are at risk of failure of mastering the skills for these grades.

A Phonemic Awareness program has been established in grades Pre-Kindergarten through first grade. The PAL's Assessment Test is being given to recognize those students who may have a problem with phonemic sounds. Extra phonemic instruction is provided to those students who need help.

Effective age-appropriate, grade level appropriate Music and Physical Education programs are provided to all students in Pre-Kindergarten through seventh grade.

All students in pre-kindergarten through seventh grade are provided with a well equipped library and trained and knowledgeable library staff.

All students in pre-kindergarten through seventh grade are provided an Elementary Guidance and Counseling program.

The summer tutoring program provides an effective instructional program that increases the quality and amount of learning time for students.

The school shares a resource officer that helps provide for a safe school environment and provides students with instruction on preventing drug abuse, violence, internet safety, and bullying.

Academic competitions offer the academically gifted and high-achievers the opportunity to enhance learning and the concepts of team work.

The Science Fair promotes an interest in science and provides an opportunity for enrichment beyond the regular curriculum.

The elementary Forensics program provides opportunities to encourage growth in oral language, speaking, and written language skills outside the regular classroom setting.

The elementary Spelling Bee provides students with a unique spelling ability an opportunity to excel.

The White Christmas program, the Honaker Men's Club, the Honaker Women's Club, the Fall Festival and many other community services provide additional funds and opportunities for students to succeed both academically and socially.

The United Way of Southwest Virginia provides extra food for those students who may need nutrition over the weekend or on holidays through the back-pack program

Mini-Grants that are sponsored and provided by local businesses provide extra funds and school experiences each and ever year.

An awards program is held at the end of each year to recognize those students who have outstanding attendance, grades, or other achievements for

the year. Students are also recognized at the end of each six weeks for academic achievement and perfect attendance.

A parent volunteer program is in effect at Honaker Elementary. Several parents and members of the community provide assistance and services to the faculty and staff.

Students travel to many local sites of interest throughout the school year to enhance learning outside the regular classroom.

An art contest provides students an opportunity to expand and display their artistic abilities.

A school wide Positive Behavior Intervention Program is implemented and followed to ensure student safety.

A Student Council Association for grades four through seven assists in planning and conducting extracurricular activities, recognitions, and school beautification projects for Honaker Elementary School.

Students at Honaker Elementary School are served by forty-eight teachers, a part time band director, a music teacher, a librarian, one full time guidance counselor and one shared guidance counselor, a full time speech and auditory therapist, ten teaching assistants, one principal, one assistant principal.

The support staff consists of two secretaries, three custodians, and eight cafeteria workers.

The school administration, the principal, and the assistant principal provide leadership for instruction, discipline and coordination of extracurricular activities. The principal is concerned with the total development of each student and works with parents, teachers, and students, to accomplish this goal. The assistant principal's primary tasks are discipline and attendance. There has been improvement in attendance because of a school wide truancy program and the schools efforts in calling students who are absent on a daily basis. The parents have made this task easier by their cooperation in contacting the school when their child cannot be present.

The guidance department, through counseling and parent conferences serves as a liaison between the school and the community. Scheduling, enrollment, withdrawals, achievement, and testing are a part of the many responsibilities of the guidance counselor.

A student whose achievement is below levels of expectation may be screened for several resource programs that are available. Grades three through seven school screening committee accepts teachers' referrals for students who are suspected with learning disabilities and emotional problems or mental retardation. Upon the recommendation of this committee, student records are screened. If additional testing is necessary,

the guidance counselor, LD/ED resource teachers, the school psychologist, visiting teacher, and a physician may conduct evaluations from which the committee may recommend appropriate placement.

The faculty and patrons of Honaker Elementary School realize that there must be a harmonious interaction between the school and the community if the school is to meet the needs of the students. A continuous effort is being made to strengthen the ties between the school and the home so that the best educational opportunities for the students at Honaker Elementary can be achieved and maintained.

I. NEEDS ASSESSMENT DATA FOR SCHOOL WIDE PROGRAM

Honaker Elementary School's poverty level is 58 percent of its total enrollment in grades Pre-kindergarten through seven. This is based upon the fact 375 of its students receive free or reduced lunches. Many of these students (all of whom are Caucasian) come from single parent homes. A high percentage of the students come from homes in which the parents are unemployed or are dependent upon welfare funds to meet their family's needs. Therefore, the financial circumstances of many of the parents do not allow them to provide background experiences and opportunities that prepare children for school.

Located within the coalfields and agricultural areas of Russell County, Honaker Elementary School opened in 1964. The building houses the main office, a guidance office, classrooms, a library, a cafeteria, a multipurpose room, a gymnasium, a conference room, two teachers' lounges a janitorial office and a storage room. The building was renovated recently and new windows, lighting, doors, ceilings and air conditioning were installed.

Two surveys were conducted to determine the needs of Honaker Elementary School. The faculty and staff were surveyed along with the parents. The surveys determined that all students in grades Kindergarten through seven needed to learn technology skills and use computer assisted instruction for remediation in the areas of Reading and Math. A need was also indicated for the technology program to serve as an outreach to expand the full curriculum through software and technology. Remediation can be offered in the tech lab for students to improve their performance on the Virginia Standards of Learning Assessments.

The school day at Honaker Elementary School begins at 8:30 A.M. Students begin arriving around 7:45 A.M. each morning. Students in Pre-Kindergarten through grade two wait in the primary hallway until 8:25 A.M.

Math Performance			
All Students	74	78	74
Students w/ Disabilities	47	52	48
Students as Disadvantaged	65	71	65
Writing Performance			
All Students	81	71	61
Students w/ Disabilities	31	<	17
Students as Disadvantaged	67	66	49
History Performance			
All Students	91	89	86
Students w/ Disabilities	71	69	66
Students as Disadvantaged	89	86	82
Science Performance			
All Students	91	87	75
Students w/ Disabilities	57	76	44
Students as Disadvantaged	87	84	71

Attendance Rate			
All Students			95
Students w/ Disabilities			
Students as Disadvantaged			

- Yellow highlights are areas needing improvement.
- Yellow highlights and asterisks are areas that Adequate Yearly Progress was not met.
- (<) = A group below state definition for personally identifiable results.

- The professional staff at Honaker Elementary Schools is comprised of the following:
 - (1) Principal
 - (1) Assistant Principal
 - (2) Secretary/Bookkeeper
 - (1.2) Guidance Counselor
 - (37) Homeroom Teachers
 - (2) Title I Reading/Math Instructors
 - (1) PALs Teacher
 - (3) Physical Education Instructors
 - (1) Librarian
 - (6) Special Education Instructors
 - (4) Special Education Aides
 - (3) Part Time Special Education Aides
 - (1) Nurse
 - (3) Custodians
 - (8) Cafeteria Personnel
 - (1) Speech Therapist
 - (1) Part-time Hearing Instructor
 - (1) Part-time Band Director
 - (1) Part-time Music Teacher
 - (1) Part-time Resource Officer
 - (1) Part-time Physical Therapist
 - (1) Part-time Occupational Therapist

II. SCHOOL REFORM STRATEGIES

Honaker Elementary School's administration and staff provides several opportunities for all its students to meet the state's academic achievement standards. As a result of the review of the comprehensive needs assessment, the following will be continued or implemented for school improvement:

- Updating the School Improvement Plan
- Grade Level Teams/Core Department Teams will meet once a month to discuss data and strategies to enhance learning for all students. Administration and lead-teachers will also introduce topics such a classroom and behavioral management; collaborative teaching; Response to Intervention; and differentiating instruction.
- Special needs students are placed in the special education program as needed. These students go through approved educational and psychological testing before they are placed in this program. If the student qualifies for the program, then he or she is placed so that may receive the needed basic educational tools to achieve academic success. These students may fall into three basic categories: learning disabled (LD), educable mentally disabled (EMD), which is the same as the mentally retarded (MR) classification, or other health impaired (OHI). The learning disabled and other health impaired students are placed in a collaborative classroom setting with a highly qualified regular classroom teacher and special education teacher. The educable mentally disabled students are pulled for math and reading classes. They are in a collaborative classroom setting for science and social studies classes. Each of these students has an Individual Education Plan (IEP) and their instruction is based on this plan.
- The school also has seven other personnel that are involved with remediation of students who need extra help.

- A teacher that is responsible for the Phonological Awareness Literacy Screening (PALS) works with the reading program and small groups of students who do not reach benchmarks on PALS test.
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- A summer school tutoring program is available that provides remediation and instruction that helps prepare them for the coming school year. Remediation students enrolled in Honaker Elementary may participate in this program.
- Teachers are provided with the latest technology when funds permit. All teachers have access to computers and Internet in their classroom. All grade levels will have access to a Smart board. All teachers have access to up-to date audio-visual equipment in their classrooms and from the library. There are also several electronic games available to enhance learning. Electronic resources will be purchased to enhance student learning and assist differentiated instruction such as: *Education City*; *Study Island*; *Brain Pop*; *Accelerated Math*; *Accelerated Reader*; DVDs and websites for differentiated instruction.
- New Teacher Mentoring Program for new and non-tenured teachers. These teachers will meet once monthly with different county administrators. There will also be meetings at the school with lead teachers and administrators discussing needs, resources, and strategies to assist them in the classroom.
- Parent/Community Volunteer Program will be used to assist with the Response to Intervention program. Volunteers will be trained to help teachers in the classroom with enrichment and remediation activities. They will also be used with one-on-one tutoring.
- Pre-, mid-, and post- assessments (Interactive Achievement) will be given to students in all grades to monitor progress of learning.
- Phonemic instruction will be a major goal in Pre-Kindergarten, Kindergarten and first grade.

- The Pre-Kindergarten Program’s major emphasis will be on language development, physical development, and social/emotional development.
- Field trips will be taken to extend learning beyond the classroom.
- Head Start will supplement the early learning programs for those students who might be considered “at risk” without help in early formative years.
- The guidance counselor will promote self-esteem and work with behavior modifications.
- The Physical Education program will promote physical fitness.
- The Music program will provide history of music and develop an appreciation for music.
- The library will provide the materials to increase the students’ appreciation for reading.
- The Study Island Curriculum Program is being used in the Technology Lab for Students in Trades 3-7 to provide students with enrichment in the core curriculum subject areas.

Education City Curriculum is being used for specific skill remediation.

- Tutors are offered for students in Kindergarten and First grade to provide extra help in mastering the necessary skills for successful reading.
- Individualized help is provided for those students who need additional help in addition to all the other services provided.
- Manipulatives are provided in all classrooms.

- Citizenship skills are taught through the use of character counts and democratic policies that allow the students the opportunity to realize that we are all equal and should be treated as such.
- After-school tutoring is provided to all students to improve academic weaknesses. This program especially targets those students who have fallen behind academically.
- The Accelerated Reading Program is used with all students to challenge them to read more advanced books and to raise the students reading levels.
- Two Technology Labs are provided for all students in grades Kindergarten through seventh grade to provide them with technology skills and knowledge to prepare them for the 21st century.
- The Speech/Language Therapist will find and correct speech and language problems at an early age.
- The Auditory Processing Therapist will work with students who have processing problems.
- The Family Life program will provide the students with opportunities to acquire knowledge and skills that will enable them to become strong members of a family unit.
- Cooperative Learning provides the students with an opportunity to work in group learning.
- Parent Conferences provide the parents with knowledge to help their child become successful in school.
- Various units are taught by many faculty members to promote learning on specific topics not contained in the textbook, but are required to master an objective.
- The Science Fair promotes an interest in science and provides an opportunity for enrichment beyond the regular curriculum.

- The Academic Competition affords the academically gifted and high-achievers in grades four through seven an opportunity to interact on a countywide basis, thereby enhancing the concepts of team work and school and personal pride.
- The Dare Program offers an education program to the fifth grader's that intends to prevent or reduce drug abuse and violence among children and youth.
- Remediation of study habits will be provided to students in need of this service by a parent volunteer, the classroom teacher, or the guidance counselor.
- The Spelling Bee provides enrichment for the regular curriculum on a school wide and county wide level.
- Reference materials are supplied to all students from the library and the Internet.
- The Writing Process is taught in Grades 1-7 to increase and strengthen the students writing ability.
- Behavior Modification is promoted by the individual classroom teachers and the guidance counselor.
- Team teaching promotes the concept of changing classes in fifth, sixth, and seventh grades. This is especially important to seventh grade students to better prepare them for the transition from elementary school to high school.
- The Technology Lab provides instruction for the use of the Internet in a positive manner.
- The Summer School program identifies and implements effective instructional strategies that increase the quality and amount of learning time for students.

- Progress reports are sent home to the parents each six weeks throughout the school year to increase parental awareness. All school wide programs participate in this process.
- The Forensics Program provides enrichment for the regular curriculum in grades three through seven by offering opportunities to participate in prose and/or poetry reading and/or composition and public speaking.
- A school newsletter is published to inform the students and parents of upcoming school functions.
- Open House sessions are held each year for the parents to come and visit their child's classroom and meet the teachers. These
- The Special Education Program offers students in grades Kindergarten through seventh grade individualized instruction based on disabling conditions.
- Two of the faculty members and the assistant principal are trained and have First Aid and CPR Certification.
- A school nurse is available five days per week.
- A full time school resource officer is provided through a grant fund.
- All students have the opportunity to receive a hot lunch each day.
- The Heart Association provides an opportunity for the school to receive free teaching materials by the students participating in the Jump Rope for Heart program each spring.
- The Cultural Arts Contest allows students to enter their work to provide awareness, socialization, and enrichment.
- Through the guidance services, clothing and health services shall be met.

- The White Christmas program is made available through cooperation with local civic organizations to ensure a toy and clothing shall be made available to each student that would otherwise not receive gifts at Christmas.
- Peer-tutoring is implemented in all grades and in all classrooms to some extent.
- Students in grades four through seven shall become a reading buddy for a student in grades Kindergarten through three to enhance reading abilities and enjoyment.
- The CAPS (Cultural Arts Program) shall be made available periodically throughout the school year to all students to enhance cultural awareness, socialization, and enrichment.
- Mentors and special speakers (such as sports players) shall visit the school periodically to speak on selected topics and to serve as role models.
- The Career Awareness program is made available to all students to prepare them for a successful career of their choice.
- Special activities are planned during Fire Prevention Week in October to teach all students fire safety.
- Special activities are planned during the first week of school to teach bus safety and are built upon throughout the school year to teach students bus safety in transportation to and from school.
- Computers are available in each classroom and in the two technology labs for all students to learn proper use of the computer and technology skills.
- Phonemic Awareness shall be employed in repeated readings, finger plays, nursery rhymes, Reader's Theatre, flannel board stories, and activities and dramatizations of favorite stories.

- Books and printed materials are made readily available for all students to use at school and to share with their families at home.
- Physical Education tournaments (such as volleyball and basketball) are made available to all students throughout the school year to promote physical growth, cooperation with others, and enjoyment.
- Students in all grades are provided the opportunity to participate in Honaker Elementary School and Russell County Field Days events to promote physical growth, cooperation with others and enjoyment.
- Special Olympic events are held for students with a physical, emotional, or educational handicap to promote physical growth, cooperation and enjoyment.
- A proper Nutrition and Eating Habits program is made available to all students to teach and promote a life-long development of healthy nutrition for physical well-being.
- The Good-Touch, Bad-Touch program is made available to all students to enhance their awareness of “good touching” and “bad touching”. This program also makes students aware of available help in cases of abuse.
- All third grade students participate in an art study program at the William King Regional Arts Center in Abingdon, Virginia to promote and teach art techniques and to develop an appreciation of art.
- Line Dancing is taught to students in the physical education classes. Students that choose to do so shall perform at Honaker High School basketball games for physical development, citizenship, and enjoyment.
- Students in grades three through seven are given an opportunity to participate in the town of Honaker’s Redbud Essay Contest each

April to enhance writing skills and to develop and promote an appreciation for their culture and heritage.

- Pearson Early Learning OWL Curriculum is implemented in the Pre-Kindergarten classes to assist the students in developing intellectually, physically, emotionally and socially.
- Heterogeneous schedules are used with all students in grades five, six, and seven in their departmentalized classes to promote intellectual, physical, emotional, and social growth and development.
- Visual teaching assistance and supplemental equipment such as overheads and smart boards shall be used at all grade levels.
- As the “at risk” and slow learner students are mainstreamed into the regular classroom, they shall receive assistance with assignments in the departmentalized classes through original study notes provided by the teachers and lessons taped to be used by the individual student with a tape recorder.
- A wide variety of activities are implemented with all students to assist in their success.
- Cooperative learning activities are implemented with all students to assist in their success.
- Individualized remediation plans are written and implemented for all students that fail to pass the Literacy Passport Tests. These plans are monitored by the guidance counselor to assure that they are completed and written for specific areas in which the individual student needs assistance.
- Students with severe speech impediments receive therapy during the summer through Lebanon Speech and Hearing Clinic.
- Technology lab plans are coordinated with the classroom teachers and their plans to assure student success.

In addition to the reform strategies listed above, the following activities shall also be implemented to ensure that students who experience difficulty mastering any of the standards will experience timely success:

Classroom modifications shall be made to ensure that these students will experience timely success. These modifications include:

- Due to limited abilities, oral presentations, filmstrips, videotapes, etc. shall be the primary mode of presentation.
- Alternate texts, (covering the same topics as the text, but on a lower reading level) shall be substituted for the regular text.
- The student shall be allowed to tape class lectures and discussion.
- The student shall be allowed to copy another student's class notes.
- The student may be provided a copy of another student's class notes.
- The student shall be seated in the front of the class.
- The student shall not be required to read orally in class.
- Homework and other class work shall be accepted that is of poor handwritten quality and contains spelling errors.
- Oral presentations may be substituted for written ones.
- The teacher shall quietly repeat and explain directions to the student (assuring that he understands).
- The student shall not be required to do lengthy reading assignments.
- Arrangements shall be made for homework assignments to be conveyed to the parents.
- Examinations and quizzes may be given orally.

- Examinations and quizzes may use true-false, matching, or multiple choice formats.
- The teacher shall mark correct and acceptable work, rather than the student's mistakes.
- Poor handwriting, spelling, etc. shall not be counted against the student.
- Evaluations may be based on demonstrated competency or knowledge, oral participation in class, and work done on projects rather than conventional testing procedures.
- Extra test time shall be provided.
- Students shall be allowed to respond orally to test items.
- Lengthy written assignments shall be limited.
- The teacher shall look for ways to enhance the student's small accomplishments.
- If the student tires easily, he shall be allowed brief rest periods.
- The student shall not be placed under pressure of time or competition.
- The student shall be given extra time to complete assignments and/or given a limited number of problems to solve.
- No specific time limits for work completion shall be given.
- Students shall be given "graduate time" (slowly moving up or down) for skills work.
- Daily correction time shall be given to the student.

- The student shall be allowed to make corrections orally with the teacher.
- The teacher shall give the student continuous praise and reinforcements.
- The teacher shall do many “hands-on” activities with the student.
- The student shall work in small groups or cooperative groups.
- The student shall be allowed more “attempts” at work when the teacher is introducing new materials and/or skills.

III. Listing of Highly Qualified Teachers

<i>TEACHER</i> <i>Honaker Elementary</i>	Type of License	Exp. Date	CARIT	TSIP
Altizer, Angela	PGP	2017	Yes	Yes
Bailey, Tony	CP	2018	Yes	Yes
Ball, Jamie	CP	2016	Yes	Yes
Ball, Rebecca	CP	2019	Yes	Yes
Barnhart, Tammy	CP	2017	Yes	Yes
Barton, Janice	CP	2014	Yes	Yes
Burton, Nora	CP	2014	Yes	Yes
Bush, Leslie	CP	2018	Yes	Yes
Campbell, Sherry	CP	2018	Yes	Yes
Compton, Melissa J.	CP	2014	Yes	Yes
Carter, Belinda (Title I)	CP	2014	Yes	Yes
Conley, Charlene	CP	2018	Yes	Yes
Cook Rebecca (Title I)	CP	2014	Yes	Yes
Couch, Cristy	CP	2015	Yes	Yes
Deel, Alicia	CP	2016	Yes	Yes

Dunham, Marcus	CP	2016	Yes	Yes
Dowdy, Sherry	CP	2017	Yes	Yes
Dye, Sherry	CP	2018	Yes	Yes
Evans, Derek	CP	2017	Yes	Yes
Fields, Rhonda	CP	2016	Yes	Yes
Gent, Wanda	CP	2016	Yes	Yes
Gilmer, Karen	CP	2016	Yes	Yes
Hart, Pamela	PGP	2016	Yes	Yes
Hess, Amy	CP	2020	Yes	Yes
Hess, Charlotte	CP	2016	Yes	Yes
Hess, Gary	PGP	2014	Yes	Yes
Hess, Rick	CP	2016	Yes	Yes
Hess, Sheila	CP	2015	Yes	Yes
Hillman, Brenda	CP	2015	Yes	Yes
Horn, Donna	CP	2020	Yes	Yes
Hubbard, Jennifer	CP	2018	Yes	Yes
Johnson, Lisa Jo	CP	2017	Yes	Yes
Lowe, Karen	CP	2017	Yes	Yes
Martin, Vanessa	PGP	2017	Yes	Yes
Miller, Misty	CP	2016	Yes	Yes
McFaddin, Rita	PGP	2018	Yes	Yes
McGlothlin, Karen	PGP	2018	Yes	Yes
Ray, Brenda	CP	2016	Yes	Yes
Ray, Treca	CP	2014	Yes	Yes
Richardson, Pamela	CP	2016	Yes	Yes
Shortt, Jennifer (Title I)	CP	2014	Yes	Yes
Stinson, Melissa	CP	2016	Yes	Yes
Stinson, Ashley K.	CP	2015	Yes	Yes
Thomas, Carrie	CP	2014	Yes	Yes
Vance, Amy	CP	2014	Yes	Yes
Vencill, Sandra	PGP	2015	Yes	Yes
Ward, Tiffany	CP	2017	Yes	Yes
Whited, Cyndi	CP	2015	Yes	Yes
Wysor, Carolyn	CP	2015	Yes	Yes
Young, Janeane	CP	2016	Yes	Yes

IV PROFESSIONAL DEVELOPMENT

All teachers and administrative staff are given many opportunities to attend professional development sessions. The county sponsors several events throughout the year and we are made aware of many others. The School Improvement Team assesses the school's needs and that determines most of the professional development for the year. The following are some of the activities to date that our staff has attended:

- Math Institute for No Child Left Behind –
- History Institute for Highly Qualified Status
- Southwest Virginia Community College Math Conference
- Southwest Virginia Reading Council
- Regional Curriculum Alignment Workshop
- Math for Struggling Students – Presenter Dan Mulligan
- Middle School Math – Presenter Dan Mulligan
- Reading Workshop – Debbie Diller
- Using Data Disaggregation for Improving Instruction
- Using Smart Boards to Improve Instruction
- Development of Pacing Guides
- Better Math Practices
- Bullying Prevention for Administrators
- Crisis Intervention
- Technology Workshops

V. Strategies to Attract High-Quality and Highly Qualified Teachers

- Academic academies funded by district office to offer recertification classes and/or endorsement in content areas, often at no charge to the recipient
- Hiring of fully licensed teachers
- Aides are required to have two-year degrees and/or passage of Para-Professional test for certification.

- The number one attraction is obviously salaries. Russell County needs to be within a competitive range with our starting salary and salaries at the top of the scale.
- Manageable student/teacher ratios.
- Mentors for new teachers should be chosen carefully. Mentors should be teachers that are more progressive in their thinking and has more up to date techniques.
- Teachers should have access to the latest technologies and resources to assist them with classroom management and instruction.
- Job Fairs
- Certification and licensure partnership with local college and universities
- Tuition assistance
- Staff Development Opportunities

VI. Parental Involvement

Honaker Elementary/Middle School has partnered with our community to ensure that both parties play an active role in our students' educational development.

- Parents and other members in the community support the school system through activities such: parent-teacher conferences; letters and grades sent home each six weeks, mid-term, and end-term; parent volunteers; and school fundraisers
- Our school also has a school renewal team that incorporates parents. Parents are encouraged to talk with teachers, visit the school, and participate actively in the whole school learning process.
- We involve parents in the development of the School-Wide Title I Plan.
 - Parent/Community Advisory Committee that will meet four times a year.
- Make available to parents and community members the School-Wide Title I Plan. The plan can be found in the following places:

- School Website
- School Library
- Russell County Public Schools Central Office
- Parents are informed in the actual document and at the advisory meetings that they may make comments if they disagree with any of the content found in the Honaker Elementary School-Wide Plan.
- Arrange an annual meeting at the beginning of the school year in order to inform parents about the school-wide program and Title I requirements and offerings.
 - Invite all parents to an annual meeting held at the beginning of each year in which parents are informed of the role, rights, and responsibilities of parents in the education of their child.
- Involve parents in the planning, review, and improvement of the school-wide program.
- Provide parents information about programs, curriculum, assessment, and achievement expectations.
 - Newsletters
 - School Website/Moodle
 - School calendars posted on website and in student handbooks
 - E-mails
 - Telephone calls
 - Newspapers
 - Conferences
 - Open House
- Provide parents with opportunities that explain state academic and achievement standards, state assessments, and student progress.
 - Parent/Teacher Conferences
 - Parent/Community Advisory Meetings
 - Student Report Cards
 - Student Progress Reports
 - State School Report Card
 - Open House
 - School Website
 - Student Handbook
- Coordinate and integrate parent involvement programs/activities and other system-wide supported programs such as:
 - Tutoring
 - Teacher Assistant

- Conduct workshops/seminars to assist parents in helping their child with homework, improving their performance in the classroom, and/or behavioral issues.

VII. Transition of Students

- ADRT for high school Algebra I placement
- SOL test results prepared for high school counselor to place students in appropriate courses in eight grade
- Guidance Counselor field trip with seventh grade to visit the high school in the spring
- Guidance Counselor comes to the school to plan and schedule seventh grade students for their high school classes
- Pre-K and Kindergarten night prior to opening of the school for students and parent visitation
- SOL test results reviewed for placement in summer school and remediation programs

VIII. Academic Assessment Decision Making

- All teachers participate in grade level meetings. Each grade then reports both to the school wide committee and the principal.
- Each teacher administers a pre and post test that utilizing the Interactive Achievement Testing Program.
- Grades Pre-Kindergarten through third administers a pre and post test using the Phonological Awareness Literacy Screening.
- Teachers are given the opportunity to participate with Pearson in creating bank questions to be used on SOL test.

- School wide parent surveys are used to gain input on adequate assessment measures.
- In a collaborative effort teachers from around the county meet to participate in math, reading and history, institutes to share ideas.
- Teachers are encouraged to use the “Student Performance by Question” reports that come with SOL test results to disaggregate data and find areas of strength and areas of weakness. This applies not only to individuals but also to each teacher and each grade level.
- Teachers will be trained to access their students’ test scores (SOL scores; Interactive Achievement; PALs; Dibels) information and to interpret this data for effective instructional planning.

XI. Activities to Ensure Students Academic Achievement

In this plan the cooperation, coordination, and combination of funds and programs will be utilized in the delivery of services to enrich and enhance a comprehensive plan for Honaker Elementary School to fulfill the needs of the students.

- Peer tutoring
 - Students work together in small groups or on a one-to-one basis for remedial work to accomplish:
 - Review vocabulary words
 - Oral reading
 - Class project work
 - Study teams for test review
- Homework Assistance After School Program

- Students will receive one hour and thirty minutes teacher directed homework assistance
- Buddy Reading
 - Students with a higher reading potential will read with another student or older students will read with younger students.
 - Encourage more reading
 - Allow students of different reading levels to help one another
 - Encourage team work
 - To share opinions of books by different view points
- Accelerated Reader Program
 - The students will read a book and then be tested on a computerized program for comprehension.
 - To test comprehension of book
 - To challenge one's self to excel in reading
 - To encourage more individual reading to develop a life long habit for pleasure
 - Use rewards as motivational tools
- Teacher Cadets/ Future Teacher Program
 - Future teacher program that works with students to meet certain objectives and this program gave the future teachers practical hands-on experience with students. The program works on the basis of remedial assistance for certain students.
- Parental Volunteer Program
 - This program allows for remedial assistance for students to meet academic objectives. The parents are involved in the activities of their child's school. The parents see first hand the process of running a school and feel apart of the school. The parents perform daily task for the teachers i.e. duplicate worksheets, decorate bulletin boards, participate in art and craft activity, tutor lesson assignments, help prepare students for extra curricular activities, i.e. Spelling Bee, Forensics, Science Fair.

- Career Day

Students participate on Career Fairs to introduce them to various occupations and the criteria needed to be employed in that particular field of employment. The students and speakers have informal discussions of the careers.

 - To introduce students to potential job opportunities and skills to perform that job.
 - To explore the job force within our county.

- 4-H Talent Show
 - The students perform a talent show of skits, song, dance, and pantomime to the student body and visitors. The school winners then perform in county wide competition.
 - To develop talent within the school.
 - To develop oral and stage presentation skills.
 - To develop self confidence.
 - To provide the opportunity to participate in group functions.
 - Basic Adult Education Programs (ABE and GED in conjunction with the Even Start Early Childhood Program)
 - A free comprehensive program of adult literacy skills in offered at the school to encourage parents to further their own educational skills.
 - To encourage parental participation to help parents further their education
 - To meet requirements for employment.
 - To self-confidence.
 - To develop a better socioeconomic climate.

- Field Day (county and school-wide)
 - The students compete against one another within the same class on a number of athletic skills. There are ribbons given for awards. The students compete in a number of events to go to the county competition.
- Students participate in athletic competition to test their strength and to have fun at the school level and on a county level against other schools.
- Students receive ribbons for awards and their participation.
 - Journal Writing

- Students write in class every day to encourage writing and to express themselves. This gives students practice in sentence combining, using descriptive words and a chance to express ideas and opinions. This activity reinforces the skills necessary to pass the SOL fifth grade writing component. This reinforces the writing process, which will be a life long skill.
- Novel Reading
 - The teacher selects novels to be read orally in the class as part of the curriculum to develop basic reading skills. The books are selected on the basis of award winning, historical fiction, or subject matter as part of grade level curriculum.
 - To develop reading skills.
 - Introduce a variety of literature works.
 - To develop a broader
 - To develop basic skills i.e. character sketches, setting, and plot, comprehension, and summarization skills.
- Participation in County Competitions:
 - Science Fair, Spelling Bee, Art Contest, Forensics
 - Students participate in school competition and then go to county competition with peers to test their knowledge and skill on a given subject matter or activity.
- The students are encouraged to develop higher level thinking skills by achieving excellence in the field of science with a hands-on project.
- The students practice spelling words to test their skills as to who can spell the most words correctly.
- Art skills are showcased in the county competition. The students can sketch a picture in many different forms i.e. oils, pastels, crayons, pen, pencils, etc.
- Trash Cart to Art competition encourages students to create art work with items that recycled. It encourages creativity while teaching the importance of recycling.
- Forensics allows the students to develop oral presentation skill in poetry, prose, and public speaking. The students compete at their respective schools and then the first place winner will continue to compete at the county level.
- DARE: The program is designed to help students resist the use of drugs and other potentially dangerous habits. A county deputy works

- with the classroom teacher on a weekly basis to encourage and promote positive self-esteem. The students role play, discuss, and complete individual workbooks to learn how to handle peer pressure, confrontational situations, and how to develop decision making skills.
- The program is ended with a county-wide graduation with rewards being given for essay competition and a T-shirt for each participant.
 - All County Choir: The choir program provides the students an opportunity to participate in a community presentation. The programs are presented at a host school. Each presentation is designed to teach a lesson, introduce the performing arts, and to entertain. This activity supports school and community cooperation. The students are introduced to the performing arts. The programs are colorful and entertaining to the students. The programs introduce an array of songs and music for the students.
 - 4-H Extension Service (cooking class, outdoor science class, and art lessons)
 - The 4-H Extension program provides the students with activities in science, public speaking, food preparation, art, and craft activities. The county extension agent visits the school to encourage public speaking skills. The agent uses hand-on activities to teach ecosystem curriculum i.e. food webs, food chains, ecology, and biomes, in a fun outdoor lesson. The agent uses cooking a means of teaching nutrition, food groups, and the importance of healthy life styles. The program provides seasonal craft activities. The program supports school and community cooperation. This program provides hands-on experience. The service encourages student development in his/her skills, i.e. forensic and cooking.
 - Storytelling
 - Various storytellers' share stories and poems with the students. These literary presentations are used to enhance the student's oral language skills. The program is informative, persuasive, and entertaining.
 - Jamestown/Williamsburg Cultural Outreach Program
 - The fourth and fifth grade students are introduced to a program which informs them of the development of Virginia as a new colony and in turn a new country. The outreach program

introduces the dress, medicine, and hunting skills of colonial times. The presenters discuss the life and hardships of Virginia's history. The presentations introduce SOL material. The students learn of the lifestyle of early pioneers. The students have hands-on experience and see artifacts of colonial times. The students study geographic lessons from the outreach program. The students learn historical facts from the outreach program.

- Scholastic Book Fair

- The book fair which is held each spring serves many purposes. First, and foremost, it provides a wide selection of books from which students may choose. Choices include award winning books, most current authors, non-fiction, science, and hobby and game related books. It also includes some reference and professional books. Good lesson in counting, spending, and budgeting money are learned. As book fair time approaches some students begin to save or earn money to spend at the book fair. The students are given the opportunity to shop independently and make their own choices as to how they will spend their money. Often parents and grandparents attend the fair with their child, which promotes school-community relationships. Proceeds from the book fair enable the school library to update its collection, to purchase additional accelerated reader books, audio visual equipment, computer software and many other little, extra necessary items in the library. The book fair promotes school and community relations. The book fair encourages reading and reading activities. The book fair promotes money skills, such as counting, purchasing. The book fair introduces a wide variety of literary forms. Scholastic Magazine, Weekly Reader reading for current events. The classrooms purchase scholastic magazines of the teacher's choice. The magazines are informative, colorful, and present current world affairs on a student read ability level. Students are encouraged to read and become aware of current affairs. The magazine introduces science skills, graphs, vocabulary, puzzles, comics, and lessons of great interest. The magazine encourages extracurricular reading that broadens a student's knowledge and interest.

- Summer School
 - The summer school program reinforces skills taught during the regular school year. The students attend summer school for 20 days from 8:30 to 12:00 each day. The program offers the students field trips, computer lesson activities, hands-on activities, and positive interaction between the students and the teacher. The program activities are correlated with activities at the Russell County Library and the Honaker Community Library, to encourage community involvement. The Russell County Health Department is also actively involved in many activities. The summer program encourages remedial work for the students. The program offers positive interaction for the student with smaller work groups, one-on-one tutoring, fun-filled activities such as games, manipulative, and computer lessons. The summer classes offer field trips to experience first hand plays, science, museums, and historical artifacts.

- Cafeteria Lunch Awareness
 - The students participate in an awareness of the duties of the cafeteria. The students help plan the menus for one week with the help of the cafeteria staff.
 - The students study the different food groups and the importance of good nutrition and a balanced diet.

- Special Music and All-County Choir
 - The sixth and seventh grade students form a choir to present the Christmas play each winter and a spring county-wide concert. The students present the Christmas play to the public at a nightly performance and an afternoon performance for the student body. The spring concert is preformed by a county choir consisting of sixth and seventh grades students from all county schools. The spring concert is directed by a guest director with the students memorizing selected songs.
 - The music programs develop individual talents.
 - The concerts encourage community support.
 - The concert promotes team work.

- Open House
 - Open house is a community school relation activity to encourage parents to take part in their child's life at school. Open house is the communication between the teacher and the parents on the student's progress, behavior, and social skills. The teacher can communicate to the parents any concerns of the child's success and the parent can communicate any concerns he/she has about their child's success.

- Progress Report
 - A printed progress report is sent home to the parents for each student.
 - The report informs the parents of the success of their student. The progress report is sent home in conjunction with the report card at the end of the six-week grading period. The progress sheet lists the skill, the date of completion, and the grade of each skill. Mastery level of 70 percent is required. If a student does not meet this requirement, then the skill or lesson can be repeated until mastery is reached.

- Pre-Kindergarten Program
 - The Pre-Kindergarten program will assist students in their development through activities that help them to think, question, explore, and discover learning experiences in a secure climate. The students will develop a positive self-concept and confidence to enable them to meet daily tasks and challenges. The program is designed for four year old children to develop the educational foundation and the fundamental social skills that will allow them the opportunity to succeed academically. The program encourages early literacy in a positive setting.

- Breakfast and Lunch programs
 - The school breakfast and lunch programs offer balanced, nutritious meals to the students. All students are given the opportunity to have a meal tray regardless of socioeconomic levels. A balanced diet is essential to the development of the student.

- Mini-Grant money provided by Community Business Partners
 - Grants are written by the teachers explaining equipment or materials that are needed by the classroom to enhance their curriculum. The teacher explains what the funding will be used for and how the students will benefit from the materials. The grant money, from local community business partners, shows support to school community relationships.

- Extra-curricular athletic programs
 - The school participates in athletic programs with the area men's club to provide the students with physical activities as well as recreational entertainment. The students are offered the opportunity to participate in football, basketball, baseball, and soccer. The athletic programs teach fundamental rules and regulations, team work, and sportsmanship. All students may participate in the sports programs.

- Standards of Learning Testing
 - The third grade through seventh grade students will be tested on standard objectives to measure the level of mastery in a subject area. The tests are designed to be a bench mark of the knowledge a student has reached in a certain time frame. The test is designed to be comprehensive in math, reading/language arts, science, and social studies.

- Computer Lab
 - Honaker Elementary/Middle School has two separate computer labs.
 - One provides access to Kindergarten through third grade, the other grades fourth through seven. Each classroom has a licensed teacher and an aide. The labs reinforce lessons taught by the self-contained classroom teacher. Both labs focus on remediation of math and language art skills taught in the classroom. The technology teacher also provides lessons in technology by instructing the student in computer software programs, internet safety, and the utilization of smart boards.

- PALS
 - All Pre-Kindergarten through third grade students are tested using the
 - PALS phonemic awareness test to measure the knowledge of sounds with letter recognition. The test is administered in the fall semester and again in the spring semester, in a pre and post test format. The test will be used to build decoding and word building skills.

- Fall Festival
 - The fall festival is a community-school fund raiser. The school joins with the Honaker Men's Club to raise funds to be used by the school and in the community. The school uses their funds to purchase items for the school. The Men's Club uses a portion of their funds for a white Christmas program at our school.

- White Christmas
 - The Men's Club of Honaker provides a program for children of the area.
 - The school is contacted to compile a list of children that would benefit from the services of this organization. The club provides clothes, toys, and food to the children that are in need during the Christmas holidays. A party is given at a local destination with the children and their families attending. The White Christmas program develops community support:
 - The program supplies the needy family with items they may be in need of.
 - It builds citizenship.
 - This program builds a bridge between the school and community to benefit the children.

- Dental Screening
 - Every year the students of Honaker Elementary school receive a free dental screening by the county dentist. The students are given the check up and then if a problem is identified the parents are informed of the problem. If dental work is needed and the parents can't afford the service, then free dental services are provided at the local social services dental office

- Fire Prevention Week
 - The Honaker Volunteer Fire Department provides a program to teach fire safety and fire prevention. The program consists of local volunteer firemen giving fire prevention tips and a demonstration of what to do in the event of a house fire. The firemen demonstrate how the fire truck operates as well as various other pieces of their equipment.
 - The program teaches fire safety.
 - The program opens the door to career awareness.
 - The program provides community support.

- Parent's Appreciation Meal
 - Every year the cafeteria staff provides a meal for the parents of the school.
 - The meal is given in appreciation for all the hard work the parents have put forth during the year. The parents are honored for their volunteer work at the school.
 - The program shows community support.
 - The program develops parent-teacher relationships.

- Awards Day
 - At the end of the school year, a program is presented to honor the student for his/her achievements for the academic year. The awards are given for a wide array of accomplishments: academics, physical education, and DARE, etc.

X. Activities to Ensure Students Academic Achievement

Teachers are asked to identify students as soon as possible that are having difficulty. Students are given pre- and post- assessments. Teachers will review previous SOL scores, pre-test assessment results, class work, test grades, and attendance records to identify struggling students. As soon as the teacher realizes there is a problem, intervention should begin. This is done at Castlewood Elementary in several ways:

- Teachers will review permanent records, test information, and results from SOL testing to determine student strengths and weaknesses.
- The reading coach tests all students in kindergarten through third grade to determine their reading level and placement in our reading program. PALS tests are also used to determine placement. Students are placed by their instructional level.
- Once a student is recognized by the parents or the teacher as having difficulties, a meeting is scheduled to discuss the problem and the options available for the students.
- Students in all grade levels may be referred to the after-school program and tutoring as needed. These services are available as funding permits.
- The students that are challenged are referred to our special education program. These students go through testing to determine their level of functioning or academic problem areas. If the student qualifies, they will receive instruction that is especially designed for them.
- Continue training for instructional staff in recognizing difficulties.
 - Actively participating in grade level meetings
 - Using resource people with the school, school division, and outside the division
 - Providing staff development classes and resources on strategies for teaching students who experience difficulties