

## TITLE I SCHOOLWIDE PLAN for the 2018-2019 School Year

Division Name: **Winchester Public Schools**

Reviewer(s): Nan K. Bryant, Ed.D.

School Name: **Frederick Douglass Elementary School**  
***Growing Global Leaders in Language and Literacy***

Date: **June 20, 2018**

**Although the Title I Schoolwide Planning Team develops the school wide plan around the required four components, the checklist serves as a tool to use annually for reviewing and revising the plan to foster student achievement. According to Section 1114(b) of the *Elementary and Secondary Education Act of 1965*, as amended, a school wide program plan must be developed and the plan must be reviewed and revised, as necessary, by the school. Note: The use of this checklist is optional.**

According to §1114(b), a school wide program plan should be a comprehensive plan based on a comprehensive needs assessment for reforming the total instructional program in the school. The plan should include a description of the strategies that the school will implement to address school needs. The strategies described should (i) provide opportunities for all children, including each of the subgroups of students, to meet the challenging state academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Title I schools implementing the school wide model are not required to create separate Title I School wide Plans. To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools are encouraged to operate under a single plan. A school that already has a plan for school improvement might consider amending it, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required school wide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that relate to the school wide components.

### **§1114(b)(2)**

#### **Requirement: Stakeholders Involved in Plan Development:**

The plan should be developed with the involvement of: parents; individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school; the local education agency; to the extent feasible, tribes and tribal organizations present in the community; other members of the community to be served; and, if appropriate, specialized instructional support personnel; technical assistance providers; and, if the plan

relates to a secondary school, students and other individuals determined by the school.

**Meets Requirement:**  **Needs Improvement:** \_\_\_\_\_ **Comments** \_\_\_\_\_

## §1114(b)(5)

**Requirement: Coordination (If appropriate and applicable):**

If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

**Meets Requirement:**  **Needs Improvement:** \_\_\_\_\_ **Comments** \_\_\_\_\_

## §1114(b)(6) Component 1

**Requirement:**

Conduct, and provide the results of, a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

**Narrative:**

The comprehensive needs assessment process at FDES includes:

**Building Leadership Team**

Principal - Stephanie Downey

Assistant Principal - Melissa Maestle

Instructional Coach- MaryBeth Estes

Grade Level Reps: Sara Studebaker, Jessica Mossholder, Tonya Miller, Ann Brancato, Jessica Barr

ESOL - Sabina Angarita

Reading Specialist - Gretchen Homan

Specials - Jessica Westman (Art teacher), Kathy Mathias (Music Teacher)

District Administrator -

Parent Rep - Mary Riley

### **Sub-Committees**

#### **Literacy**

Principal - Stephanie Downey

Assistant Principal -Melissa Maestle

Instructional Coach- MaryBeth Estes

Committee Chair - Amy Stock

Grade Level Teachers

Resource Teachers (EL, Reading Specialist, SPED)

### **Global Committee**

(Incorporating global themes and perspectives throughout the instructional program)

Principal - Stephanie Downey

Assistant Principal - Melissa Maestle

Instructional Coach- MaryBeth Estes

Resource - Jessica Westman, Art Teacher

Grade Level Reps- Asha McMillan, Paula Petrowitsch, Marianne Godoy, Joy Cusick, Jessica Barr

## **Identify and Gather Data**

**Student/School Demographics** - FDES is one of four elementary schools in Winchester Public Schools. For the 2018-2019 school year, FDES will operate as a Title 1 schoolwide program, serving 340 students in grades Pre-K through 4th grade with 60% receiving free and reduced lunch; 37% LEP, and 12% SPED. The student population continues to be diverse with 1 American Indian student, 5 Asian students, 24 African American students, 140 Hispanic students, 135 White students, 1 Pacific Islander, and 24 students who are 2 or more races. Daily attendance average is 96% .

**Human capital/Instructional data** - FDES employs 1 principal, 1 assistant principal, 31 classroom teachers, 1 counselor, 1 full-time instructional specialist, 2 EL teachers, 2 Title 1 Reading Specialists, 4 SPED teachers, 1 Speech/Language Pathologist, 4 specials teachers, 12 Teaching Assistants, 1 parent liaison, 2 office administrative assistants, 2 TDT counselors, and 1 school nurse. We share 1 ITRT and 1 school psychologist. Our RTI program utilizes 2 certified teachers as part-time Intervention Resource Specialists (IRTs) to plan, deliver, and monitor the progress of interventions for our identified at risk students.

**Narrative:** All FDES teaching staff are highly qualified as are all teacher assistants and specialists.

To retain highly qualified staff, FDES uses the following strategies:

1. New Teacher Mentor Program - assigns mentors to all first year teachers. Monthly checklists, quarterly meetings, and PD focused on classroom management are planned in year 1.
2. Buddy teachers - assigns “buddy” teacher to second and third year teachers, teachers new to FDES, and/or teachers new to a grade level. Year 2 support focuses on planning and instruction. Year 3 focuses on assessment and data driven decision making.
3. Literacy and Math Coaches - partner with teachers and teams to support effective planning, instruction, and assessment.
4. Plans of Improvement/Support - created in TalentEd are put in place when necessary.
5. Staff Socials are scheduled quarterly to build community.

Evidence: FDES uses attrition data and exit interviews to help evaluate our effectiveness in retaining highly qualified teachers.

## **FDES Comprehensive Needs Assessment Summaries:**

**Academic achievement: See charts below**

For the Comprehensive Needs Assessment, our leadership team analyzed data from:

1. Phonological Awareness Literacy Screening - PALS
2. State Standards of Learning Assessments - SOLs in Reading and Math
3. WPS Reading Benchmark Assessments
4. WPS District Wide Unit Tests for Math (K-4)

5. WIDA ACCESS for ELLs
6. The team analyzed district and state comparisons as well as student achievement using subgroup trends.

**PALS Data Summary: FDES 2016-17**

PALS Data	#ID Fall	Percent at Benchmark	# ID Spring	Percent at Benchmark	Percent Growth
Kindergarten	10	80	6	90	10
1st Grade	14	74	25	55	-19
2nd Grade	21	62	19	68	6
3rd Grade	24	56	17	70	14
4th Grade	11	82	17	72	-10

**PALS Data Summary: FDES 2017-18**

PALS Data	#ID Fall	Percent at Benchmark	# ID Spring	Percent at Benchmark	Percent Growth
Kindergarten	11	81	7	93	12
1st Grade	13	77	6	89	12
2nd Grade	28	46	21	62	16
3rd Grade	15	73	13	76	3

PALS Data	#ID Fall	Percent at Benchmark	# ID Spring	Percent at Benchmark	Percent Growth
4th Grade	12	79	13	66	-2

**PALS DATA CONCLUSIONS:**

The data shows the greatest growth in Kindergarten first and second grades. Growth in these primary grades can be attributed to the intentional alignment of phonics instruction with implementation of Wilson Foundations. In addition, the implementation of the dual language immersion program in Kindergarten through second grade provided support for overall language development and higher level thinking/learning. Utilization of the Leveled Literacy Intervention (LLI) materials also provided the support students needed to be successful.

Although the second grade data shows growth, second grade is still an area of great need. During the 2018-2019 school year, the entire second grade teaching team will be new. These second grade teachers will receive training in the use of foundations and the implementation of guided reading. Opportunities will be provided for teachers to observe colleagues in other schools who are using the program. Consistent use of PALS QuickChecks will be used to closely monitor student progress.

**2018-2019 Reading SOL Results**

**Third Grade Reading SOL**

Area	Pass Rate	Percentage
Unadjusted Pass Rate	22/47	46.80%

Area	Pass Rate	Percentage
Retakes	3/8	
Unadjusted w/ Retakes	25/47	53.19%
Adjustments	10 LEP	
Growth Adjustments		
Adjusted Scores	25/37	67.56%

**Fourth Grade Reading SOL**

Area	Pass Rate	Percentage
Unadjusted Pass Rate	31/56	55.35%
Retakes	3/9	
Unadjusted w/Retakes	34/56	60.71%
Adjustments	7 LEP 34/49	
Growth Adjustments	7 Growth 41/49	83.67%
Adjusted Scores	5 Recovery 46/54	
2 VGLA passes		85.18%

**Combined pass rate = 76.37%**

**2018-2019 Math SOL Results**

**Third Grade Math SOL Results**

Area	Pass Rate	Percentage
Unadjusted Pass Rate	27/48	56.25%
Retakes	4/5	
Unadjusted w/ Retakes	31/48	64.58%
Adjustments	9 LEP 31/39	
Growth Adjustments		
Adjusted Scores	31/39	79.48%

**Fourth Grade Math SOL Results**

Unadjusted Pass Rate	35/56	62.5%
Retakes	4/8	
Unadjusted w/ Retakes	39/56	69.64%
Adjustments	6 LEP 39/50	
Growth Adjustments	6 Growth 45/50	
Recovery Adjustments	4 Recovery 49/54	
Adjusted Scores		90.74%



**Combined Pass Rate: 85.11%**

**VA Studies**

Area	Pass Rate	Percentage
Unadjusted Pass Rate	38/56	67.85%
Retakes	1/2	
Unadjusted w/ Retakes	39/56	69.65%
Adjustments	7 LEP	

**SOL DATA CONCLUSIONS:**

Intentional intervention each day allowed reading specialists, ESOL teachers and Special Education Teachers to provide support for students struggling in Reading and Math. Although other data sources such as PALS and WPS Benchmark data show growth at the third grade level, SOL data clearly shows that there are still a large number of students reading below grade level. To provide additional intervention support, students programs such as the Leveled Literacy Intervention strategy and Co teaching will continue. Professional development will be provided to strengthen Tier I instruction in all aspects of Balanced Literacy.

**Division Benchmark Summary FDES**

**Division Benchmark Summary - FDES**

Grade Level	Fall Benchmark at 60% cut score	Spring Benchmark at 60% cut score	SGA Pass Rate at 60% cut score
3rd Grade Reading	76% Pass Rate	82% Pass Rate	44% Pass Rate
4th Grade Reading	52% Pass Rate	86% Pass Rate	62% Pass Rate

**Division Benchmark Summary - FDES**

Grade Level	Fall Benchmark at 60% cut score	Mid Year Benchmark at 60% cut score	Spring Benchmark at 60% cut score
3rd Grade Math	59% Pass Rate	77% Pass Rate	86% Pass Rate
4th Grade Math	80% Pass Rate	91% Pass Rate	69% Pass Rate

The Benchmark Data clearly shows that students in 3rd and 4th grade made progress throughout the school year, but a large number of students were still reading below grade level at the end of the year. Training in Guided Reading and the close examination of data during weekly PLC meetings will be vital in order to move students to greater levels of success. Aligning Tier 1 instruction with standards and consistently monitoring student progress will continue to be a focus during the 2018-2019 school year. Teachers will examine research-based interventions for Tier 2 and Tier 3 students.

Continued professional development in Guided Math and close monitoring of Math data, both formative and summative, will continue during the 2018-2019 school year.

A general review of SOL data indicates areas of concern to include our Black, Hispanic, and SPED Subgroups across reading and math. As disaggregated subgroup data is not available at this time, the School Improvement Team will meet upon receipt of official SOL scores and subgroup breakdowns. The

committee will address performance of specific subgroups and further instructional modifications as data dictates. The committee will continue to address areas of concern throughout the the first semester.

**WIDA Access Summary:**

Data will be disaggregated upon receipt of scores.

**School Climate and Culture**

A state PBIS cohort survey was administered to teachers on May 19, 2017 so as to ascertain needs as Frederick Douglass Elementary moves into a formal PBIS program and training begin. Data was analyzed to improve and implement the schoolwide PBIS program. Teachers took part in the same survey in March of 2018. Data collected from this survey allowed us to determine areas of progress. The data will also be used to continue working toward full implementation of the plan. The results of both surveys are summarized below:

**Parent Survey Results**

Area of Focus	2016-2017 SY Results	2017-2018 SY Results	Yearly Change
Reported that expectations are defined.	97%	93%	-5%
Believe expectations have been taught	77%	88%	+11%
Acknowledge a school-wide reward system	87%	90%	+3%
Report knowledge of a “violations system”	68%	78%	+10%

Area of Focus	2016-2017 SY Results	2017-2018 SY Results	Yearly Change
Acknowledge a monitoring system	67%	91%	+24%
Believe management is effective	72%	78%	+6%
Recognized district support as present	67%	84%	+17%
Overall Implementation average	73%	83%	+10%

In 2018, the Positive Behavior Intervention Supports (PBIS) System team examined all aspects of the schoolwide program. The PBIS committee worked to redefine school wide expectations both academically and behaviorally. The program, created by the PBIS committee and approved by classroom teachers, was created to define and teach expectations for student behaviors. Teachers and students monitored student discipline referrals and academic effort. Students received “Panda Paws” for intermittent recognitions and incentives for students were diversified. Discipline referrals throughout the school year show that out of the 138 total behavior referrals submitted, 45% of them were based on behaviors of the same three students. The school’s Therapeutic Day Treatment Counselors (TDT) work with 2 of these students to improve behavior and emotional issues.

**Staff Feedback**

An electronic teacher survey was shared with all division staff. Fifty staff members responded to an end of year 50 question division survey constructed by Panorama. Questions addressed various topics related to both school and division leadership. Results are as follows:

72 % of staff viewed staff - leadership relationships favorably. This was 5 points above the district average.  
67% of staff viewed communication favorably. This was 14 points above the district average.

67% of staff viewed school leadership favorably. This was 15 points above the district average.  
66% of staff viewed school climate favorably. This was 13 points above the district average.  
63% of staff viewed feedback and coaching favorably. This was 18 points above the district average.  
61% of staff viewed professional learning favorably. This was 18 points above the district average.  
53% of staff viewed evaluation favorably. This was 9 points above the district average.

The administration will meet with the division superintendent to analyze survey results and plan for areas of improvement

### **Family and Community Engagement -**

Parents of Frederick Douglass Elementary School students were provided an online survey. 51 families responded. Results were as follows:

84% responded positively to barriers to engagement. This was 3 points above the district average.  
83% responded favorably to family support. This was 11 points above the district average.  
74 % responded favorably to school climate. This was This was 13 points above the district average.  
64% responded favorably to communication. This was 11 points above the district average.

### **Conclusions from the Parent Survey:**

Although the survey results were extremely positive and exceeded district averages, the Survey yielded two important conclusions for the leadership committee as they plan for the 2018 - 2019 school year: 1. a continued focus on PBIS and parent involvement in order to continue to improve school climate. Monthly Family Engagement events will continue with Reading Nights, International Night, FDES Cafe Nights , Parent Academy, Family Reading on the Lawn and Movie Night. 2. Consistent communication with parents through electronic mail, online newsletters and paper newsletters will continue.

Evidence of Effectiveness: The school will conduct mid and end-of-year surveys to assess effectiveness of communication, opportunities for family involvement, students attitudes toward school, and positive behavior interventions/supports in order to address the areas of communication and school climate.

Meets Requirement:   X   Needs Improvement: \_\_\_\_\_ Comments \_\_\_\_\_

## §1114(b)(7)(A)(i) Component 2

### Requirement:

Provide a description of school wide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

### School Wide Goals

Based on the data collected during the Comprehensive Needs Assessment, the following School-wide GOALS are established:

#### Goal #1: Reading: Grades K-4

By Spring 2020, 80% of students in grades K-4 will meet the spring Phonological Awareness Literacy Screening (PALs) benchmarks.

**Targeted Subgoal:** The number of 2<sup>nd</sup> and 3<sup>rd</sup> grade students identified for PALS data at the end of the school year will decrease by 5% each year.

#### Goal #2: Reading: Grades 3/4

By Spring 2020, 80% of all students in grades 3/4 will meet the state AMO expectations on the Reading SOL assessment.

**Targeted Subgoal:** FDES will increase achievement in Reading for students with disabilities by 10% each year over the next 3 years as measured by the Reading SOL assessment for student in Grades 3 and 4.

**Targeted Subgoal:** FDES will increase achievement in Reading for LEP students by 5% each year over the next 3 years as measured by the Reading SOL assessment for students in Grades 3 and 4.

#### Goal #3: Mathematics: Grades K-4

By Spring 2020, 85% of all students in grades 3/4 will meet the state AMO expectations on the Math SOL assessment.

**Targeted Subgoal:** Students in K-2 will improve their Math Unit Test averages by 5% each year in Number Sense (K), Patterns, Functions, and Algebra (1<sup>st</sup>) and

measurement/Geometry (2<sup>nd</sup>)

**Targeted Subgoal:** FDES will increase achievement in Mathematics for Students with Disabilities and LEP students by 5% each year over the next 3 years as measured by the Mathematics SOL assessment for students in Grades 3 and 4.

**Goal #4: Dual Language Model Implementation: Grades K-4**

By Spring 2020, FDES will have established itself as a “Dual Language Model” for Instructional Improvement/Student Achievement as evidence by the implementation of a 50 – 50 immersion instructional program in Kindergarten and first grade where half the day is taught in Spanish and half the day is taught in English.

**Targeted Subgoal:** 85% of LEP students will demonstrate progress on a yearly basis as demonstrated through annual assessment of their language growth (WiDA ACCESS).

**Targeted Subgoal:** 10% of LEP students will demonstrate proficiency on a yearly basis as demonstrated through annual assessment of their language growth (WiDA ACCESS).

## Academic Program

### High Leverage Reform Strategies:

**To increase student engagement and achievement in all Tier 1 CORE classes teachers will use strategies tied to:**

- Classroom discussion (.82 effect size)
- Feedback (.75 effect size) - students will set goals and track academic goals individually, each marking period
- Co Teaching with SPED/EL/Title 1 Reading Specialists
- Scheduling of Common Intervention and Enrichment block so as to maximize services to students

Tier 1 CORE Instruction effectiveness will be evaluated using Performance Standard 2 - Instructional Planning, Performance Standard 3 - Instructional Delivery and Standard 4 - Assessment of and for Student Learning. Administration will focus on evaluating teachers’ ability to:

- plan instruction that is aligned with the Virginia SOLs, the school's curriculum, and effective strategies
- plan instruction that is differentiated to meet the needs of all students
- engage and maintain students in active learning through project based, hands -on learning opportunities
- engage in higher order thinking and/or application of performance skills (discussion and questioning)
- use a variety of instructional strategies and resources (high impact strategies)
- Consistently monitor student progress and provide specific feedback

### **Literacy Reform Strategies:**

FDES will continue to provide support and professional development for the implementation of a Balanced Literacy Model. The instructional coach, Reading Specialist, and Administration will support teachers as they implement the WPS Balanced Literacy Framework. The implementation of division computer adaptive intervention reading program, Fast Forward/Reading Assistant or Lexia, grades K-4 and the implementation of Foundations (K-2) will address a need for explicit phonics, fluency, and comprehension instruction as evidenced by PALS, benchmark, and SOL data

- Consistent analysis of student data and planning for intervention during weekly PLC meetings
- Use of PALS Quick Checks and informal CFAs to monitor student growth
- Small group routines and differentiated Word Work in grades 3-4 will continue to build on student needs for decoding skills.
- Co-Teaching Model in grades K-4 to include a reading specialist, EL teacher, and classroom assistant in clusters identified as having most need in reading proficiency
- Guided support by the Instructional Coach for grade level planning with a focus on planning aligned, explicit instruction.
- Whole Faculty Study Group action research through PLCs will allow job-embedded professional development of Tier 1 best practices through action research projects as guided by data
- During the 2017-18 school year, Jennifer Serravallo's Writing Strategies book will be purchased as a resource for all teachers.
- Guided Reading with flexible grouping to differentiate for student needs and Increase the amount and quality of learning time
- SPED, EL, Reading Specialists will use co-teaching model for push in services, with pull out instruction as needed
- Common Planning time for team to meet in PLCs to discuss data, best practices, planning, and action research
- Monthly Family Engagement Opportunities
- Dual Language Instruction in grades K-3



- Dual Language intervention and formative assessment to check for understanding/development of the Spanish language
- School-wide performance and project based opportunities for students to use the Spanish language : School-wide bilingual musical, bilingual presentations and projects
- Extended Day Opportunities: The learning day will be extended in order to provide additional intervention and enrichment.

**Builders Club After School Program**

This afterschool opportunity will offer children a chance to build vocabulary skills and background knowledge in order to become stronger learners. The program will feature read alouds, hands-on learning experiences, guest speakers, and special field trips. Students will generate vocabulary words based on the topic of the session and will self-select words that they need to learn, incorporating non-linguistic representation, and student generated definitions. Students participating in the program will include LEP students with a WIDA level of 3.0 and higher in grades 2-4.

**Drama and Art Club**

This afterschool opportunity will offer students a chance to build vocabulary and language through arts and play. Students will work in a collaborative, organic way to create their own dramas based on fictional texts. Visual arts will be incorporated in set design and costumes. The culminating activity will be a school-wide bilingual musical.

Intervention

- PALS Tutoring - 150 additional minutes of ELA instruction for all students not meeting PALS fall benchmark
- Fountas and Pinnell Leveled Literacy Intervention (K-4)
- Fast Forward/Reading Assist
- Division computer adaptive reading and math programs- Dreambox and Lexia
- FUNdations phonics programs kits for grades K-2. Monitored and implementation led by division literacy specialist and instructional coach
- School Improvement meets in PLCs with ELA teams weekly for planning, data driven decision making, and action research
- One full-time Instructional Specialist works with grades K-4 teachers to improve math and reading instructional strategies
- Teaching Assistants assigned to 1-4 reading and math blocks to support small group instruction

**Evaluation for effectiveness:** To evaluate the effectiveness of these strategies, FDES will use PALS fall/winter/spring data to show growth with the goal of closing the gap between tiers. Teachers will track multiple measures of student achievement including DRA2s, PALS QuickChecks, Common Formative Assessments, CFAs in Pearson Access, FUNdations Unit Assessments, Writing Rubrics for grade level writing prompts, SIM Tests, and SOLs. Intervention Resource teachers will progress monitor weekly or bi weekly to track student growth and make instructional decisions. Running records and a standards based report card will track

level of mastery for all students. Observations using the Claim, Evidence, Interpretation, and Judgement model will be used to evaluate teacher performance with a focus on engagement, questioning, and feedback. "The Skillful Teacher," will be a professional development area of focus for first semester staff development. One-hundred percent of teachers will show growth and improvement in Standard 2 Instructional Planning , Standard 3 -Instructional Delivery- specifically engagement and differentiation, and Standard 4: Assessment of and for Student Learning as measured by formal observations in TalentEd.

### **Math Reform Strategies:**

- A guided Math model of instruction will be implemented in order to provide small group opportunities for students to receive focused instruction and support. Teacher modeling and think aloud will drive the whole group mini lesson while guided and independent problem solving as well as purposeful conversations will take place in differentiated small groups. Students will explore math learning stations with hands on materials and inquiry based learning.
- Number Sense, Patterns, Functions, Algebra, Measurement, and Geometry strand vocabulary and content will be pre-taught K-4 through cross curricular connections in science and all specials ( Library, Art, Music, P.E.) early in the year and reinforced throughout the year.
- WPS Math Website as a resource for pacing, planning, TEI items, interschool resource sharing etc.
- Biweekly meetings guided by the instructional coach to plan Tier 1 instruction, analyze data and develop remediation lessons.
- REFLEX Math program to build fluency in computation facts and IXL to build higher level problem solving skills
- Guided Math small group instruction
- Vertical articulation across grade levels specific to formal math vocabulary and teaching such consistently to all students

### **Increase the amount and quality of learning time**

- SPED, ESOL, Title 1 will use co-teaching model for push in services, with pull out instruction as needed. Resource specialists will add layers of instructional support to teachers through co-teaching and modeling
- Common Planning time for teams to meet in PLCs to discuss data, best practices, planning, and action research
- Tier 2 pre-teaching model to accelerate response to Tier 1 CORE Instruction
  
- TEI practice items

### **Personnel**

- Instructional Coach meets in PLCs with math teams bi weekly for planning, data driven decision making, and action research

- WPS Math coach co teaches and models lessons in grades K-4, meets in PLCs with math teams monthly for planning, data driven decision making, and professional development
- 2 Part-time Intervention Resource Teachers serve grades 3-4 for math intervention
- Teaching Assistants assigned to K-4 reading and math co-lab blocks to support small group instruction

**Evaluation for effectiveness:** To evaluate the effectiveness of these strategies, FDES will use WPS Unit Test data to track mastery and growth. Teachers will track multiple measures of student achievement including Common Formative Assessments, CFAs in Interactive Achievement, SIM Tests, and SOLs. All Interactive Achievement data will be disaggregated by Gap Group and Subgroup to ensure we are addressing the needs of ALL learners. Intervention teachers will progress monitor weekly or bi weekly to track student growth and make instructional decisions. Observations using the Claim, Evidence, Interpretation, and Judgement model will be used to evaluate teacher performance with a focus on engagement, questioning, and feedback. 100% of teachers will show growth and improvement in Standard 2 - Planning, Standard 3 - Instructional Delivery and Standard 4: Assessment of and for Student Learning as measured by formal observations in TalentEd.

#### Special Education

- Child Study/504 Plans
- Inclusion Model
- 3 SPED Teachers
- 1 part-time Occupational Therapist OT and 1 Part-time Physical Therapist PT
- 1 part-time school psychologist
- Individual Education Plans - all educators sign a document that they have reviewed IEPs and are aware of student need and accommodations
- ESY is offered yearly during the summer.
- Common Planning with SOL testing grades and LD SPED teachers

#### ESOL

- WIDA Access test - serving students with scores ranging from 1-3, VGLA portfolio collection for 3.5 and below for grades 3-4
- Content mainstreaming model
- 4 ESOL teachers use co-teaching model with regular education classroom, involving whole group, small group or individual instruction contingent upon student needs; WIDA CAN Do Descriptors for speaking/listening/reading/writing to guide instructional decisions
- Small group, intensive kindergarten instruction for our New-Comer and lowest level EL population

- Additional support for lower performing Kindergartners and PALS tutoring for low performing 1st grade LEP students
- Pull-out model for vocabulary and schema support for K-4 students
- Guided reading with a focus on vocabulary for Tier 3 LEP readers in 3-4
- Personal Learning Plans - Use data from WIDA to guide instructional plans
- PD for classroom teachers with CAN DO Descriptors and strategies to reach ELLs

#### Students with Emotional, Social, and Behavioral needs

- TDT - Therapeutic Day Treatment
- Child Study Team identify students at risk, assign interventions, and monitor progress
- Food Bag Program with Local Food Bank weekly
- Guidance Counselor - individual and small group support for students, and community resource sharing with families

#### All Students

- Add RTI summaries to instructional folders
- Guidance Counselor - classroom lessons (PreK-4) four times a year on topics based off of a spring 2017 teacher survey
- School-wide implementation of PBIS strategies and lessons

**Evaluation of Effectiveness:** To evaluate the effectiveness of these strategies, FDES will use Pearson Access Assessment data with Gap Group and Subgroup data analysis. We will monitor progress of students via PBIS and referral data for effectiveness of behavior interventions. We will monitor WIDA Access scores to show growth in our ELL population. One-hundred % of teachers will show growth and improvement in Standard 3 - Instructional Delivery and Standard 4: Assessment of and for Student Learning as measured by formal observations in TalentEd.

## The 2018-2019 Professional Development Plan

**SKILLFUL TEACHER:** For the 2018 -2019 school year, FDES will continue a yearlong Professional Development Plan including the study of The Skillful Teacher, by Jon Saphier, Mary Ann Haley-Speca, and Robert Gower. With an increased division focus on alignment, rigor, and engagement (ARE), instructional strategies in both literacy and math will be monitored for ARE and guide our instructional decisions.

**PBIS:** For the 2018 - 2019 School year, FDES will revise and fully implement the Positive Behavior Interventions and Supports model and professional development time will be spent supporting teachers in the effective implementation. School wide efforts will focus on establishing clear expectations for behavior and academics through the development and implementation of classroom lessons and strategies.

**Balanced Literacy:** For the 2018-2019 school year, FDES teachers will receive professional development on the effective implementation of a balanced literacy model, including guided reading instruction, word study, vocabulary, small group strategy instruction, writing, and reading with accountable talk. In addition, grade level team support will be given for planning literacy instruction that is aligned and rigorous.

**Global Theme:** In order to build a global perspective and an appreciation for diverse cultures, FDES will continue to implement a Global theme during the 2018 - 2019 school year. Teachers will receive professional development through the online platform with Participate.

**Mentor New Teacher focus:**

1. Mentor/New Teacher Checklists (updated)
2. Data Collection Training (PALS, IA, DRA2, PBIS)
3. Instructional Program Training

Evidence: FDES will use Performance Standard 3 - Instructional Delivery to assess teacher's application of professional development strategies. In addition, Standard 7 - Student Academic Progress will be used to measure the effectiveness of that instruction. Goal setting for professional development and teacher reflection are large part of Standard 7. Professional Development evaluations are used to assess the quality of PD sessions and teacher surveys are also used.

## **§1114(b)(7)(A)(ii) Component 3**

**Requirement:**

Provide a description of school wide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

## **School wide Reform Strategies – Global theme, Dual Language and the Arts**

### **Implementation of a Global Theme**

- Students in all grades will experience lessons that incorporate global themes and perspectives. Each grade level will focus on a particular continent: Pre-K - Australia; K- North America; 1st Grade - South America; 2nd Grade - Europe; 3rd Grade - Asia/Africa; 4th Grade - Africa. Teachers will create lessons that incorporate global themes to teach the Virginia Standards of Learning.

### **Continued Implementation of a 50:50 dual language immersion model in Kindergarten, First Grade, and Second Grade**

- Literacy and content instruction will be delivered in both English and Spanish, promoting bilingualism and biliteracy, grade-level academic achievement and multicultural competence for all students. Language objectives will be incorporated into curriculum planning to ensure that students learn language as well as content and academic language.
- School year Implementation for 2016-17: Grades Kindergarten and 1<sup>st</sup> Grade
- 2017-18: Expansion to 2<sup>nd</sup> grade
- 2018-19: Expansion to 3<sup>rd</sup> grade, with reworking of School wide Plan to continue through 2019-20

### **Increased opportunities to explore and experience fine arts - Music, Art and Drama**

- Students in grades 2-4 will be provided an opportunity to explore the fine arts in an after school performance based program. The culminating activity will be the production of a bilingual musical with costumes, props and acting all done by students. This fine arts time will improve language arts and reading skills for all students, specifically English Language Learners.

**Evaluation for Effectiveness: On-going pre and post assessment data in Reading and Math classes will provide evidence of learning. Benchmark assessments will provide further longitudinal data. Teachers will also use project based assessments as evidence for student learning.**

**Meets Requirement: \_\_\_\_\_X\_\_\_\_\_ Needs Improvement: \_\_\_\_\_ Comments\_\_\_\_\_**

## §1114(b)(7)(A)(iii) Component 4

### Requirement:

Provide a description of school wide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the school wide program.

**Meets Requirement:**  **Needs Improvement:**  **Comments** \_\_\_\_\_

### RTI:

At FDES, the Response to Intervention model is used as a framework to indicate students in need of intervention due to their risk of falling below grade level or not making the necessary growth. Assessment data, determinations of Tiers for students and the intervention provided as well who will provide the strategies. In subsequent months, data will be reviewed on Tier 2 and 3 students to determine the next steps. The targeted children are grouped into three different groups based on the level of academic need. Tier 1 is

core instruction for all students. Tier 2 students receive additional support within the classroom itself. Tier 3 students receive in class and out of class intervention help to increase the student's academic and behavioral performance. Research based interventions will be discussed in monthly meetings and implemented in school.

### **Targeted Instruction with Flexible Groupings:**

Teachers use various forms of assessment and observational data to determine intervention needed for specific students. Based Targeted instruction may include grouping students based on assessment data, anecdotal records, running records, and performance assessment rubrics. Intervention time is provided on a daily basis during the Intervention/Enrichment block in the schedule.

### **Dual Language:**

A 50/50 Dual Language Immersion program in grades K-3 will be implemented to provide instructional opportunities for both enrichment and support.

### **Unit Benchmark Assessments:**

Unit assessments and benchmark assessments will be in place for reading and math. They will be administered online. They will be assessed based on our WPS pacing.

### **After School Intervention:**

Before and after school intervention and enrichment programs will be made available throughout the school year to students. Specific standards of learning areas as well as enrichment opportunities to build background knowledge and build vocabulary will be included.

### **Summer School:**

This service is provided to students in rising grades 1-4. We will target students who are in need of intervention. Additional students will be invited to participate if space permits on a first come/first serve basis. Students work on SOL areas and skills in reading, writing, and math, within integrated instructional activities to increase their background knowledge. A Kindergarten Jumpstart program is offered for rising Kindergarten students to orient them to their new school and assess their academic readiness.

### **Pre - Kindergarten Program:**

Winchester City Public Schools is a recipient of funding through the Federal/State Virginia Preschool Initiative + Grant. During the 2015-16 school, with over a million dollars in grant funding, the division was able to expand its preschool programming from two classrooms (GQES/VACDES) funded through state VPI Grant funds, to an additional six classrooms. Currently the combined program is being coordinated through a division VPI+ Coordinator. Additional staffing includes a full time instructional coach, a full time family liaison and part time financial program manager. There are two classrooms located within each of the four elementary schools. As part of state requirements, the coordinator for the program has submitted her program plans for the upcoming school year. A major focus on this year two grant application is to begin to focus on transitional



successes of the students moving from this year's program into kindergarten classrooms. A selected goal to address transition and alignment of PK-12 within the upcoming year grant states: VPI+ will ensure that every child has the skills and supports necessary to make a successful transition to kindergarten. The desired outcome for the goal is: Kindergarten teacher and parents will report successful adjustment to kindergarten for 90% or more of the students exiting the 8 pre-school classrooms.

Objectives will address: 1.) Pre-K and Kindergarten teachers developing transition plans that promote smooth transitions; 2.) families will be provided materials in their home language that will strengthen their understanding of their role in supporting the transition to kindergarten. The VPI+ Coordinator will work closely with the Director of Elementary Education to ensure that these objectives are met. Evaluation of success will be recorded through results of kindergarten teacher surveys, parental surveys, and SRI kindergarten year data.

### **Weekly Student Support Meetings:**

The administration, counselors, and division support specialists will continue to meet monthly to review student attendance and perceived family needs. Referrals to the Child Study Team or appropriate community agencies are explored and/or made at this time. The Child Study Team will continue to meet regularly to assess and address both academic and behavioral referrals. Parents are vital participants in the meetings. The Team consists of school administrators, a counselor, school psychologist, Special Education resource teacher, and referring teachers.

### **Additional Programs to support student achievement:**

- FUNdations-K-2 Phonics
- Balanced Literacy
- Guided Math principles
- Computer Adaptive Programs (Lexia, Dreambox, Reflex Math, Fast Forward/Reading Assist)
- Master schedule driven by emphasis on literacy and math
- Providing additional and common intervention time
- Intervention Resource Teacher (IRT) support in grades K-4 to provide additional instructional time in reading and math
- Therapeutic Day Treatment Program
- PBIS training, structuring of the program, and 2017-2018 implementation
- Home to school EL Liaison to promote communication and support to EL families
- After-school enrichment sessions for students in grades 2-4. Transportation is provided
- Summer School Camps and Academies
- Division initiatives to support instruction: Camps, AMPed Up for underrepresented groups in math)
- Monthly Family Outreach Events
- Professional Development Focus Areas: *The Skillful Teacher, Global Theme, PBIS, Dual Language*