

TITLE I SCHOOLWIDE PLAN 2019-20 PEER REVIEW CHECKLIST

Division Name: **Winchester Public Schools**

Reviewer(s):

School Name: **John Kerr Elementary School**

Date: June 19, 2019

Destination Greatness: Full STEAM Ahead

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 JKES includes:

Building Leadership Team (BLT)

Principal - Beth O'Donnell
Assistant Principal - Rachel Levi

Instructional Coach- Holly Rucker
Grade Level Reps
ESOL Rep
Resource Rep
District Administrator - Jake Boula
Parent Reps - School Council

Sub-Committees by Domain

Teaching and Learning (ELA, Math, Soc/Sci, Commitment to Professional Learning):

Principal - Beth O'Donnell
Assistant Principal - Rachel Levi
Instructional Coach- Holly Rucker
Grade Level Teachers
Resource Teachers (EL, Reading Specialist, SPED)

Culture Climate

(Parent/Community Engagement, Leadership & Governance, Safe and Orderly Environments)

Principal - Laura Evy
Assistant Principal - Beth O'Donnell
Instructional Coach- Holly Rucker
Grade Level Reps
Parent Reps- School Council

Identify and Gather Data

Student/School Demographics - JKES is one of four elementary schools in Winchester Public Schools. For the 2019-2020 school year, JKES will operate as a Title

1 School-wide program serving 540 students of which approximately 90% are free and reduced lunch, 28% LEP, 11% SPED, 9% black, 39% white, and 40% Hispanic, 10% two or more races, and 2% Asian. Attendance rates for 2018-2019 averaged 93%. In 2019-2020, we project serving 540 students of which 90% receive a directed state service, 39% LEP, and 11% SPED.

Human capital/Instructional data

JKES employs 1 principal, 1 assistant principal, 28 classroom teachers, 1 counselor, 1 full-time instructional coach, 3 EL teachers, 3 Title 1 Reading Specialists, 3 SPED teachers, 6.5 specials teachers, 9.5 TAs, 1 parent liaison, 2 office administrative assistants, 3 TDT counselors, and 1 school nurse. We share 1 ITRT and 1 school psych (part-time). Our RTI program utilizes 3 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 JKES teaching staff are highly qualified as are all teacher assistants and specialists.

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

1. New Teacher Mentor Program - assigns mentors to all first year teachers. Monthly checklists 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 JKES, 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. Instructional Coach - 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: JKES uses attrition data and exit interviews to help evaluate our effectiveness in retaining highly qualified teachers.

JKES 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 (K-2)
2. State Standards of Learning Assessments - SOLs in Reading and Math

3. SOL Simulation Tests using Pearson Access SGA's
4. WPS District Wide Unit Tests for Math (K-4)
5. WIDA ACCESS for ELLs

The team analyzed district and state comparisons as well as student achievement using subgroup trends.

PALS Data Summary:

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 with a collaborative teaching model/Intensive EL in classrooms identified with most need, Rainbow Words Program, visuals, and movement. Key factors contributing to slower student achievement include a lack of aligned instructional phonics program as evidenced by a weak phonics component. At the onset of the 2019-2020 school year, JKES will expand an explicit phonics program, SuperKids, from just two Kindergarten classrooms to also a first grade classroom. Students from the 2018-2019 pilot program will be funneled into the first grade class based upon PALS data.

PALS Data

PALS Data	#ID Fall	Percent at Benchmark	# ID Spring	Percent at Benchmark	Percent Growth
Kindergarten	25	75%	16	84%	9%
1st Grade	16	84%	21	79%	-5%
2nd Grade	26	74%	26	74%	0%

SOL Data Summary

JKES 3rd and 4th grade teachers implement a collaborative teaching model to address students needing Tier II and III intervention. A Special Education resource teacher and EL teacher serve in collaborative small group models working with identified students. Students are placed in instructional clusters for reading and math so as to funnel teacher resources into these classrooms for increased small group instructional time. A reading specialist, classroom teacher, and teacher

assistant or EL teacher serve approximately 60 students in grades three and four. Significant student progress was realized as measured by both division benchmark and state SOL assessments.

Division Benchmark Summary

Grade Level	Fall Benchmark at 60 cut score	Winter Benchmark at 60 cut score	Spring Benchmark at 70 cut score
3rd Grade Reading	73%	74%	58%
4th Grade Reading	73%	81%	72%

SOL Data Summary:

State Accreditation historical pass rates are not available for JKES as the new school is without historical data. Data for the 2018-2019 accountability school year is as follows:

SOL Data Summary

Grade Level/Subject	Unadjusted	Adjusted
3rd Grade Reading	58%	71%
3rd Grade Math	63%	74%
4th Grade Reading	64%	82%
4th Grade Math	TBA	TBA
WPS Reading	TBA	TBA
WPS Math	TBA	TBA

An area for continued improvement is Tier 1 CORE instructional practices across reading and math specific to subgroup scores in both subject areas, and overall math. Training in Guided Math practices, IRT targeted assistance in math, and research based intervention programs in reading will be incorporated into Tier 2 and Tier 3 instruction for the 2019-2020 school year. Interventionists will be scheduled in both collaborative and intervention sessions so as to provide consistent, aligned, and data driven instruction and interventions.

A general review of SOL data in third grade indicates areas of concern from SOL testing data 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 first semester. Instructional position changes in third grade have been made for the 2019-2020 school year.

Climate and Culture

The JKES building leadership team identified leadership and governance, safe and orderly environment, emphasis on literacy and math, and professional development (see component 4 of the SWP) as strengths at JKES. An electronic teacher survey was shared with all division staff. Forty-five staff members responded to an end of year 50 question division survey constructed by Panorama. Questions addressed various topic related to both school and division leadership. Results are as follows:

- 86% of staff viewed staff leadership relationships favorably. This is an increase of 25% over last year and 11% above the division.
- 68% of staff viewed school climate favorably. This was 11 percentage points above the division average and an increase of 14% from last Spring.
- 50% of staff viewed feedback and coaching favorably. This was 17 percentage points above previous results and 3% above the division average.
- 75% of staff viewed school leadership favorably. This was a 33% increase at the school year and 11 percentage points above the division average.
- 64% of staff viewed communication favorably. This was an increase of 19% and 5% above the division average.
- 56% of staff viewed evaluation favorably. This was a 19 percentage increase.
- 60% of staff reviewed professional learning favorably. This was 6 percentage points above the division average and 14% increase at the school level.

The administration has met with the division superintendent to analyze survey results and plan for areas of improvement where results are applicable.

In 2018, JKES began its third year of PBIS implementation. After analysis of the 2017-2018 program, the staff decided in January of 2018, to revise the program to include CHARACTER COUNTS! Instructional materials were purchased, and a thorough review of the 2018 spring PBIS JKES report are steps that have been taken to further strengthen PBIS.

A state PBIS cohort survey was administered to teachers on March 9, 2019 so as to ascertain needs as JKES continues to move into a formal PBIS program. Data continues to be analyzed in the development of a school-wide program. Data collected from the survey is summarized below:

- Baseline Level of Implementation 23%
- March 2018 Level of Implementation 47%
- Current Level of Implementation 80%

Areas of deficiency in 2017-2018 (below 80%) were addressed and processes and protocols have been formalized to attend to each area of need. JKES continues to strengthen the PBIS program through the implementation of a structured/educational approach to behavior management, so as to promote a common language, common expectations, and behavioral recognition as evidenced by PBIS documents and classroom teacher practices. The use of SWISS as a behavioral monitoring tool continues to provide the school with important data to be used in planning and response. A data coordinator effectively monitors and reports upon discipline and student management data.

Family and Community Engagement -

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

1. 1 parent survey
2. Q&A sessions with School Council
3. 1 teacher survey and feedback
4. JKES calendar of events

An electronic parent survey was shared with all parents. Sixty- six parents responded to the end of year division survey constructed by Panorama. Questions addressed various topic related to the overall school experience. Results are as follows:

- 85% of parents responded favorably to barriers to engagement. (+3 compared to division)
- 65% of parents responded favorably to communication. (+7 compared to division)
- 77% of parents responded favorably to family support. (+5 compared to division)
- 76% of parents responded favorably to school climate. (+14 compared to division)

Evidence of Effectiveness:

The school will conduct mid and end-of-year surveys to assess improvements in communication, opportunities for family involvement, students' attitudes

toward school, and staff beliefs specific to support from the administrative team regarding academic programming and student management.

Budget Implications:

- 1. Staffing: Instructional Resource Teachers and part-time teacher assistant- \$32,000
- 2. PBIS Data Coordinator: \$14,000
- 3. Instructional Materials: \$11,500

Meets Requirement: _____ **Needs Improvement:** _____ **Comments** _____

§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.

Goal #1: John Kerr Elementary School will continue to have 85% of all K-2 students meet the PALS benchmark as measured by Spring 2019 PALS data.

Goal #2: John Kerr 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 2019 SOL testing data.

Goal #3: John Kerr Elementary School will continue 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.

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/EL/Title 1 Reading Specialists
- Teacher Reflection on instructional practice - PLCs, Whole Faculty Study Groups, Co-Teaching (SPED/ESOL) and Instructional Coaching
- Scheduling of Common Intervention and Enrichment block to maximize services to students

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)
- align instruction with state standards.

Literacy Reform Strategies:

JKES currently utilizes a collaborative teaching, *Balanced Literacy*, structure. Growing the “tool belt” of best practices in small groups specific to word work, comprehension, and writing will be addressed through the division-wide *Balance Literacy* initiative. The implementation of division computer adaptive intervention reading program, LexiaCore 5, grades K-4 will address a need for explicit phonics, fluency, and comprehension instruction as evidenced by PALS, IA benchmark, and SOL data. A multi-grade level K-2 Core Team, Personalized Acceleration Education Program (PEAP) will be formed during the 2019-2020 school year to provide acceleration for both underachieving and higher achieving students. Four classroom teachers, K-2, will build the curriculum during the summer of 2019 to effectively provide instruction for multi-level achievement and pacing for strategically placed -K-2 students.

- Small group routines and differentiated Word Work in grades 3-4 will continue to build on student needs for decoding skills.
- Balanced Literacy with a Collaborative 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
- 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
- 1st and 2nd semester after school enrichment classes
- 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
- Family Literacy Nights with at home teaching tips and/or Q&A Sessions with parents
- Carnivale Internationale
- Literacy and STEAM family evening events
- Drama- Enhancing integration of SOL, specifically meaning of text, expression, oral communication, recognizing text features, and working with a variety of print. Items to support the program will be purchased, specifically scripts, production scripts, lavalier microphones, tools of theater, and interpretive/hands-on and visual instructional items. All tools will be labeled as Title I program materials.
- iPads will be purchased for kindergarten and first grade to provide students with repetitive, creative, and publishing learning experiences to enhance literacy skills.

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)
- Division computer adaptive reading program- LexiaCore5
- School Improvement meets in PLCs with ELA teams weekly for planning, data driven decision making, and action research
- 1 Reading Specialist focus serving grades 1&4, one serving 2nd and K, and one serving grade 3 and 1
- 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
- Implementation of PEAP

Evaluation for effectiveness: To evaluate the effectiveness of these strategies, JKES 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 Rigby, Common Formative Assessments, CFAs in Pearson Access, Phonemic Awareness Strategic plans in Kindergarten, Writing Rubrics for grade level writing prompts, SGA 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 cards will track level of mastery for all students. Observations using the Claim, Evidence, Interpretation, and Evaluation model will be used to evaluate teacher performance with a focus on engagement, questioning, and feedback. One-hundred percent of teachers will continue to demonstrate growth and improvement in 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:

Tier 1 Core Instruction

- 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.)
- WPS Math Website as a resource for pacing, planning, TEI items, interschool resource sharing etc.
- REFLEX Math and DreamBox programs to build fluency in computation facts, as well as foundational math skills, and IXL to build higher level problem solving skills
- Guided Math small group instruction
- Number Talks: 5-15 minutes for students to build computational fluency through discussion
- iPads in kindergarten and first grade to provide students with repetitive, creative, and publishing learning experiences to enhance math and specifically number sense skills.
- Vertical articulation across grade levels specific to formal math vocabulary and teaching such consistently to all students
- A multi-grade level K-2 Core Team, Personalized Acceleration Education Program (PEAP) will be formed during the 2019-2020 school year to provide acceleration for both underachieving and higher achieving students. Four classroom teachers, K-2, will build the curriculum during the summer of 2019 to effectively provide instruction for multi-level achievement and pacing for strategically placed -K-2 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
- Departmentalization of reading and math in grades 3-4

Intervention

- Tier 3 strand remediation monthly
- Tier 2 pre-teaching model to accelerate response to Tier 1 CORE Instruction

- TEI practice items
- Pearson Access math practice pages (lower grade levels if needed)
- Instructional Coach 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
- 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, JKES 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 Evaluation 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.

Special Education

- Child Study/504 Plans
- Inclusion Model
- 4 SPED Teachers (2 LD, 1 Speech, 1 ID) co-teaching model (push-in) with regular education classroom, involving whole group, small group or individual instruction contingent upon student needs and IEP
- 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
- Departmentalize with 1 LD K-1 focus, and 1 LD teacher 3-4 focus
- 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 1-4.4
- 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, 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

- Guidance Counselor - classroom lessons (PreK-4) bi weekly- CHARACTER COUNTS!

Evaluation of Effectiveness: To evaluate the effectiveness of these strategies, JKES 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 percent 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 2019-2020 Professional Development Plan

For the 2019-2020 school year, JKES is proposing a yearlong Professional Development Plan with an increased division focus on digital and project based learning. The division will target word study and vocabulary as an ELA focus for the 2019-2020 school year. Guided Math continue to be a division focus. Local school emphasis will address STEAM, digital learning, alignment, rigor, and engagement (*ARE*); instructional strategies in both literacy and math will be monitored for *ARE* and guide our instructional decisions.

Specific professional development opportunities for teachers will include attendance as assigned at the following:

- Virginia Reading Conference
- VCTM Math Conference
- Virginia Children’s Engineering Conference

Paraprofessionals will have professional development on classroom management and **word work**. This will be delivered during regular monthly meetings.

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

Mentor New Teacher focus:

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

Evidence: JKES 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.

Budget Implications:

-PEAP Team Leader-\$1,200

-Family Engagement Activities- \$3,500

§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.

Schoolwide Reform Strategies

Math

JKES will continue to implement the schoolwide theme, **“Destination Greatness: Full STEAM Ahead,”** for the 2019-2020 school year. Efforts to immerse students in the arts were begun during the 2016-2017 school year. At the conclusion of the 2016-2017 school year, JKES eliminated one of the specials rotation classes, Technology to make incorporate a more inclusive STEAM lab. According to Hom (2014), STE(A)M is not just the the interdisciplinary and applied approach of science, technology, engineering and mathematics, but an integrated and cohesive learning experience based in real-world applications. By creating an environment that naturally includes all of these subjects, as well as arts, the learners are given authentic experiences that encourage 21st century skills. The Next Generation Science Standards (NGSS) were constructed for just this purpose, “rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally-benchmarked science education,” (nextgenscience.org).The goal for this experience is to provide these students with a way of understanding STEAM curriculum beyond the textbook and create a love of inquiry that will extend beyond the elementary classrooms and promote science inquiry learning in their future careers. Students PK-4 will participate in the class every three days, throughout a six-week cycle, three times per year. Thus , each child will participate in the 36 days of STEAM. A schoolwide STEAM day will be held quarterly following STEAM training during the monthly faculty meetings. Kolko (n.d.) suggests that as the future of k- 12 education gears itself toward more experiential learning opportunities the context of a more broad support community is need (blog.blackboard.com). Therefore, JKES will work on providing information nights to parents, student work will be published on the school web page and tweeted to followers so as to promote student effort. The display of student work will enhance student awareness of an audience, thus, having a positive impact on student work product. Nash (2009) suggests that, “classroom experience and research show that students must be enthusiastic participants in the learning process if teachers want instruction to result in deeper understanding and the building of new knowledge.” Therefore, Math and science SOL content will be focus areas throughout class sessions. The school will also support teacher attendance at STEAM or STEM conferences throughout the school year. Assessment of the program will be realized through participation, formative and benchmark data, and student daily progress in Math and Science. Furthermore:

- JKES will employ three Instructional Resource Teachers to support math achievement in the two most at-risk clusters in grades 3 and 4. Also, a classroom assistant will be assigned to remaining math classes in each grade level and provide at least 30 minutes of service to remaining sections.
- Guided Math practices will continue to be embedded in math instruction. Materials and professional development will be provided as requested by teachers, and required by the division.
- Students in grade 2-4 will participate in a “Grab-n-Go” breakfast program so as to minimize time lost in the classroom at the beginning of the instructional day.
- Special Education Resource teachers will be scheduled for both collaborative and “pull-out” services so as to better serve eligible students.

Evaluation for Effectiveness: On-going pre and post assessment data in 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.

Literacy

JKES will continue to implement the additional Theater specials rotation class. In order to enhance skills such as voice, expression, communication, writing, reading, and confidence outside of the general classroom, this course will be an invaluable asset in the promotion of literacy. Materials and professional development will be purchased and provided as requested. Problem solving, creativity, and project based learning will target literacy and the arts. A highly qualified teacher continues to lead the program. Staff development activities will occur at after-school faculty meetings so as to extend the curriculum into the regular classroom. Assessment of the program will be realized through participation, PALS and benchmark data, and student daily progress in Reading/LA. Furthermore:

- JKES will employ three Instructional Resource Teachers to support literacy achievement in the two most at-risk clusters in grades K-4. Also, a classroom assistant will be assigned to cluster literacy classes in each grade level and provide at least 30 minutes of service to students.
- The collaborative model has been enhanced as Reading Specialists have embraced ownership of this instructional format and personally scheduled K-4 clustered classrooms for at least one hour of daily support.
- Computer adaptive software, Lexia Core 5, will continue to be used by students in grade K-4.
- Special Education Resource teachers will be scheduled for both collaborative and “pull-out” services so as to better serve eligible students.
- A multi-grade level K-2 Core Team, Personalized Acceleration Education Program (PEAP) will be formed during the 2019-2020 school year to provide acceleration for both underachieving and higher achieving students. Four classroom teachers, K-2, will build the curriculum during the summer of 2019

to effectively provide instruction for multi-level achievement and pacing for strategically placed -K-2 students.

Several programs and instructional efforts are noted throughout this document.

Evaluation for Effectiveness: On-going pre and post assessment data in literacy 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.

Budget Implications:

-As noted in Component 1, \$32,000 for instructional staffing support.

Meets Requirement: _____ **Needs Improvement:** _____ **Comments** _____ **TBD** _____

§1114(b)(7)(A)(iii) Component 4

Requirement:

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—

- 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 schoolwide program

Meets Requirement: _____ **Needs Improvement:** _____ **Comments** _____

At John Kerr Elementary School we use the Response to Intervention model as a framework to indicate students in need of intervention due to their risk at falling below grade level or not making the necessary progress. Twice a month, based on 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 instruction based on students targeted needs. This may include grouping students based on assessment data, anecdotal records, running records, performance assessment rubrics in order to provided targeted instruction and enrichment in the regular classroom, and workshop time.

PALS Quick Checks:

Classroom teachers, resource teachers, and Intervention Resource Teachers will use PALS Quick Checks as an ongoing assessment tool to direct instructional practices. Intervention Resource Teachers are certificated, hourly staff who provide small group or 1:1 intervention within our intervention model.

Unit Benchmark Assessments:

Unit assessments will be in place for reading and math. They will be administered through Interactive Achievement. They will be assessed based on our WPS pacing.

After-School Adventures-

Before and after school intervention and enrichment programs will be made available throughout the school year to students. Learning Lift Off provides instruction in specific standards of learning areas as well as enrichment opportunities to build background knowledge and explore in depth topics. Technology applications are also used to promote higher level thinking. Specialized ELL instruction for pre-teaching units of study is incorporated in to enhance background knowledge.

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.

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; and 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.

JKES employs 1 school counselor, a part-time school psychologist, and three Therapeutic Day Treatment (TDT) counselors. School counselor offer small group counseling, individual student support, work with parents/guardians as needed, and provide classroom guidance lessons throughout the school year. A Career Day will also again be a piece of all grades.

The administration, counselors, and division support specialists 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 meets 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.

Programs to support student achievement, and as noted previously, are as follows:

- Balanced Literacy (Collaborative Teaching Model: K-4)
- Guided Math principles
- Computer Adaptive Programs (Lexia, Dreambox, Reflex Math)
- Master schedule driven by emphasis on literacy and math
- IRT support in grades K-4 to provide additional instructional time in reading and math
- Therapeutic Day Treatment Program
- Home to school EL Liaison to promote communication and support to EL families
- After-school enrichment sessions for students in grades 1-4. Transportation is provided
- Summer School Camps and Academies
- Division initiatives to support instruction: Camps, AMPed Up for underrepresented groups in math
- Evening family events (Five throughout the school year)
- Professional Development Focus Areas: STEAM, digital learning, balanced literacy, guided math

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

1. New Teacher Mentor Program- division assigns mentors to all first year teachers. Monthly checklists, quarterly meetings, and PD focused on classroom management are planned in year 1.
2. School mentor teachers - assigns teacher to second and third year teachers, teachers new to JKES, 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. Team Leader Monthly Meetings- Grade level Team Leaders meet at least one time per month share feedback, review data, and participate in shared decision-making with the administration.
4. Total transparency from the administration specific to facility, instructional, and financial issues.
5. Support staff with ample professional development and requested materials as funds allow.

Budgetary Note: All items and materials purchased with Title I funds will be labeled as such.