

ANNUAL SCHOOL REPORT
High Point Elementary
2012-2013

Ms. Sherry King, Principal, presented information to the committee regarding the goals and objectives from High Point Elementary School (HPES) Improvement Plan as it relates to the annual evaluation of the Washington County Comprehensive Plan. HPES objectives for the 2012-2013 school year included the following: (1) increase student achievement in language arts and mathematics; (2) improve parental communication, interaction, and collaboration between home and school; (3) engage students in meaningful curricular content through purposeful and effective use of technology; and (4) meet all local, state, regional and federal accreditation standards.

HPES is fully accredited by the Virginia Department of Education and successfully accomplished Annual Measurable Objectives (AMO) for the 2012-2013 school year. HPES worked towards continuous improvement in all core academic areas with an intensive focus on reading and math. In order to increase student achievement in language arts and mathematics, weekly grade-level planning and collaboration were emphasized, data analysis was used to plan differentiated instruction, a master schedule was implemented for designated reading and math instruction as well as a flexible group model for reading instruction. Teachers in grades PK-3 successfully implemented an intensive, systematic reading program developed by the principal and data indicated significant student progress by year-end.

HPES improved parental communication, interaction and collaboration between home and school through various methods which included monthly PTA meetings, collaboration with community businesses, strong participation in Relay for Life, parent communication through the WCS web page, progress reports to parents and participation in Uniting the Division. HPES continues to work towards student engagement in meaningful curricular content through purposeful and effective use of technology by providing teachers with classroom technology.

HPES has established goals for the 2013-2014 school year, which include: (1) increase student achievement in language arts; (2) increase student achievement in mathematics; (3) provide professional development opportunities in effective teaching strategies in language arts and math; and (4) meet all local, state, regional and federal accreditation standards.

CURRICULUM INSTRUCTION
High Point Elementary
2012-2013

- High Point has been fully accredited by the Virginia Department of Education since 2002 and by the Southern Association of Colleges and Schools since 1969.
- High Point met the federal Annual Measureable Objectives (FAMO) for the 2012-2013 school year.

	Reading	Mathematics	Social Studies	Science
Third Grade	88%	82%	94%	95%
Fourth Grade	75%	86%	96%	N/A
Fifth Grade	82%	87%	84%	87%

- During the 2012-2013 school year, High Point worked toward continuous improvement in all core academic areas with an intensive focus on reading and math.
- Grades 3-5 were departmentalized in reading, math, social studies, and science.
- Weekly grade-level planning and collaboration were emphasized. Bi-quarterly grade-level data meetings with the administrator focused on data reflection and identification of students not making expected progress and provision of additional support.
- Vertical and horizontal observations and collaboration opportunities were provided throughout the school year. Several teachers also observed classrooms at other WCS.
- Data analysis was used to plan differentiated instruction to meet the needs of all students.
- A master schedule ensured a minimum of 90 minutes of classroom reading instruction and 75 minutes of classroom math instruction for grades 3-5. A minimum of 120 minutes for reading instruction, and 70 minutes for math instruction was scheduled for grades K-2. A flexible group model was utilized for reading instruction.
- All students in grades K-5 scoring below grade-level in reading according to the STAR reading assessment received remediation.
- Teachers in grades PK-3 successfully implemented an intensive, systematic reading program developed by the principal. The data indicated significant student progress by year-end.
- A comprehensive tutoring program provided by certified teachers was implemented during and after school so that all students in need received interventions.
- WCS high school student teachers worked with selected Kindergarten students in need of remediation.

- King College and Virginia Highlands Community College student teachers worked with selected students in need of one-on-one interventions.
- Music, art, library and physical education teachers integrated their SOLS with core area SOLs. Classroom teachers provided lesson plans.
- Several computer programs were used to promote reading, writing, and math practice including Accelerated Reader, Accelerated Math, Math Magician, Math Facts in a Flash, Study Island, and IXL.
- All students in grades K-1 scoring below grade-level benchmarks on the Observation Survey received 30 minutes of additional remediation from Reading Recovery, Kindergarten Intervention, and classroom teachers.
- The school-wide inclusion model allowed all students the opportunity to access the general curriculum.
- Various professional development opportunities were provided afterschool.
- PTA performances afforded students the opportunity to review and present knowledge gained during classroom instruction.
- Several cross grade-level buddy programs provided the opportunity for older students to mentor younger students.
- The school-wide Reading Games incentives program recognized readers at each grade-level for their independent reading goals. The school-wide word count increased from 120, 000, 000 words during the 2011-2012 school year, to 240,000,000 during the 2012-2013 school year. Million-word readers increased from 20 during the 2011-2012 school year, to 90 during the 2012-2013 school year.
- Faculty participated in a book study by *Building Background Knowledge* by Robert Marzano and *The Energy Bus* by Jon Gordan.

DATA ASSESSMENT
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- The faculty engaged in extensive data analysis of our common assessments. Reflection provided insight into instructional changes necessary for student success.
- Grade-level data forms allowed teachers and administration to target those students in need of intervention and provide continuous progress monitoring.
- Student Information Cards completed at the end of each year allowed teachers to make grouping decisions and to pass along necessary performance information to the next teacher.
- An end-of-year survey was conducted by faculty and staff.
- An analysis of the SOL reading data indicated a significant increase in reading and math performance levels. Based on a question-by-question analysis of the reading tests, comprehension was noted as a weakness, especially higher-level inference and drawing conclusions.
- On-going assessment data of grade-level students was added to all grade-level planning protocols including Benchmark data, STAR Reading, STAR Math, Observation survey, Pre- and Post-tests, and PALS data.
- TalentEd was utilized for teacher evaluations.

OPERATIONS & FACILITIES
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- Additional technology equipment included ceiling mounted projectors, Elmos, and SmartBoards in every classroom.
- Wi-Fi bandwidth was upgraded.
- Outdoor grading/drainage system was installed, however, the new wind continued to flood.
- Several classrooms were painted.
- Landscaping was improved.
- iPads were purchased with a \$5000.00 grant.
- Ceiling tiles were replaced in the primary wing.
- New lighting was installed.
- New murals were painted in the hallways.

PUBLIC RELATIONS & COMMUNITY INVOLVEMENT
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- High Point Elementary School's PTA Executive Board met monthly with a combination of parents and faculty represented.
- Our monthly PTA meetings included grade-level performances as demonstrations of the students' learning.
- Additional school activities included: Fall Festival, American Education Week, Community Helper Day, Mothers' Breakfast/Fathers' Breakfast, Pictures with Santa, Read Across America Day, World Math Day, Parent Teacher Conferences, Title I Family Fun Nights, Field Day, Fitness Night, Health and Safety Day, Father-Daughter Dance, Father-Son Workshop, See You at the Pole, Relay for Life activities, Coco and Cookies Craft Day,
- The Parks and Rec Coomes Center provided Zumba instructors during our PE classes.
- The Santa Pals Program provided Christmas gifts for many children.
- Community and business partners assisted in our Relay for Life campaign.
- A local church provided a Good News Club for interested students after school.
- Tennis shoes, back packs and school supplies were provided by several community businesses for needy students.
- High Point staff participated in Washington County "School Day at the Fair."
- Our Relay for Life Team earned over \$10,000 for Relay for Life, the top fundraising youth team in Virginia.
- Highlands Community Services worked collaboratively providing Day Treatment services during the school year. Day Treatment services were expanded with the inclusion of an additional counselor. High Point provided the facility for HCS to operate their summer program for approximately 70 youth in our area.
- High Point provided the facility for various sports teams including AAU and WCAA volleyball, football, cheerleading, T-ball and basketball.
- High Point provided the facility for both Boy and Girl Scouts.
- The PTA implemented the No Child Left Unfed Program with over 130 students participating.
- VT 4-H Program contributed tremendously to the growth of our students through their participation in dramatic reading, History Bowl, and talent competition.
- High Point invited other schools to join our professional development sessions.

- High Point practiced open communication with the faculty and community about situations that arise.
- Faculty and Staff utilized the Washington County News to highlight school events.
- The United Way donated books and supplies.
- The Tail Waggin' Tutors program allowed first graders to read to trained dogs.
- HPES donated pet supplies to the Washington County Animal Shelter through its PAWS campaign.
- PTA Advisory Board met monthly during the school year comprising parents, teachers, and principal
- Teachers and parents served on the following division committees: Superintendent, Parent/Teacher Advisory, Gifted, PTA, School Calendar
- Open House was conducted in September.
- Update Web Page: classroom links, school link, and division
- HPES participated in Uniting the Division
- Daily/weekly/mid and final nine-week progress reports were sent to parents.
- Student assignment handbooks were used by grades 2-5.
- Annual calendar/handbook with school policies, guidelines and events were provided to all parents.

SECURITY & SAFETY
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- High Point Elementary involved local authorities/school resource officers in school security including them in walk-throughs and door checks to make sure the building is secure at all times.
- High Point Elementary utilized preventative measures to ensure student safety through monthly drills (fire drills and evacuation, tornado drills, lockdown drills) and feedback regarding areas of strength and areas in need of improvement.
- Our Crisis Management Plan was reviewed and revised as necessary. Efforts continued to establish consistent procedures in common areas of the building and on campus, such as the cafeteria, the playground and the hallways.
- High Point staff monitored exterior door usage to ensure that all exterior doors are locked at all times.
- High Point Elementary updated their crisis management plan and conducted training for staff and students in that plan.
- High Point conducted a state annual safety audit.
- Security cameras monitored the entire campus including parking areas, exits and entrances, and both playgrounds.
- Staff ID badges allow for keyless access to the front door.
- Visitors were required to sign in before going anywhere in the building.
- Daily walkthroughs were conducted by administration.
- Background checks were conducted for all volunteers
- CPR training was provided for interested staff.

STUDENT ACTIVITIES
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- Enrichment Activities were emphasized through a variety of field trips such as Sugar Hollow Conservation Camp, Farm Day, Wonder Works, Eastman Science Day and Rocky Mount as well as various assemblies.
- Students presented their grade-level programs at monthly PTA meetings and student assemblies.
- The fourth and fifth grade choir performed for parents and at community gatherings.
- Students participated in the High Point Annual Art Show and they chose from a variety of art competition opportunities.
- The GATE program continued to provide an after school theatre and music art classes.
- 4H activities included a trip to Dunn's Meadows participation in the History Bowl, dramatic readings, talent show and project presentations.
- Fifth graders shared responsibilities as "helpers" in many areas of the school.
- Extracurricular activities included Relay for Life volleyball game, Red Ribbon Week celebrations, Fall Festival, Field Day, DARE, and Presidential Physical Fitness Program.
- Read Across America Day included school-wide reading activities for each grade level.
- Ninety students participated in the million-word reader lock-in at HPES.
- A HPES student won the county-wide spelling bee.
- Coco and Cookies Craft Day was sponsored by the PTA during December.
- All HPES students participated in the year-end Reading Games Extravaganza

Additional activities included:

- Cloverbuds for K-3
- 4-H for grades 4-5
- Spelling Bee
- History Bowl
- Read Aloud To A Child Week
- Read Across America
- Read for the Record Day
- World Math Day

- Backyard Book Fair
- Reading Games Word Count Contest
- Day Treatment
- Summer Reading Program
- Title I Family Fun Night
- Fall Festival
- Daughters of the American Revolutionary (D.A.R.) Essay Contest Grade Flag
- George Washington Essay Contest
- School Lunch Week
- American Education Week
- Read Across America Week
- 4-H Dramatic Reading and other competitions
- Jamestown-Yorktown Foundation program for grades 3-4
- Red Ribbon Week during October
- Citizenship Awards
- Drug Abuse Resistance Education (D.A.R.E.) program for fifth graders
- End-of-year President's Award for Educational Excellence and the President's Award for
- Educational Achievement Awards
- Physical Education Awards
- Multicultural activities