



## TITLE I SCHOOLWIDE PLAN 2017-18 PEER REVIEW CHECKLIST

Division Name: **Winchester Public Schools**

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

School Name: **Virginia Avenue Charlotte DeHart Elementary School**

Date: **June 2, 2017**

**Although the Title I Schoolwide Planning Team develops the schoolwide 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 schoolwide 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 schoolwide 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 schoolwide model are not required to create separate Title I Schoolwide 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 schoolwide 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 schoolwide 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
X		

**§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
X		Note: parent reps to be added in August

**§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.

**Goal #1:** Virginia Avenue Charlotte DeHart Elementary School will achieve 75% of all PreK-4 students meeting the PALS benchmark as measured by Spring 2018 PALS data and increase that pass rate to 80% over the next two years.

**Goal #2:** Virginia Avenue Charlotte DeHart Elementary School will meet Annual Measurable Objectives (AMOs) for Gap Group 1 - Students with

Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated) in Math and Reading as measured by test results from the most recently completed school year, test results based on a three-year average, or by reducing the failure rate by 10 percent as reported by Spring 2018 SOL testing data.

**Goal #3:** Virginia Avenue Charlotte DeHart Elementary School will seek to increase communication and engagement of families by providing family-focused supports, wraparound services, and outreach that engage family members in programs and services. Our success will be measured by survey data, increased participation, and student achievement on PALS and SOLs.

**Narrative:** The comprehensive needs assessment process taken at VACDES includes:

**Building Leadership Team (BLT)**

Principal - Dr. Nikea Hurt

Assistant Principal - Bev Thomas

Instructional Coach- Samantha Gates

Grade Level Reps: Sherry Nita (K),Melinda Holthaus (1), Annette Fincham (2), Anakristen Jones (3), Sara Gould (4), Pat Hollins (ACE)

SPED - Katie Meily

ESOL - Laura Anderle

Resource - Robin Northrup (Title 1), Lisa Robertson (Title 1), Julie Constantino (STREAM Lab), Samantha Gates (ITRT), Elizabeth Cranford (School Counselor)

District Administrator - Dr. Nan Bryant

Parent/Community Reps - will be filled in August, Dr. Karen Huff (Shenandoah University Advisor)

**Sub-Committees by Domain**

**Teaching and Learning (ELA, Math, Soc/Sci):**

Principal - Dr. Nikea Hurt

Assistant Principal -Beverly Thomas

Instructional Coach- Samantha Gates

Grade Level Reps: 1, 2, 3, 4

Resource: SPED, Title 1

**Culture Climate (Parent/Community Engagement, Leadership & Governance, Safe and Orderly Environments, Commitment to Professional Learning)**

Assistant Principal - Beverly Thomas

Instructional Coach- Samantha Gates

Grade Level Reps - K,1 2, 3, 4

Resource -Title 1 ESOL, School Counselor, Specials

Parent Rep will be filled in August

Community Rep - SU

## **Identify and Gather Data**

**Student/School Demographics** - VACDES is one of four elementary schools in Winchester Public Schools. For the 2016-2017 school year we are a Title 1 Targeted Assisted School serving @ 488 students of which 77% are free and reduced lunch, 33% LEP, 14% SPED, 11% black, 40% white, and 41% Hispanic. The transiency rate at VACDES is @ 25%. Attendance rates for 2016-2017 averaged 95%, with Economically Disadvantaged students at 91%. In 2017-2018 we project serving @480 students of which 78% will be free and reduced lunch, 35% LEP, and 12% SPED.

The mission of Virginia Avenue Charlotte DeHart Elementary School is to provide rigorous and relevant academic programs through varied learning experiences that meet the needs of ALL students.

Our school wide theme is **Global Learning: Local Leaders Today. Global Leaders Tomorrow.** Each grade level focuses on an assigned region of the world PreK -Australia, Kindergarten--North America, , First Grade--South America, Second Grade--Europe, Third Grade-Asia/Africa, and Fourth Grade--Africa. All grades explore their world through varied learning experiences. Projects will be introduced for students to communicate with students around the world. They will learn about commonalities and differences in our cultures. The iEarn organization will be our link to other countries around the world.

Programs and services to be offered in the 2017-2018 school year include a center based Gifted program called the ACE Center (Acceleration through Curriculum Enrichment), VPI and VPI Plus Pre-K programs, ESOL, Special Education Programs, and Therapeutic Day Treatment. We offer STREAM, Art, Music, Library, and Physical Education weekly with before/after school clubs including Ticket to Success for academic support, SOL Prep, School wide and District Choirs, Orff Ensemble, Destination Imagination, Amped Up, Girls on the Run, Bilingual Club, open library, open gym, Brain Gym, gardening club, swimming, soccer, wrestling, and running club.

**Human capital/Instructional data** - VACDES employs 1 principal, 1 assistant principal, 22 classroom teachers, 1 counselor, 1 instructional coach, 1 full-time intervention specialist, 3 ESOL teachers, 2 Title 1 Reading Specialists, 2 SPED teachers, 1 Speech Language Pathologist, 5 specials teachers, 9 Teaching Assistants, 1 parent liaison, 2 office administrative assistants, 2 full time and 2 part time custodians, and 1 school nurse. We share 1 ITRT, 1 math specialist, 1 literacy specialist, 1 school psychologist (part-time), and 1 Autism/behavior specialist with all schools. 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.

## **VACDES Comprehensive Needs Assessment Summaries:**

### **Academic achievement : See charts below**

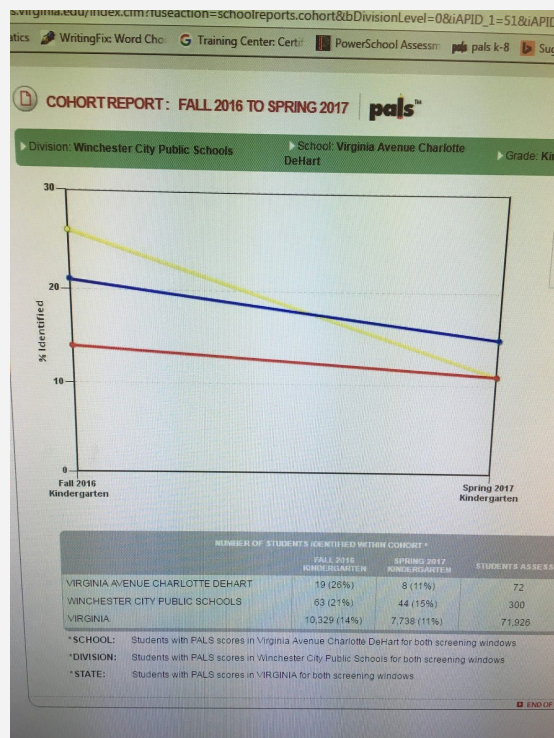
For the Comprehensive Needs Assessment, our leadership team analyzed data from:

1. Phonological Awareness Literacy Screening - PALS
2. State Standards of Learning Assessments - SOLs in Reading and Math
3. SOL Simulation Tests using Interactive Achievement

4. WPS District Wide Unit Tests for Math (K-4)
5. WPS District Wide Unit Tests for Reading (K-4)
6. WIDA ACCESS for ELLs
7. DRA2 Data
8. AIMS Web Plus
9. ELLevations

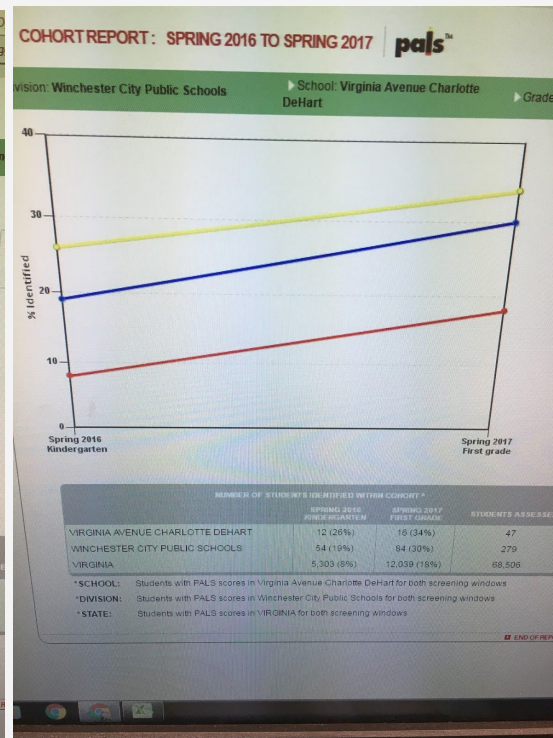
Using state suggested guiding questions we analyzed trends in student achievement over the past year and over a three year period. The team analyzed district and state comparisons as well as student achievement using subgroup trends.

## PALS Data Summary:



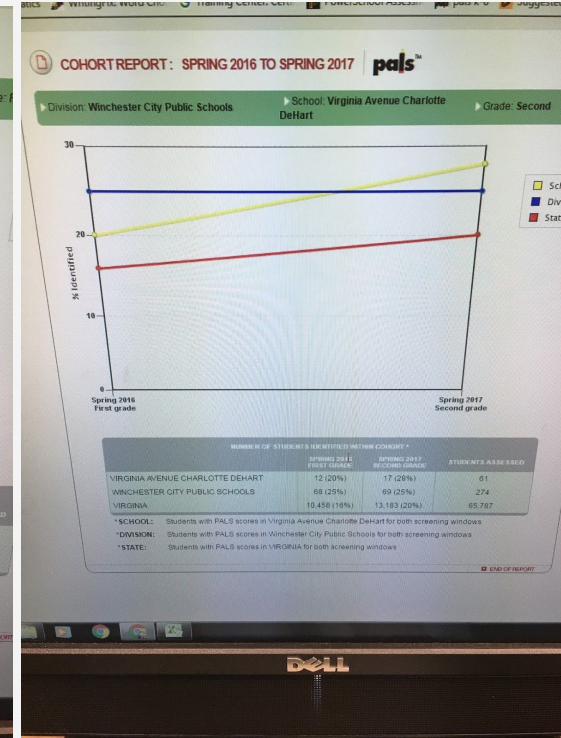
Kindergarten

Red line =state average



First Grade

Blue line =division average



Second Grade

Yellow line = School average

A	B	C	D	E
VACDES PALS Data				
% ID at Risk				
Groups	Fall			
	Spring	2014-2015	2015-2016	2016-2017
K	Fall	29%	26%	26%
K	Spring	10%	19%	11%
%Change		-19%	-7%	-15%
1	Fall	18%	24%	32%
1	Spring	34%	20%	33%
% Change		16%	-4%	1%
2	Fall	37%	42%	42%
2	Spring	35%	20%	28%
% Change		-2%	-22%	-14%
3	Fall	x	x	31%
3	Spring	x	x	22%
% Change		x	x	-9%
4	Fall	x	x	19%
4	Spring	x	x	19%
% Change		x	x	0%

VACDES PALS Data				
# ID at Risk				
Groups	Fall	2014-2015	2015-2016	2016-2017
K	Fall	28	20	21
K	Spring	9	15	8
Change		-19	-5	-13
1	Fall	20	23	22
1	Spring	40	18	24
Change		20	-5	2
2	Fall	33	46	36
2	Spring	30	21	23
Change		-3	-25	-13
3	Fall	x	25	33
3	Spring	x	22	24
Change		x	-3	-9
4	Fall	x	x	21
4	Spring	x	45	21
Change		x	x	0

The PALS data shows strengths in our kindergarten program, with students decreasing the achievement gap at higher rates than state and district trends. Factors influencing this growth include supplementation of the Wilson Reading Foundations Program, visuals, and movement. First grade did not close the gap of identified students from fall to spring in the 2016/2017 school year and second grade increased the achievement gap at a greater rate than state and district comparisons.

During the 2016-2017 school year, VACDES fully implemented K-2 FUNDations and piloted grade 3 Foundations and Just Words. Foundations and Just Words are Wilson products with explicit phonics and writing instruction embedded. Third grade continued teaching the program using the second grade kit with the exception of one class that piloted the grade 3 kit. Student progress is monitored on a regular basis.

During the 2017-18 school year, third grade will start the year using a Foundations Level 3 kit. Each teacher will have their own materials. Fourth grade will start the year using Just Words.

Kindergarten data shows strengths in alphabet recognition, spelling, and letter sounds with a weakness in concept of word. While first grade closed the achievement gap in spelling, the number of students not meeting the expected instructional oral reading level increased. Second grade closed the achievement gap in instructional oral reading level but showed a slight weakness in spelling. While third and fourth grade data is inconsistent due to testing only id'd students in the spring, third grade closed the achievement gap in both instructional oral reading level and spelling while fourth grade showed a weakness in instructional oral reading level. These data points will be studied through action research PLCs starting in the fall.

**SOL Data Summary:**

State Accreditation pass rates have steadily increased over the last three years.

READING: 79, 80, 86

MATH: 74, 79, 86

VACDES Reading Data				
Testing Year	2013-2014	2014-2015	2015-2016	2016-2017
Accrededation Year	2014-2015	2015-2016	2016-2017	Predicted 2017-2018
3rd Grade				83%
4th Grade				88%
Combined	71%	79%	80%	86%

VACDES Math Data				
Testing Year	2013-2014	2014-2015	2015-2016	2016-2017
Accrededation Year	2014-2015	2015-2016	2016-2017	Predicted 2017-2018
3rd Grade				75%
4th Grade				96%
Combined	80%	74%	79%	86%

Over a three year period, gains were made in both reading and math across all Subgroups and Gap Groups; gains ranged from 14 to 38 percentile points. Factors contributing to this success include alignment of written, taught and tested curriculum, and the implementation of more structured PLCs for data driven decision making. Another factor leading to this success was an improved RTI model with SMART goal referrals, aligned interventions, and progress monitoring. As a part of this RTI structure, VACDES uses Intervention Resource Teachers (IRTs) to deliver interventions and progress monitor regularly. Over the past two years, VACDES offered high quality enrichment and remediation opportunities after school. From 2013-2015 VACDES was under Academic Review with state contractors who helped to improve lesson planning and inter-rater reliability as measured by classroom observations. Expedited retakes were an additional factor contributing to our success. During the 2016-2017 school year 53% of students who took an expedited reading retake test passed. 60% of the students who took the expedited math retake test passed. Our LEP subgroup has made significant gains and maintained progress. We attribute this to a strong ESOL push-in model for math and VGLA collection for reading.

An area for continued improvement is Tier 1 CORE instructional practices across reading and math. VACDES Tier 2 and Tier 3 identified student populations are too large in comparison to Tier 1 student groups. This indicates a continued need to improve CORE instruction.



Sub group data from the SOL test will be disaggregated when information from the Virginia Department of Education arrives. (June/July) This data will be disaggregated without the ACE center scores added to give a true picture of how the VACDES students scored on state testing.

**WIDA Access Summary:** This information will arrive in June/July

**WPS Math Unit Tests Data Summary:**

To date the 2017-2018 VACDES first grade math testing data shows higher than district averages across 7/10 strands. Factors contributing to the success of our first grade scores include alignment of teaching to the assessed curriculum and strong instructional team planning. For grades 1-2, Measurement and Geometry showed improvement from last year. Factors contributing to this improvement include pacing and focus on vocabulary acquisition. Weak standards included equality and patterns.

**Writing Data Summary:** VACDES does not have a comprehensive school-wide writing program. During the 2016-17 school year, VACDES teachers participated in the 6 + 1 Writing Traits staff development. Teachers taught each of the traits through the use of good children’s literature. During the 2017-2018 school year, 6 + 1 will continue to be a focus as well as more writing across the contents. Teachers will also have a chance to explore Writer’s Workshop using the Lucy Caulkins model. Materials have been purchased for (one per grade level) teachers to explore/implement.

**Climate and Culture**

The building leadership team identified leadership and governance, safe and orderly environment, and professional development (see component 4 of the SWP) as strengths at VACDES. In 2014 a Positive Behavior Intervention Supports (PBIS) system was implemented to include the “Responsibility Rainbow” and a token economy system using “Gavel Bucks.” The effectiveness of these strategies has shown itself in over 50% decline in student discipline referrals over two years. Family and Community Engagement was identified as an area in need of improvement. We chose to gather data from families and teachers to assess our needs.

During the 2017-2018, Winchester Public Schools will do intensive training on PBIS. VACDES will create their own plan to be used school wide by all adults. This plan will be reviewed quarterly and mini staff develop sessions will take place during the year. The *Skillful Teacher* will be a reference for administration work sessions with all staff. Special sessions will be scheduled with Teaching Assistants during the school day.

**Family and Community Engagement -**

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

1. 2 parent surveys
2. 2 Q&A sessions with families
3. Teacher surveys and feedback
4. VACDES’s calendar of events

5. Parent and volunteer sign in sheets
6. Bilingual Night
7. Literacy Nights
8. Fitness Night
9. School Auction with support from local businesses

Data from the parent surveys identified that the newly implemented weekly alert phone reminders are helpful (100%). We have approximately 70% of our families receiving the newsletter electronically. English and Spanish speaking families combined communicate with school primarily through phone calls and school visits rather than texting and email. 62% of those surveyed attend three or more school events annually. English speaking families rate music, sports and literacy events as the highest preferred, while Spanish speaking families rated culture, sports, and parents as educators events highest. If different events were offered, English speaking families preferred “helping at home” workshops and sharing community resources over parenting tips. Spanish speaking families had very little response to this question. The VACDES website is written in English. Only 50% of our Spanish speaking families visit the school website, and only 57% of our English speaking families visit it.

In March of 2016, WPS moved to a better provider for school websites, and we have created a new site.

<http://vacdes.wps.k12.va.us>

#### **Survey by ESL Parent Liaison**

Two surveys that were sent to parents this year to determine their needs in communication and information on community resources. Since our newsletters are sent by email, some parents noted they do not have a computer or Internet service. To support these parents, hard copies of newsletters are provided. The survey also gave an insight of things they wanted to learn.

- how to use the computer and get into our web site.
- strategies to help their child in Math, Reading, and writing.
- information on units the students are covering in class

Parents also shared they would love to teach, or share a talent that they with small groups of students. Examples are sewing, cooking, and teaching Spanish. Staff agreed on the value of surveys and information collected from a sometimes silent group.

#### **Data from Teacher Communication Survey:**

35 teachers returned the survey. Areas of strength include 80% of those surveyed use emailing as a primary communication tool and 51% of teachers have attended students’ extra curricular activities outside of school. We only have 31% of classrooms working with volunteers and 8% of teachers have conducted home visits. 57% of teachers maintain a communication log and 63% keep a log for conferences. (See Component 6)

Next year's data will show whether parents find the new site to be more useful. Upgrades include a school wide calendar updated daily and a window to view our Twitter feed. Suggestions shared at parent Q&A sessions dealt primarily with a need to improve communication with families with divorced parents, lunch menus change/manager choice, and lunch account charges. The Climate and Culture Subcommittee identified that the number of opportunities for families to be involved at VACDES is high, yet the engagement of parents in the academic success of their children is an area for improvement. (See Component 6 of the Plan).

**Community Partnerships:**

VACDES has a partnership with Shenandoah University's Education Department. Approximately 18 Language Arts students were assigned to classrooms where they observed, worked in small groups, taught a lesson, and did an action research project which was presented to the classroom teachers. 15 math students were assigned to classroom with similar expectations.

**Summer Programs offered to support literacy for the summer of 2017 are as follows:**

Innovation Camp (10 day program) offered to 90 students rising 1-4  
Kindergarten Orientation (5 day program) offered to 30 students  
Adventures with Authors ( 3 day program offered to 40 students)  
Literacy and Arts Camp (5 day program offered to 10 ELL students)  
Pre-K remediation (5 day program) offered to 18 students

During the summer months, Ms. Genay, our librarian, provides a Books and Bikes Program. One evening a week, she rides her bike and totes a cart full of books. Families know approximately what time to expect her and meet her to select a book(s) to read for the week. This has been very successful with 434 books distributed last summer. She will continue the program during the summer of 2017 with slightly fewer times going out in the community due to her participation in the iEarn conference and the Glacier National Park experience.

**Goal #1:** Virginia Avenue Charlotte DeHart Elementary School will achieve 75% of all PreK-4 students meeting the PALS benchmark as measured by Spring 2017 PALS data and increase that pass rate to 80% over the next two years.

**Goal #2:** Virginia Avenue Charlotte DeHart Elementary School will meet Annual Measurable Objectives (AMOs) for Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated) in Math and Reading as measured by test results from the

most recently completed school year, test results based on a three-year average, or by reducing the failure rate by 10 percent as reported by Spring 2017 SOL testing data.

**Goal #3:** Virginia Avenue Charlotte DeHart Elementary School will seek to increase communication and engagement of families by providing family-focused supports, wraparound services, and outreach that engage family members in programs and services. Our success will be measured by survey data, increased participation, and student achievement on PALS and SOLs.

Meets Requirement	Needs Improvement	Comments
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**§1114(b)(7)(A)(i) Component 2**

**Requirement:**

Provide a description of schoolwide 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.

**Core 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)
- Co Teaching with SPED/ESOL/Title 1 Reading Specialists
- Teacher Reflection on instructional practice - PLCs, Whole Faculty Study Groups, School Wide Assistance Team, Co-Teaching (SPED/ESOL)and coaching, BEST team, and the PBIS Team

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

- engage and maintain students in active learning (discussion and questioning))
- 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)

- give frequent constructive feedback to students on their learning and progress toward their learning goals.

### **Reading Reform Strategies:**

- The new WPS Literacy site will be introduced to teachers for pacing, planning, TEI questions, and sharing of resources.
- FUNdations (Wilson phonics program) grade 3 will address our need for explicit phonics instruction as evidenced by PALS Data
- Just Words (Wilson phonics program) grade 4 will address our need for explicit phonics instruction as evidenced by PALS Data
- Writer's Workshop will be introduced at all grade levels. A Writer's Workshop Toolkit will be purchased (one per grade level)
- The 6+1 Writing Traits strategies will be reviewed as a way to help students become aware of strengths/areas to work on in their writing.
- During the 2016-17 school year, Jennifer Serravallo's Writing Strategies book was purchased as a resource for all teachers. During 2017-18, a review of strategies used with 6+ 1 will be reviewed.
- Jenn Serravallo's Reading Strategies book will continue to be a resource and reference for teachers when discussing best practices.
- ACE Center (Accelerated Curriculum through Enrichment) grades 3-4 with ELA and Science focus will incorporate Global Learning by using curriculum with units designed around environmental studies and inquiry based learning.
- Whole Faculty Study Group action research through PLCs will allow job-embedded professional development of Tier 1 best practices through action research projects.
- Strategic cluster grouping for Fall 2017-2018 classroom placement using WIDA, SPED, Gifted, PALS/DRA2 will support the Co-Teaching model of SPED, ESOL, and Title 1 Reading Specialists.
- A Balanced Literacy model will be followed during the Language Arts block. Teachers will work with the WPS Literacy Coach to determine the best use of time for their class using this model. The VACDES Literacy Coach will support this model and help make decisions if minor changes need to occur during the school year to best meet the students' needs.
- Guided Reading with flexible grouping to differentiate will be used to target student needs

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

- Master Schedule created with 80 minutes of SPED time for both math and ELA (3-4) and 50 minutes I/E (2-4)
- SPED, ESOL, Reading Specialists will use co-teaching model for push in services, with pull out instruction as needed.
- 50 minute Intervention and Enrichment block in the master schedule (K-4)
- Chromebooks are available for all 2-4 students. They are currently used for independent research, passion projects, and testing.
- Common Planning time for team to meet in PLCs to discuss data, best practices, planning, and action research
- Ticket to Success - 2nd semester after school acceleration classes using a PRE TEACHING model
- 1st semester after school acceleration classes for targeted students --AMPed UP

### **Family involvement in academics**

- One Book One School--When the Mountain Meets the Moon

- Family Literacy Nights with at home teaching tips
  - The goal of every evening event is to help parents understand the importance of reading to their children and building a “forever” library in their home where students can read their favorite books over and over. As much as possible we try to place new or gently used books in the students hands to build on their home library.
- Q&A Sessions Parents had an opportunity to meet with administration and grade level reps to ask any question they may have about our school

### **Summer Programs to Support Literacy**

- Innovation Camp (2 weeks during the summer of 2017--target group-remedial students)
- Kindergarten Academy Summer School (1 week)
- Adventures with Authors for 40 rising 2-3 students
- SVDM/SU program program with a target group of 40 rising second/third grade students
- Pre-K summer session targeting 18 students from our school who can use the summer boost

### **Intervention Start here**

- PALS Tutoring - 150 additional minutes of ELA instruction per week for all students not meeting PALS fall benchmark
- Fountas and Pinnell Leveled Literacy Intervention (K-4)
- Soar to Success (2-4)
- FUNdations/Just Words additional lessons (K-4)
- REWARDS - Reading Excellence through Word Attack and Rate Development Strategies (3-4)
- Fluency (Quick Reads)
- Edmark
- Multisensory Structured Language Instruction (Orton-Gillingham)

### **Personnel**

- Instructional Coach meets in PLCs with teams weekly for planning, data driven decision making, and action research
- 2 Reading Specialists serving K-4
- 3 Part-time Intervention Resource Teachers serve as PALS Tutors K-2
- 1 Full-time Intervention Specialists working with grades K-4 Tiered students in need of acceleration
- Teaching Assistants assigned to K-4 reading and math blocks to support small group instruction
- ESL teachers will utilize SIOP (Sheltered Instruction Observation Protocol) to ensure the use of Language Objectives for ELLs, using comprehensible input through appropriate speech, modeling, visuals, hands-on activities, demonstrations, gestures and body language. Frequent interaction between and among teachers and students through appropriate grouping configurations will also be part of the SIOP

approach.

**Evaluation for effectiveness:** To evaluate the effectiveness of these strategies, VACDES 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, Common Formative Assessments, CFAs in Interactive Achievement, FUNDations Unit Assessments, Writing Rubrics for grade level writing prompts, SIM Tests, and SOLs. Intervention teachers will progress monitor weekly or bi weekly to track student growth and make instructional decisions. Running records and a standards based report cards will track level of mastery for all students.

Observations using the **Claim, Evidence, Interpretation, and Judgment** 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 3 - Instructional Delivery and Standard 4: Assessment of and for Student Learning as measured by formal observations in TalentEd.

### **Core Academic Mathematics 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)
- Co Teaching with SPED/ESOL/Title 1 Reading Specialists
- Teacher Reflection on instructional practice - PLCs, Whole Faculty Study Groups, School Wide Assistance Team, Co-Teaching (SPED/ESOL) and coaching, BEST team, and the PBIS Team

### **Math Reform Strategies:**

- Measurement and Geometry strand vocabulary and content pre taught K-4 through cross curricular connections in science and all specials (STEM, Library, Art, Music, P.E.) early in the year and reinforced throughout the year
- Data and Statistics strand vocabulary and content pre taught K-4 through cross curricular connections in science all specials (STEM, Library, Art, Music, P.E.)
- ACE Center (Accelerated Curriculum through Enrichment) grades 3-4 with Math and Science focus
- Students showing accelerated ability in math 3-4 will be introduced to Noetic Math strategies
- Chromebooks are available for all 2-4 students. They are currently used for independent research, passion projects, and testing.
- Whole Faculty Study Group action research through PLCs
- WPS Math site will be a resource for pacing, planning, TEI items, interschool resource sharing etc.
- REFLEX Math program to build fluency in computation facts
- Guided Math small group instruction

- Number Talks: 5-10 minutes for students to build computational fluency through discussion
- Van De Wall, Kathy Richardson, and Debbie Dillar used as resources for aligned, engaging independent work stations

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

- Master Schedule created with 80 minutes of SPED time for both math and ELA (3-4)
- 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 team to meet in PLCs to discuss data, best practices, planning, and action research
- Departmentalization of reading and math in grades 3-4
- Ticket to Success - 2nd semester after school acceleration classes using a PRE TEACHING model
- 50 minute Intervention and Enrichment block in the master schedule (K-4)

### **Family Involvement in Mathematics:**

- VACDES websites sent home for students to practice math skills during the summer months
- REFLEX accounts shared with family to practice math fluency at home

### **Summer Programs to Support Math**

#### **Innovation Camp**

90 students invited rising grades 1-4. Students will incorporate math skills as they design a new or improved invention. Math skills will also be used to determine the cost of their product.

AMPed Up-- The program is designed to target minorities showing academic strengths in mathematics.

### **Intervention**

- Tier 2 and 3 students number sense remediation to address weakness based on AIMS Web testing
- Tier 2 pre-teaching model to accelerate response to Tier 1 CORE Instruction
- TEI practice items
- Interactive Achievement math practice pages (lower grade levels if needed)
- Number Rockets (1-2)
- AIMS Web (2-4) to target students needing intervention and progress monitor



## Personnel

- WPS Math Specialist and Instructional Coach model lessons and meets in PLCs with math teams bi weekly for planning, data driven decision making, and action research
- 2 Part-time Intervention Resource Teachers serve grades 3-4 for math intervention
- 1 Full-time Intervention Specialist works with grades K-4 Tiered students in need of acceleration
- 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, VACDES 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 Judgment** 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 3 - Instructional Delivery and Standard 4: Assessment of and for Student Learning as measured by formal observations in TalentEd.

## Meeting the Needs of ALL Learners

### Special Education

- Child Study/504 Plans
- Inclusion Model
- 3 SPED Teachers (1 LD, 1 ED, 1 Speech) co-teaching model (push-in) with regular education classroom, involving whole group, small group or individual instruction contingent upon student needs and IEP
- 1 SPED Teaching Assistant assigned per IEP needs
- 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. We average 3 students.
- Common Planning with SOL testing grades and LD SPED teacher
- ED teacher will schedule an open block for behavior data collection

## **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
- 3 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 and one on one instruction for our New-Comer population
- ExC-ELL Vocabulary Model
- Additional support for lower performing Kindergartners and PALS tutoring for low performing 1st grade LEP students
- Small group pull out for 2nd grade math vocabulary support
- 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**

- School-wide PBIS program implemented with fidelity
- TDT - Therapeutic Day Treatment
- ED Program - core instructional support and daily social group
- BEST - **B**ehavior **E**ducation **S**upport **T**eam - (RTI-B) identify students at risk, assign interventions, and monitor progress
- School Counselor - individual and small group support for students, and community resource sharing with families
- Food Bag Program with Local Food Bank weekly

## **All Students**

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

**Evaluation of Effectiveness:** To evaluate the effectiveness of these strategies, VACDES will use IA Assessment data with Gap Group and Subgroup data analysis. We will monitor progress of students brought to the BEST group for effectiveness of behavior interventions. We will monitor WIDA Access scores to show growth in our ELL population. 100% 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.

**Narrative:** All VACDES teaching staff are highly qualified. Our new ACE Center teachers are certified in Gifted Education, and our cluster based gifted teachers are highly qualified. By the 2016-2017 school year all teaching assistants will be highly qualified.

To retain highly qualified staff, VACDES 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 VACDES, 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 Specialists, Math Specialist, and Instructional Coaches - partner with teachers and teams to support effective planning, instruction, and assessment.
4. VACDES Coach will support PLCs bi-weekly in Reading and Math and support planning and instruction as needed
5. School Wide Theme of “We Believe...” and Global Learning build a sense of community
6. Plans of Improvement/Support - created in TalentEd are put in place when necessary.
7. Teachers of the Month - nominated by peers and celebrated with a ceremony, plaque, and special parking.
8. VACDES Social Committee helps to support the positive climate.
9. Staff Socials are scheduled quarterly to build community.

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

**Narrative:** The 2017-2018 Professional Development Plan will focus on the *Skillful Teacher* by Saphier, Haley-Speca, & Gower. Monthly chapters will be reviewed to provide a review for our experienced teachers and a foundation for our new teachers. These monthly meeting will be scheduled August-November. Other topics for staff development will be PBIS, Global Learning (incorporating our school theme), Guided Math, and Balanced Literacy.

**Our PD Plan is guided by these principles:**

1. Duration significant and ongoing to learn strategy and grapple with implementation
2. Support during implementation (coaching, peers etc.) Support = change in practice
3. Initial exposure active not passive to engage in new approaches (readings, role playing techniques, open-ended discussion of what is presented, live modeling, and visits to classrooms to observe and discuss the teaching methodology)
4. Modeling is highly effective in helping teachers learn a new skill
5. Content specific to grade level

The writing focus will continue with Writing Workshop in each classroom. Strategies from the 2016-17 school-wide staff development on 6 + 1 Writing Traits will be embedded in our staff development to ensure a focus on writing continues. The Jennifer Serravallo book, Writing Strategies will be a resource and reference for teachers.

VACDES Administrators and two teacher leaders will continue professional development by attending the SURN Leadership Conference July 19 and 20. The conference develops programs for building leaders and teacher leaders on critical educational and instructional issues.

VACDES administrators will continue their professional development in the use of **Claim/Evidence/ Interpretation/Judgment** CEIJ summaries for observations and evaluations. The Instructional Coach will continue to build on professional knowledge around coaching, co-teaching, and modeling best practices.

Paraprofessionals will have professional development on classroom management and reading/math strategies. This will be delivered during regular monthly meetings. The Assistant Principal and VACDES Coach will facilitate these staff development meetings.

#### **Additional Professional Development Opportunities**

1. Whole Faculty Study Groups as a model for PLCs where teams use data to design short term action research to improve instruction and student achievement
2. Faculty Meeting PD bi-weekly
3. WPS Literacy and Math Specialists offers PD to the whole faculty, to grade level teams and to individuals as needed.

#### **Mentor New Teacher focus:**

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

**Evidence:** VACDES 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 schoolwide 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.

**Narrative:** All VACDES teaching staff are highly qualified. Our new ACE Center teachers are certified in Gifted Education, and our cluster based gifted teachers are highly qualified. All teaching assistants will be highly qualified.

#### **To retain highly qualified staff, VACDES 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 VACDES, 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. Purposeful staff development that teachers can put into practice immediately with their students

#### **To add to improvement in instructional delivery, the following staff development plans are in place for the 2017-2018 school year**

1. In school staff development sessions offered to hone instructional skills. During 2016-17, the staff focused on writing. During 2017-18, workshops will be offered on Balanced Literacy, Guided Math, PBIS, and review of instructional methods using the Skillful Teacher.
2. Pre-K and Kindergarten teachers will participate in a staff development on social emotional learning in the fall.
4. Literacy and Math Coaches - partner with teachers and teams to support effective planning, instruction, and assessment.
5. School Wide Theme of “We Believe...” and our *Global Learning: Local Leaders Today. Global Leaders Tomorrow*
6. Teachers will incorporate Blended Learning in their classrooms. Support will come from the LTRT
7. In school staff development on the use of Foundations K-3 and Just Words for grade 4

#### **TalentEd is the main form of documenting teacher instructional progress:**

1. Walk-through observations are completed to compile evidence if a plan of improvement is needed
2. Plans of Improvement/Support - created in TalentEd are put in place when necessary.
3. Instructional Coach will work with all K-4 teachers in a coaching role
4. Teachers of the Month - nominated by peers and celebrated with a ceremony, plaque, and special parking.

**Building a Community**

1. VACDES Social Committee helps to support the positive climate.
2. Staff Socials are scheduled quarterly to build community.
3. Theme Days scheduled to show group support example: Autism Support Day, No Bullying Day

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

Meets Requirement	Needs Improvement	Comments
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<p><b>§1114(b)(7)(A)(iii) Component 4</b></p> <p><b>Requirement:</b> Provide a description of schoolwide 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—</p> <p><b>Narrative:</b> VACDES teachers have data meetings weekly to monitor the progress of all students. If a student is not making progress, the teams discuss needed changes in the instructional plan. Tier 2 interventions will utilize a pre-teaching model to help support Tier 1 CORE instruction. Tier 3 interventions will focus on strand acceleration with interventions and progress monitoring lasting 4-6 weeks.</p>		
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**Evidence:** A process for identifying students needing additional support to meet academic achievement standards which includes timely identification, implementation, and monitoring of interventions.

**Increased Services for Behavior Concerns:**

- 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 schoolwide program.
- Implementation of a social/emotional block for kindergarten on the school schedule. Kindergarten teachers will receive professional development training during the summer of 2017 and at the start of the school year on social/emotional awareness.
- 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 behaviors, 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.); All VACDES teachers will be trained on the PBIS model and expected to execute the VACDES plan to fidelity.
- Therapeutic Day Treatment services will be available for qualifying students.
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic and behavioral assessments
- Use of the **Behavior Education Support Team** committee. Teachers bring academic and behavioral concerns to the team consisting of the classroom teacher, Principal, Assistant Principal, School Counselor, School Psychologist, SPED teacher (if needed), ESOL teacher (if needed), or Reading Specialist (if needed)

### **Increased Services for Academic Concerns:**

- Reading: Students are identified at risk using PALS fall/winter/spring data. Additional measures are considered including DRA2 data, sight word recognition, common formative assessments, SIM tests, and SOL testing data. Students are placed in quadrants which set the criteria for Tier 1, 2, 3 identification.
- Reading Interventions include: PALS Tutoring - 150 additional minutes of ELA instruction for all students not meeting PALS fall benchmark, Fountas and Pinnell Leveled Literacy Intervention (K-4), Soar to Success (2-4), FUNdations second lessons (K-2), REWARDS - Reading Excellence through Word Attack and Rate Development Strategies (3-4), after-school acceleration groups, teacher created targeted lessons
- Video lessons for sight words, Rainbow Word Lists, letters and letter sounds, counting and number recognition were recorded and sent home to support students and families. Many of our ESL families have limited data available on their cell phone plans and/or do not have internet access or a computer at home. We did discover that most of these families have DVD players or gaming devices that can play DVD's. We recorded the lessons in Spanish and English using a flip video and then burned the lessons onto DVD's. Students take a bag home with the DVD and materials to support the lesson (ie: white board, markers, letters, sound cards, number cards and items to practice counting). Parents expressed that they were happy to have the support and also the opportunity to learn along side of their child. Students loved the responsibility of checking the items in and out, as well as seeing their teachers on TV.
- Math: Students are identified at risk using WPS Unit Test data. Kindergarten and first grade students will be given a screening pretest in the fall that measures mastery of previous year skills. Kindergarteners who attend Kindergarten Academy will also take the screening pretest.
- Math Interventions include: enVision Math Intervention Kit, Number Rockets, pre-teaching, after school acceleration groups, REFLEX Math, and teacher created targeted lessons
- Student goal setting will be utilized to empower students and celebrate their accomplishments. This is a skill that will be taught since most students do not reflect on their own learning.



**Personnel:**

Classroom teachers act as intervention teachers, strategically using the I&E block to differentiate for all learners.  
Hourly IRTs serve these identified students and progress monitor their response to intervention.  
VACDES Intervention Specialist will oversee the RTI process and meets with teams and IRTs to review progress monitoring data regularly.

<b>Meets Requirement</b>	<b>Needs Improvement</b>	<b>Comments</b>
X		