

Virginia Department of Education

Title I School wide Plan Template

Division Name: Winchester Public Schools
School Name: Garland R. Quarles Elementary School
Date: 6/7/16
Select One: Initial **Plan** **Revision**

Title I schools implementing school wide programs are required to develop school wide plans in accordance with Section 1114(b) of the *Elementary and Secondary Education Act of 1965* (ESEA). Guidelines for plan development include the following:

- The comprehensive plan should be developed during a one-year period;
- The plan should be developed with the involvement of parents and other members of the community to be served;
- Individuals who will carry out the plan, including teachers, principals, administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school, should be involved in the development of the plan;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public;
- Information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate, the plan should be developed in coordination with programs under Reading First, Early Reading First, Even Start, the *Carl D. Perkins Vocational and Technical Education Act of 1998*, and the *Head Start Act*.

The ESEA requires ten components to be included in the school wide plan. The template below provides a framework that may be used to develop and/or update a school wide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. School wide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the ten 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 related to the school wide components.

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Directions: Complete each of the ten components by following these steps:

Using Indistar®:

- Access the Title I School wide Plan template from the “Complete Form” tab of the Indistar® dashboard.
- Provide a narrative response that describes how the school has addressed the requirements for each component;
- Where applicable, identify the indicator(s) and task number(s) from the school’s Indistar® plan that align with each required component;
- Click “Save” at the bottom of the form to save your responses; and
- Submit the plan to your LEA Division Contact by returning to the dashboard. Under the “Submit Forms/Reports” tab, go to the Title I Plans section, and select the Title I School wide Plan “Submit” button.

Not Using Indistar®:

- Access the Title I School wide Plan template on the Title I web site
http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml,
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

School wide program resources, including a *School wide Plan Peer Review Rating Rubric*, United States Department of Education (USED) guidance on *Designing School wide Programs*, USED guidance on *Supporting School Reform by Leveraging Federal Funds in a School wide Program*, and USED guidance on *Title I Fiscal Issues*, can be accessed at the following Web site:

http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I School wide Program* can be accessed at:

http://www.doe.virginia.gov/federal_programs/esea/index.shtml.

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Component 1 - §1114(b)(1)(A): A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in §1309(2)) that is based on the information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in §1111(b)(1).

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A summary of data analyses must be included. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative: Vision: THRIVING LITERACY COMMUNITY at Garland R. Quarles Elementary School (GQES) Chameleons

Mission: Literacy within all content is the foundation of our productive and thriving community at GQES. Teachers are focused on three elements of student performance:

1. Attendance
2. Academics
3. Discipline

These three elements are reported, monitored, and adjusted bi-monthly and documented in our Indistar Plan.

Demographics: At GQES, for the 2015-2016 school year, there are approximately 570 (PreK-4) students with an 82.2% disadvantaged population based on free and reduced lunch count, 43% ESOL students, and a 20% transient rate. Currently, there are 46% students who are female and 53% of the student body who are male students. Based on the 2014-2015 Virginia Standards of Learning test results, GQES has been identified as one of the 15% high performing, high poverty schools in the State of Virginia. Our school's demographics include:

- 14.8% African American
- 43.9% Hispanic
- 33.4% White
- 7.1% Other races

Human Capital:

Site-Based Support: 31 classroom teachers (FTEs), 1 full time guidance counselor, 2 Reading Specialists, 4 Special Education Teachers, 1 Art, 1. 5 PE teachers, 1 music, 1 technology, 3 ESOL teachers, 13 full time teaching assistants, 1 part time teaching assistant, 1 family liaison, 1 Lead Teacher (Assistant Principal), 1 school secretary, 1 school clerk, 1 principal, 2 full time and 3 part time custodians, 1 school nurse, 6

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cafeteria workers, and 13 bus drivers

Division-Based Support: .5 school psychologist, (4) hourly response to intervention teachers

Focus: The faculty and staff of Garland R. Quarles Elementary School (GQES) are committed to providing a rich, supportive learning environment where READING, WRITING, and MATH are at the center of each instructional day for our 570 students in grades PreK-4. We continuously monitor our school's highest priorities: what we teach (coherent curriculum), how we teach (well-designed lessons), and authentic literacy (purposeful student engagement in reading, writing, and math). The implementation of what we teach, how we teach, and how we measure purposeful student engagement will be done by staff working in vertical and horizontal teams. Moreover, our staff has professional learning communities weekly where curriculum and lessons are constantly developed, tested, and revised based on student assessment results for reading and math as well as data team meetings once a week.

College and Career Readiness: Winchester Public Schools (WPS) conducted An Evaluation of Demographics for the 2014-2015 school year on 11/9/15. Three areas are being addressed as a division including:

AP Enrollment: Black (3%); White (74%), Other (13%), Hispanic (11%), and Economically Disadvantaged (14%)

MVGS Enrollment: Black (0%), White (67%), Other (25%), Hispanic (8%)

Gifted & Talented Enrollment: Black (4%), White (77%), Other (10%), Hispanic (8%), and Economically Disadvantaged (34%)

Parent and Community Engagement: Garland R. Quarles (GQES) enjoys a cooperative community outreach from the following: Fellowship Bible (ESOL parents learning English), New Life Christian (Backpack food program of 210 (7lb) bags distributed every weekend), Braddock Street United Methodist (Book Buddies), Westminster Canterbury (Volunteer Program), Shenandoah University Women's Soccer (lunch buddies to read), and Winchester Police Department (Staging Safe Drills and School Safety). GQES has a PTO organization, established in December 2012 with bylaws on the school's website.

Operations and Management: During the 2013-14 school year, Winchester Public School System conducted a Capitol Improvement Grant process where GQES received new paint and carpet as well as built an awning for a 2-modular unit of 4 additional classrooms. While this process was underway, a crane removed 14 hardwood trees responsible for a major drainage issue in the courtyard. In July 2013, WPS and staff at GQES along with community members created a brand new gorgeous literacy garden and a newly approved ADA accessible ramp for our Literacy Courtyard.

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GQES faculty has established an identification process to study data points for targeted interventions. From 2012-2016, our data collection at our high poverty school has yielded positive trends on the Standards of Learning assessments. During the most recent year- end 2014-2015 school year, there was a need to solidify our Math instruction. We did not meet any of the AMOs from the preceding testing year, 2013-2014 in Math. As a result of our review of our TA01 participation, we made significant adjustments to our Math curriculum as a division and our Math understanding as instructors including targeted work on the entire Math curriculum, improved instruction, and targeted assessments. Consequently, we met every AMO in Math for the 2015-2016 school year.

Subsequently though, we had only one Annual Measurable Objective (Reading: Students with Disabilities) not met from the 2014-2015 Standards of Learning assessments. By drilling down further, it was apparent, that we were only three students short of meeting this targeted goal (16 instead of 19) students for Reading: Students with Disabilities. Based on our success in Math in 2014-2015, we use the exact same process for Reading where our teachers work together to discuss and analyze effective instructional methods. We have data teams who meet by grade level, weekly, along with coordinated service providers. Minutes are kept in Google docs and shared in real time, during the meeting. This process started week one of the 2015-2016 school year. A response to intervention process has been established, whereas, grade level teams review formative assessment of data (i.e. CFA's, division benchmark assessments) to identify students at risk of failing and in need of targeted interventions. The GQES administration meets quarterly with individual teachers to discuss achievement data and teachers' instructional response to the data as well as weekly in data team meetings. The WPS system, as a division, is working to align curriculum, instruction, and assessment, especially with our most struggling readers by impacting better Tier I instruction. By May 26, 2016, all students with disabilities at GQES, not performing on grade level will make a year's growth in Reading as measured by our school/division's assessment program (PALS) and determined through the intervention process.

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Leadership Team (2015-2016):

Member	Position
Joanie Hovatter	Principal
Joseph Livesay	Lead Teacher
Mandy Estep	Kindergarten Team Leader
Katie Richards	Grade 1 Team Leader
Katie Carper	Grade 2 Team Leader
Heather Williams	Grade 3 Team Leader
Robin Scully	Grade 4 Team Leader
Dr. Michalene Meyer	Assistant Superintendent
Rick Edwards	Art Teacher, Team Leader: Specials
Betsy Kelly	Team Leader: SPED
Anderea Mason	School Psychologist; Parent Representative
Sara Shoemaker	School Guidance Counselor
Teresa Cave	Title I Reading Specialist
Amy Christy-Davila	ESOL Team Leader
Carolyn Beck	Newly appointed Title I Resource Teacher

All staff members at GQES were involved in the creation and ongoing revision of our school improvement plan, online on Indistar. Updates are shared bi-weekly with team leaders and special events are included in the monthly school newsletter. The plan is multifaceted and encompasses Title I requirements and School Improvement processes.

3 year trend: School Culture and Climate

Based on surveys given to GQES staff via Google Forms from 2012-2016, we have improved the following: student discipline, cleanliness of the building, service coordination with Therapeutic Day Treatment providers, RTI, teaching assistance, and overall school needs. In our analysis of the surveys' data, the following key findings guided our improvement planning process:

<https://docs.google.com/forms/d/1J9rtSkxoz298I0dbDeSegdh6eUA6xVOyBWXdXVm0rDs/viewanalytics> (School Needs: 7/2/12)

Key Finding: Key Finding: 92% of the staff felt there was a lack of discipline in the building, so we created PBIS: Chameleons SOAR.

<https://docs.google.com/forms/d/1iunFAR6qJSFWKlzfngn4YE5fDhwd9lPhuxhfk63XQs8/viewanalytics> (Principal Survey: 12/18/13)

Key Finding: Positive, high marks for principal's leadership.

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https://docs.google.com/forms/d/1Zvb3EQ0I5X_8-OMtn-dFrJK8GUUBsWog7FkLm5y2L60/viewanalytics (TDT Service Satisfaction: 10/19/15)

Key Finding: Needed changes were discovered related to time with students and entry into classrooms with adjustments made with service provider.

<https://docs.google.com/forms/d/1miJjERP9ZfAbvL3KGF5cPk-aCiqf2NnoU1KzUV8TRGs/viewanalytics> (Custodial Services: 10/10/15)

Key Finding: Over 92% of building (classrooms, library, lunch room, bathrooms, hallways, lobby) was highly evaluated as well clean, sanitary, and welcoming.

<https://docs.google.com/a/wps.k12.va.us/forms/d/1ERKsW879Po9o9F4Vka4MEknKC0VedKT44sKk3N7xCXg/viewanalytics> (RTI survey: 11/13/15).

Key Finding: At GQES, we did not have students being successful 100% of the time on independent tasks for literacy, so we discussed realigning demands on students, raising expectation, providing extra practice at small group instruction, and enforcing accountability at the independent stations.

https://docs.google.com/a/wps.k12.va.us/forms/d/1Qeq1ZBB6c0_UDnEopREWAKbx54Ei6qZ4HQvFUWICAY/edit?usp=forms_home&ths=tr ue#responses (Teaching Assistants: 5/10/16)

Key Finding: Only 2 TA's out of 13 were marked as satisfactory. 11 of 13 were marked good to excellent in terms of job performance.

DATA POINTS

Virginia State Standards of Learning Tests: GQES' students participate in the State Assessments:

- Grade 3: (Reading, Math)
- Grade 4 (Reading, Math, Virginia Studies).

- School Overall Results:** Garland R. Quarles Elementary School (GQES) is fully accredited by the State of Virginia for meeting or exceeding 75% in English and 70% in Math, Science, and Social Studies based on the Standards of Learning Tests for grades three and four from the 2014-2015 school year. While GQES met every Annual Measurable Objective (AMO) in Math for the 2014-2015 school year, there was one AMO in Reading: Students with Disabilities unmet from the 2014-2015 school year SOL results.

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SOL RESULTS: 2013-2016:				
SUBJECT	TARGET	2013-2014	2014-2015	2015-2016
English	75%	75%	78%	81%
Math	70%	71%	76%	84%
History	70%	88%	85%	79%
Science	70%	86%	88%	---

Group	Target	Assessment Year: 2013-2014	Assessment Year: 2014-2015
English: ALL	72%	68%	75%
English: Gap Group 1	65%	65%	71%
English: Gap Group 2	64%	43%	50%: TS
English: Gap Group 3	66%	71%	77%
Students with Disabilities	54%	46%	45%
LEP Students	61%	71%	77%
Economically Disadvantaged	65%	66%	73%
White Students	76%	77%	81%
Asian Students	Cont. Progress	TS	

Group	Target	Assessment Year: 2013-2014	Assessment Year: 2014-2015
Math: ALL	68%	57%	73%
Math: Gap Group 1	63%	51%	70%
Math: Gap Group 2	62%	36%	59%: TS
Math: Gap Group 3	65%	56%	75%
Students with Disabilities	57%	23%	50%
LEP Students	59%	48%	70%
Economically Disadvantaged	63%	51%	71%
White Students	71%	67%	80%
Asian Students	Cont. Progress	100%	TS

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UNIVERSAL LITERACY SCREENER: Phonological Awareness Literacy Screening (PALS): At Garland R. Quarles Elementary School, PreK-4 educators administer a universal screener (PALS) in the fall, mid-year, and spring for grades K-4 (Reading). PALS identifies students in need of additional reading instruction beyond Tier I instruction. Teachers change their instruction by integrating the PALS assessments of the critical and explicit information about the child's knowledge of literacy acquisition. Mid-year assessment and PALS Quick Checks allow for ongoing student progress monitoring throughout the year. Students are assessed in each grade level, PreK-4. In 2016-2017, all students will be assessed three times a year: fall, mid-year, and spring for grades PreK-4.

Kindergarten through grade 3 students (including ELL's and SPED) at Garland R. Quarles Elementary School have demonstrated over a three year period decreases in the number of students PALS identified in K-2 and a no-change in grade 3 students. This can be attributed to only assessing PALS identified students in the spring of grade 2 during grade 3. The need to improve Tier I instruction at grades K-2 is evident in these findings:

- **Strengthen Concept of Word at Kindergarten**
- **Increase time on texts for grades 1-2**
- **Increase writing opportunities for grades Prek-4**

Improving the afore mentioned focus areas along with the implementation of a guaranteed and viable curriculum with full fidelity as evidenced by multiple data points and PLC minutes, appropriate grouping of students in 3-tiered interventions during the day, and parent workshops focusing on strategies supporting their children reading at home will improve student achievement at GQES.

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PALS Data GQES % ID at Risk							PALS Data GQES # Students ID					
Groups	Fall Spring	2012- 2013	2013- 2014	2014- 2015	2015- 2016		Groups	Fall Spring	2012- 2013	2013- 2014	2014- 2015	2015- 2016
K	F	41%	45%	43%	36%		K	F	56	45	46	39
K	S	14%	24%	23%	19%		K	S	17	25	24	20
% Chng		-27%	-21%	-20%	-17%		% Chng		-39	-20	-22	-19
1	F	31%	24%	25%	38%		1	F	33	31	27	35
1	S	31%	42%	31%	34%		1	S	34	50	31	31
% Chng		0%	18%	6%	-4%		% Chng		1	19	4	-5
2	F	40%	37%	53%	43%		2	F	31	39	63	44
2	S	37%	35%	37%	23%		2	S	29	35	41	22
% Chng		-3%	-2%	-16%	-20%		% Chng		-2	-4	-22	-22
3*	F	*	*	*	*		3*	F	30	23	33	39
3*	S	*	*	*	48%		3*	S	25	29	29	52
% Chng							% Chng		-5	6	-4	13
4	F	X	X	X	X		4	F	X	X	X	X
4	S	X	X	X	45%		4	S	X	X	X	47
% Chng							% Chng					

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Math Unit Tests: GQES works with the Division Instructional Specialist for Math to administer the locally designed Math Unit tests in alignment with our revised Math curriculum at grades 1-4 every 4 weeks. There is a spiraling back- component so instruction is better assessed. GQES further drills down with the lowest performing (**purple**) scores to 0-10% (skills needed assistance) and 11-24% skills and strategies needed. For Math, GQES has the following average unit tests scores, as of 2/12/16 for grades 1-4:

Interactive Achievement MATH Unit Tests as of 2/12/16

RANGES	Grade 4	%	Grade 3	%	Grade 2	%	Grade 1	%
GREEN (70% <)	74/106	70	57/114	50	79/101	78	50/105	48
YELLOW (50-69%)	26/106	25	41/114	36	22/101	22	38/105	36
RED (25-49%)	5/106	4	16/114	14	0/101	0	12/105	11
PURPLE (0-24%)	1/106	1	0/114	0	0/101	0	0/105	0

Behavior Analysis:

GQES tracks student discipline information for our school and make adaptations and interventions for our students. Out of 570 students, we had 33 students who were considered Tier III or 5%, receiving Therapeutic Day Treatment support. These students were daily monitored by our contracted support provider (TDT agency) and also a part of our social skills interventions at GQES, done every Friday for 30 minutes. We saw a tremendous improvement in these 33 students once proper interventions were put into place. We will continue to include the practices to support and expand our PBIS program.

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WIDA Access for ELLS: GQES identified English Language Learners are assessed Spring annually; results are received in June.

Three-Year Trend for ESOL Students (Progress/Proficiency)

Achieved Level	School Year 2013-14				School Year 2014-15				School Year 2015-16			
	Total # Students	Progress Made		Proficiency Results	Total # Students	Progress Made		Proficiency Results	Total # Students	Progress Made		Proficiency Results
		2-data points #	Made			2-data points #	Made			2-data points #	Made	
Level 1	40	X	X	X	31	X	X	X	29	1	0	X
Level 2	26	16	14	X	23	19	16	X	22	15	10	X
Level 3	52	48	42	X	58	53	49	X	66	58	47	X
Level 4	40	38	38	X	29	28	28	X	34	30	29	X
Level 5	5	5	5	X	13	13	13	X	7	5	5	X
Level 6	11	11	11	11	27	27	27	27	15	13	15	15
Totals	174	118	110	11	181	140	133	27	173	121	106	15
Percentages			93%	9%			95%	19%			88%	12%

Note:

The first column of student #s is the total number of assessed students in each level based on the WIDA Access results for that year

For 2015-16 school year there were 29 students who assessed at a Level 1 in the March assessment; 22 at Level 2; and so forth; and 15 that assessed at Level 6.

The second column (progress made – 2-data points) is the number of students that had a score in the system/data from the year before (you will see that at times the number in this column is less than the total in the first column, most likely because the students were either newcomers registering into your school and/or a transfer student from a state that does not use WIDA). Two data points are needed to assess progress.

The third column provides information on the number of those students that demonstrated growth.

For that same year, there were 66 students that assessed at Level 3, with 58 of those students having been assessed with a WIDA the previous year; and of that 58, 47 made progress (11 did not make progress).

The fourth column is for recording those students (Level 6) that exited the program. This is your proficiency score for the year.

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Budget Implications:

Title I funding will be used to provide staffing to meet the needs of the student population. Additionally, funding will support the professional development needs of students based upon the needs assessment completed during the 2015-16 school year.

Related Indistar® indicators (if applicable):

ID10: The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development teams.

ID07: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

ID01: A team structure is officially incorporated into the school governance policy.

IE08: The principal challenges and monitors unsound teaching practices and supports the correction of them.

IE06: The principal keeps a focus on instructional improvement and student learning outcomes.

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Component 2 - §1114(b)(1)(B): School wide reform strategies that—

1. Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in §1111(b)(1)(D);
2. Use effective methods and instructional strategies that are based on scientifically-based research that—
 - a. Strengthen the core academic program in the school;
 - b. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
 - c. Include strategies for meeting the educational needs of historically underserved populations;
 - d. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - i. Counseling, pupil services, and mentoring services;
 - ii. College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - iii. The integration of vocational and technical education programs; and
 - e. Address how the school will determine if such needs have been met; and
 - f. Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Evidence: Scientifically based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Garland R. Quarles Elementary School (GQES) has been employing scientifically research-based practices, specifically the correlates of effective schools research by Dr. Lawrence Lezotte as a part of our THRIVING LITERACY COMMUNITY. Please see the following data source (You Tube) for vivid evidence of Instructional Leadership, Clear and Focused Mission, Safe and Orderly Environment, Climate of High Expectations, Frequent Monitoring of Student Progress, Positive Home and School Relations, and Opportunity to Learn and Time on Task:

<https://www.youtube.com/watch?v=SB9dbRtotc0>

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As a result of a multi-faceted, comprehensive, and detailed analysis of data points and surveys and a total review of our school's climate and culture, the following are our goals for the 2016-2019 school years:

- ✦ **Goal #1: Writing Project School: By** June 2019, GQES will have established itself as a "Writing Project School" as evidenced by at least 80% of PreK-4 teachers having participated in the Shenandoah Valley Writing Project Embedded Intensive Institute and established classrooms environment where "meaning-making" is the focus for all instruction for all students.
- ✦ **Smart Goal:** *Instructionally, 95% of our students will make at least one full year of growth in Reading as measured by PALS, our universal screener given three times a year for grades PreK-4. Writing measures will be established during the first year of implementation.*

- ✦ **Goal #2: Guided Math: By** June 2019, at least 100% of all PreK-4 teachers will move instruction from procedural understandings to conceptual understandings within the mathematics curriculum through the implementation of Guided Math instructional practices for PreK-4 students.
- ✦ **Smart Goal:** *Instructionally, 90% of our students will demonstrate mathematical conceptual thinking at their grade level as measured by Unit Tests (in Interactive Achievement) by scoring an overall average of 60%-70%.*

- ✦ **Goal #3: Wellness/Fitness/Movement: By** June 2019, 100% of all PreK-4 students will receive physical education four days a week, including utilization of fitness equipment, participation in regular physical education classes, planting and harvesting food in our literacy garden, and actively engaging in daily brain breaks.
- ✦ **Smart Goal:** *Instructionally, 100% of students will participate in extended time for physical fitness activities in order to score within the "Healthy Fitness Zone" on the PACER test according to Fitnessgram standards.*

Goal #1: Writing Project School: By Goal #1: Writing Project School:

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By June 2019, GQES will have established itself as a “Writing Project School” as evidenced by at least 80% of PreK-4 teachers having participated in the Shenandoah Valley Writing Project Embedded Intensive Institute and established classroom environments where “meaning-making” is the focus for all instruction for all students

Smart Goal: *Instructionally, 95% of our students will make at least one full year of growth in Reading as measured by PALS, our universal screener given three times a year for grades PreK-4. Writing measures will be established during the first year of implementation.*

See Strategy Framework below: Shenandoah Valley Writing Project – Embedded Intensive Institute

Targeted Research-based strategy	Action Steps	Responsibility	Evidence of Effectiveness	Timeline
Strengthening Literacy Development Across the Content Areas; Literacy Interventions for Struggling Readers and Writers; School Policies, Structures, Culture for Supporting Literacy, Building Leadership Capacity, and Supporting Teachers to Improve Literacy	Shenandoah Valley Writing Project Embedded Intensive Institute	SVWP: Co-Director/WPS Staffing/Teachers, Administration	Iverness Institute Annual Evaluation	2016-2019

Goal #2: Guided Math:

By June 2019, at least 100% of all PreK-4 teachers will move instruction from procedural understandings to conceptual understandings within the mathematics curriculum through the implementation of Guided Math instructional practices for PreK-4 students.

Smart Goal: *Instructionally, 90% of our students will demonstrate mathematical conceptual thinking at their grade level as measured by Unit Tests (in Interactive Achievement) by scoring an overall average of 60%-70%.*

See Strategy Framework below: Guided Math – Mathematics Instruction

Targeted Research-based strategy	Action Steps	Responsibility	Evidence of Effectiveness	Timeline
Utilizing guided math, a method in which teachers	4 day	WPS Elementary	Continuous	(2016-2019)

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assess and group students and group them according to their proficiency level, homogenous, yet fluid and analogous to Guided Reading (Fountas & Pinnell, 2001); Implementing an opportunity and expectation to closely observe student work and provide strong support for struggling students (Sammons, 2011).	Conference in July 2016 in Winston Salem, NC on Guided Math Frameworks	Math Specialist, Teachers, Administration	reflection and adjustments through weekly data team meetings	
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Goal #3: Wellness/Fitness/Movement:

By June 2019, 100% of all PreK-4 students will receive physical education four days a week, including utilization of fitness equipment, participation in regular physical education classes, planting and harvesting food in our literacy garden, and actively engaging in daily brain breaks.

Smart Goal: *Instructionally, 100% of students will participate in extended time for physical fitness activities in order to score within the “Healthy Fitness Zone” on the PACER test according to Fitnessgram standards. PACER measures will be established the first year of implementation.*

Targeted Research-based strategy	Action Steps	Responsibility	Evidence of Effectiveness	Timeline
3. Exercising and moving four days a week; Strengthening core and improving overall wellness	Build a master schedule with two blocks of full physical education classes (one for fitness equipment and one for movement) for four days out of five each week. (30 minutes each class).	WPS Physical Education teachers/classroom teachers	Observation and Physical Fitness Test participation at the end of each semester	June 2016-2019

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Overview This proposes the development of teaching personnel at Garland Quarles Elementary in Winchester, VA with the aim of building capacity around a literacy-intensive experience for the preK-4 students of GQES. Additionally, the work will establish GQES as a “Writing Project School” with meaning-making by students as the focus of all instruction.

Goals The Writing Project model develops the cognition of practicing teachers through collaborative work around observed instruction and student products. In the Embedded Institute teachers will: n Experience the writing process by identifying and developing their own writing n Participate in an evaluative lesson-study of multiple peer lessons n Develop and present a best-practice demonstration lesson which explores the theoretical underpinnings and examines student work under the treatment n Identify and research classroom practice with the aim of developing lifelong learning and professional discussion around the nexus of pedagogy and curriculum.

Scheduling Teachers in the first and second year would have two full days of work prior to the start of the school where the focus of the teacher-driven work would be outlined and teacher inquiry topics would be established. Five Friday/Saturday sessions would occur during the school year. An end of year week of culminating activities would complete the Institute. Elementary teachers from area Districts will be invited to join the fellowship.

Evaluation Teachers will evaluate the course through the Inverness Institute annual evaluation of Writing Project sites. The Inverness study revisits teachers after a year to gauge longitudinal transformation in teacher practice. In addition, scoring of student products in the classrooms of the first-year experimental group will be collected and compared to the control group that has not received the treatment.

Goal #2: Guided Math: By June 2019, at least 80 % of all PreK-4 teachers will move instruction from procedural understandings to conceptual understandings within the mathematics curriculum through Guided Math instructional practices for PreK-4 students

Smart Goal: Instructionally, all of our students need to be able to have mathematical conceptual thinking to master standards at their grade level as measured by Unit Tests (in Interactive Achievement) by scoring an overall average of 60%-70%.

Targeted Research-based strategy	Action Steps	Responsibility	Evidence of Effectiveness	Timeline
2. Utilizing guided math, a method in which teachers assess and group students and group them according to their proficiency level, homogenous, yet fluid and	4 day Conference in July 2016 in	WPS Elementary Math Specialist, Teachers,	Continuous reflection and adjustments through	(2016-2019)

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analogous to Guided Reading (Fountas & Pinnell, 2001); Implementing an opportunity and expectation to closely observe student work and provide strong support for struggling students (Sammons, 2011).	Winston Salem, NC on Guided Math Frameworks	Administration	weekly data team meetings	
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Title I School wide Plan Template

Guided Math – Mathematics Instruction

Overview

This proposes the change of moving from procedural understandings to conceptual understandings within the mathematics curriculum through Guided Math instructional practices.

Goals

The demands of new curriculum standards require new ways of teaching. The Guided Math model provides a framework in which teachers focus on a culture of numeracy in order to extend mathematical experiences of students in the classroom to making connections to real-world experiences. In attending professional development opportunities and collaboration, teachers will:

- Learn to effectively implement and examine components of Guided Math to support mathematical learning
- Determine ways to structure classroom instruction to maximize learning for all
- Utilize formative assessments to drive flexible groups of students for small group lessons
- Create small group lessons to target identified student needs and differentiate when needed

Scheduling

Four identified pilot teachers will attend a 4-day conference in Winston-Salem, NC with the Elementary Math Specialist to learn about the Guided Math Frameworks. Pilot teachers and others interested will form a book study group to further learning of the guided math model. Teachers will meet to discuss once a month readings and apply knowledge learned within their classrooms to share during sessions. Pilot teachers will present to the entire faculty key points from the conference and experiences in developing the model within their own classrooms.

Evaluation

Teachers will evaluate the use of the guided math model in relation to previous teaching experiences and prior division data within grade levels. Constant review through collaboration with teachers will allow for comparison and reflection through this new implementation model.

Milestones

2016-2017

Identified Pilot Teachers will attend a K-5 Math Institute in Winston-Salem, NC focusing on "Using the Guided Math Framework to Promote Deep Mathematical Thinking". At the conclusion of the conference, teachers will develop and present a presentation to the faculty of learnings from the conference. Pilot teachers and others interested will collaborate to build Guided Math models within classrooms. Use of a book study (Guided Math A Framework for Mathematics Instruction) will focus on extending professional development of the guided math model.

2017-2018

Pilot teachers and others involved will present findings from first year of implementation of guided math models within classrooms. Through experiences, teachers will refine models and become coaches for other teachers beginning to implement this model (within Garland Quarles and the WPS system).

2018-2019

Garland Quarles will fully implement Guided Math Models within all classrooms. Teacher coaches will serve as mentors to other teachers as well as WPS division elementary schools as teachers transition to implementing this model of math instruction.

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Wellness/Fitness/Movement

Overview:

This proposes increasing students' physical education to 4 times a week, including utilization of fitness equipment (elliptical, stationary bikes, etc.)

Goals:

Students will be able to

- Learn to effectively use fitness equipment safely
- Be more active and physically fit
- Participate in physical education four times a week
- Attend more clearly by having opportunities for brain breaks every day
- Collaborate with Science instruction to plant and raise plants (lettuce, carrots, etc.) in our literacy garden.

Scheduling:

Our physical education teachers will take the lead in promoting a culture of movement, fitness, and wellness along with guest community members who have already coordinated events at GQES(Fitness Fair, Running Club, Brain Breaks, etc.) Teachers will be able to help create a fitness room for staff members in addition to our students' fitness room.

Evaluation:

Physical education teachers will evaluate the frequency and usage of the fitness equipment's effect with students. Constant review through collaboration with teachers will allow for reflection on how we can focus as a community on more wellness and fitness.

Milestones:

2016-2017

Physical Education teachers will coordinate a schedule for Physical Education for days a week at GQES for grades PreK-4. There will be a monthly check ins of the usage of the Staff and Student physical fitness equipment rooms. As a staff, we will collaborate with our community to have four fully functioning fitness equipment machines.

2017-2018

Physical Education teachers will review the four-day a week schedule for strengths and areas to improve.

2018-2019

Garland Quarles will fully implement Wellness/Fitness/Movement for classrooms. Coaches will serve as mentors to other teacher as well as WPS division elementary schools as teacher's transition to implementing this model of wellness, fitness, and movement.

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Budget Implications:

Title I funding will be appropriated for professional development (contracted services), as well as for materials/resources necessary to ensure full implementation of the major strategies outlined within the Schoolwide Plan. The division will also work with the school to ensure that local funding supports the effort as necessary through substitute costs if teachers are trained during school hours. Substitute costs will also be paid through Title I for release time for teachers K-4 at three different times during the year when all students will be assessed through the PALS mandatory state/division reading assessment.

Funding will also be allocated in materials/resources to support the language arts/math strategies outlined within the proposed plan. Any funding needs to support the physical education goal established within the plan will be addressed through local funds and/or other grant sources.

Related Indistar® indicators (if applicable):

IF03: Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.

IF10: The principal plans opportunities for teachers to share their strengths with other teachers.

IF07: Professional development for individual teachers includes an emphasis on indicators of effective teaching.

IE10: The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

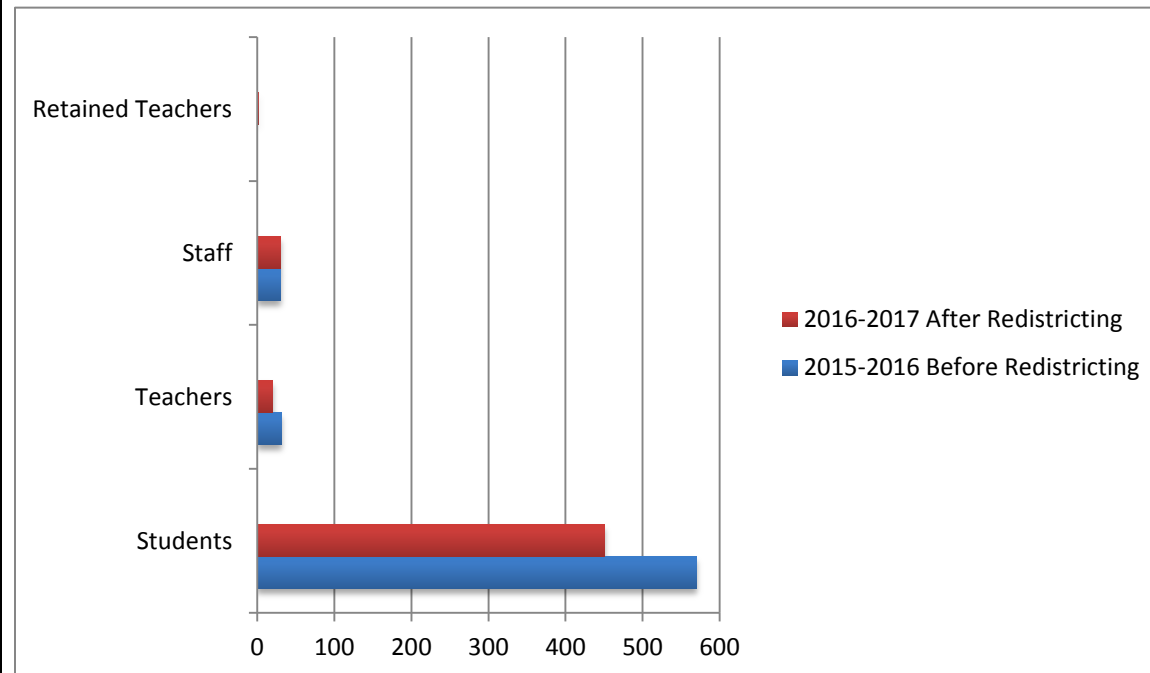
IE05: The principal participates actively with the school's teams.

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Component 3 - §1114(b)(1)(C): Instruction by highly qualified teachers.

Evidence: Efforts to retain highly qualified staff to better meet the individual needs of all students.

Narrative: While Winchester Public Schools (WPS) is redistricting all four elementary schools for the 2016-2017 school year, Garland Quarles Elementary School (GQES) maintained and retained a highly qualified staff. The chart below illustrates the redistricting impact.



In 2015-2016, GQES was the highest poverty, largest enrolled, and most ELL school in Winchester Public Schools for 2015-2016 of (570 students, 31 classroom teachers, and 30 staff members) in **blue**.

In 2016, GQES will reduce student enrollment to 450 (reduction of 120 students) with 20 classroom teachers (reduction of 11 positions), 30 staff members in **red**. There was a 100% remaining faculty and staff, after the redistricting (reduction in staff at GQES) requirement

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was met.

Research suggests the need for building capacity and valuing staff as a means to retain high quality staff. Katy Farber, wrote, in her book, WHY GREAT TEACHERS QUIT AND HOW WE MAY STOP THE EXODUS, *“After four years interviewing teachers across the country about their reasons for getting out of the profession, as 20-50% do in the first 5 years. I learned that a lack of administrative support; limited growth opportunities; a competitive, isolating and controlling standardized test culture; low pay and respect; and challenging parents are some of reasons why teachers are quitting in high numbers.* At GQES, we value our teachers’ voice, their work, and we support their growth to help our students of a high-poverty school. This is likely a huge portion of why we are one of the 15% high performing, high poverty schools in Virginia.

At GQES, we implement the following processes to retain a highly qualified teachers:

- ✚ Visibility daily by administration within the school building
- ✚ Approachability by faculty, staff, parents, students, community to administration
- ✚ Mentoring programs within the building for new or beginning teachers
- ✚ Opportunities to dialogue regularly between grade level and subject area teams
- ✚ Peer to Peer Coaching/Observing at least two times a quarter
- ✚ Shared Problem Solving: when there is a concern, there is an expectation of offering 3 solutions to address the concern
- ✚ Shared Celebrations: Student and Staff Acknowledgements Regularly
- ✚ Consistent and Collaborated Master Schedule between staff and administration
- ✚ “Motion” Leadership: Active and Timely Responses
- ✚ Side by Side learning for staff development for teachers and administration
- ✚ Weekly Events emailed weekly by administration with upcoming (long and short range) events
- ✚ Consistent Agenda for meetings that all begin with Positives
- ✚ Tight timeframe for meetings
- ✚ Over communication as the expectation
- ✚ Teachers help hire colleagues by being on interviews with administration
- ✚ Minutes are kept for all meetings, so a wide audience can have access

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Checkpoint Conversations: Checkpoint Conversations are regularly implemented at GQES every quarter where administrators record in 'real time' the conversations. The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. The evidence confirms that the most neediest schools and teaching staff require a principal who not only manages the day-to-day operations but who is more importantly an effective agent of change. Such principals achieve enduring change by constantly keeping student achievement at the heart of all they communicate and act upon. These leaders expect and model high expectations for all in the school community; students, staff, parents and community. Although much of the research in educational practice revolves around the technical aspects of the job – standards, instructional methods, assessments, and evaluations – there is a parallel focus on less tangible qualities, such as vision and values. As a principal, one of the most significant responsibilities is both the establishment and enactment of a vision for the school. This can be a shared responsibility with staff and stakeholders, according to some schools of leadership, but ultimately, the principal is the keeper and the champion of the school's ideal culture and practices. Consequently, it is the duties of the principal too not only espouse those values but to demonstrate them in his or her own behavior as well (Lucas & Valentine, 2002; Marks & Printy, 2003; Murphy, 2007).

Budget Implications:

Title I funding will support all related professional development expenditures for those strategies outlined within the Schoolwide Plan. Local funding will be used to support division-wide professional development expenditures/needs. Attendance at workshop, seminars, graduate credits connected to Writing Project certification, and conferences related to specific goals within the Title I plan will be covered by Title I funding.

Related Indistar® indicators (if applicable):

IIIC10: All teachers reinforce classroom rules and procedures by positively teaching them.

IIIA01: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

IE09: The principal challenges, supports and monitors the correction of unsound teaching practices.

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ID10: The school's leadership team regularly looks at school performance data and uses that data to make decisions about school improvement and professional development needs.

ID05: All teams maintain official minutes of their meetings.

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Component 4 – §1114(b)(1)(D): In accordance with §1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

Evidence: Ongoing professional development planning that supports administration, teachers, and paraprofessionals to serve students and their needs.

Narrative: Garland R. Quarles Elementary is proposing the following three high quality, on-going, relevant Professional Development Opportunities for our Thriving Literacy Community for 2016-2019: WRITING PROJECT SCHOOL, GUIDED MATH, and WELLNESS/FITNESS/MOVEMENT.

- ✚ **Goal #1: Writing Project School:** By June 2019, GQES will have established itself as a “Writing Project School” as evidenced by at least 80% of PreK-4 teachers having participated in the Shenandoah Valley Writing Project Embedded Intensive Institute and established classrooms environment where “meaning-making” is the focus for all instruction for all students.
- ✚ **Smart Goal:** *Instructionally, 95% of our students will make at least one full year of growth in Reading as measured by PALS, our universal screener given three times a year for grades PreK-4. Writing measures will be established during the first year of implementation.*

Research-Basis: As with reading, research advocates for long stretches of time where students are engaged in the act of writing at least four days a week for 45 minutes or longer each day. In *Children Want to Write* edited by Tom Newkirk and Penny Kittle (2013) Donald Graves is quoted as saying, “when writers write every day, they begin to compose even when they are not composing. They enter into a constant state of composition” (p. 58). When students have time to write each day it leads to greater fluency and proficiency. This is well-supported by Hattie and Gladwell who both maintain that there is a direct correlation between the amount of time we spend in pursuit of a habit, goal or skill and our individual growth in relation to that habit, goal or skill. In order for students to improve as writers, and build stamina, it important for them to have long stretches of time to practice.

Hertz and Heydenberk (1997) concluded based on their research “that process writing instruction allowed them [the students] to show appreciable, measurable gains in their writing skills.” (p. 212) In “A Meta-Analysis of Writing Instruction for Students in the Elementary Grades” Graham, McKeown, Kiuahara, and Harris (2012) performed a meta-analysis of the writing intervention literature to identify effective instructional practices for teaching writing to elementary school-aged children. They located 115 true or quasi-experimental studies, which met their criteria for analysis. The authors found that, “Both typically developing students (Grade 4) and struggling writers (Grades 2–6) benefited when they were taught how to apply self-regulation procedures, such as goal setting and self-assessment, to help them manage the writing strategies they were taught.” In TCRWP writing workshop classrooms, students are encouraged to use student-facing checklists aligned to learning progressions in order to support goal setting and self-assessment, which is supported in this meta-analysis.

Graham, McKeown, Kiuahara, and Harris (2012) also found that when students were taught and applied “strategies for planning, drafting, or revising different types of text (average weighted ES 1.02). All 20 studies where writing strategies were taught to both typically developing and struggling

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writers in Grades 2–6 resulted in a positive effect.” (p. 889). The Teachers College Reading and Writing Project was borne out of a writing revolution that began in the 1970s around a process approach to writing instruction, which helped educators recognize that we can teach students to progress through the authentic experience of composing that emulated that of published authors. While our work around writing instruction has developed over the past three decades, the underlying principles around the ideas that writing is process remain constant. Graham, McKeown, Kiuahara, and Harris’s meta-analysis of multiple studies (2012) revealed that effectiveness of this approach in stating that, “implementing a process approach to writing had a positive impact on writing quality in typical elementary grade classrooms” (p. 890). Graham, McKeown, Kiuahara, and Harris’s meta-analysis (2012) also supports this practice stating “writing strategies and knowledge play an important role in students’ growth as writers. When students receive instruction designed to enhance their strategic prowess as writers (i.e., strategy instruction, adding self-regulation to strategy instruction, creativity/imagery instruction), they become better overall writers. Likewise, when students are taught specific knowledge about how to write (i.e. text structure instruction), the overall quality of their writing improves (p. 891).” They determined that “increasing how much students wrote improved writing quality.” (p. 890) However, practice alone is not enough. At a recent speech at the August Writing Institute 2014, Calkins asserted that, “perfect practice makes perfect,” which means that students need long stretches of time, along with specific feedback aligned to next steps for them as writers, in order to progress.

Milestones:

2016-2017: Identified Teacher Leaders will complete the Intensive Embedded Institute through 90 hours of contact just prior to/immediately following and during the school year. At the conclusion participating GQES teachers will earn 6 graduate credits in EDUC637 or WRC637. Additionally, they will be Teacher Consultants with the SVWP and be tapped to provide professional development both within and outside of the WPS system.

2017-2018: Additional identified Teacher Leaders will complete the Intensive Embedded Institute through 90 hours of contact just prior to/immediately following and during the school year. At the conclusion, participating GQES teachers will earn 6 graduate credits in EDUC637 or WRC637. Additionally, they will be Teacher Consultants with the SVWP and be tapped to provide professional development both within and outside of the WPS system.

2018-2019: Garland Quarles Elementary School (GQES) will be established as a lab school for the SEHD Department of Shenandoah University. TCs from year one and two will mentor both pre-service and graduate students in the Literacy Masters Program.

- ✚ **Goal #2: Guided Math:** By June 2019, at least 100% of all PreK-4 teachers will move instruction from procedural understandings to conceptual understandings within the mathematics curriculum through the implementation of Guided Math instructional practices for PreK-4 students.
- ✚ **Smart Goal:** *Instructionally, 90% of our students will demonstrate mathematical conceptual thinking at their grade level as measured by Unit Tests (in Interactive Achievement) by scoring an overall average of 60%-70%.*

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Research-Basis: A meta-analytic methodology was used to synthesize 29 intervention studies in the area of mathematics conducted from 1977 to 2003 with preschool or kindergarten children. A total of 1845 students were identified as participants in these 29 studies. On average, the mean weighted effect size for the difference between the experimental and control groups was .467. A combination of direct and guided instruction was the most beneficial instructional approach followed by guided instruction. In addition, interventions including controlling task difficulty, additional explanations provided about taught concepts, sequencing activities, and small group games showed larger effect sizes than interventions not including these techniques. The magnitude of mean weighted effect size was lower for skill-specific than for standardized measures of math performance. Weighted regression analyses indicated that such variables as the year of publication, sample size, whether a study was published or not, length of treatment, age, type of the control group, type of design, type of population employed, and percentage of attrition did not predict effect size estimates. Implications of the findings and future directions in this field are discussed.

Milestones:

2016-2017: Identified Pilot Teachers will attend a K-5 Math Institute in Winston-Salem, NC focusing on “Using the Guided Math Framework to Promote Deep Mathematical Thinking”. At the conclusion of the conference, teachers will develop and present a presentation to the faculty of learning from the conference. Pilot teachers and others interested will collaborate to build Guided Math models within classrooms. Use of a book study (Guided Math A Framework For Mathematics Instruction) will focus on extending professional development of the guided math model.

2017-2018: Pilot teachers and others involved will present findings from first year of implementation of guided math models within classrooms. Through experiences, teachers will refine models and become coaches for other teachers beginning to implement this model (within GQES and the WPS system).

2018-2019: Garland Quarles Elementary School (GQES) will fully implement Guided Math Models within all classrooms. Teacher coaches will serve as mentors to other teachers as well as WPS division elementary schools as teachers’ transition to implementing this model of math instruction.

- ✚ **Goal #3: Wellness/Fitness/Movement: By** June 2019, 100% of all PreK-4 students will receive physical education four days a week, including utilization of fitness equipment, participation in regular physical education classes, planting and harvesting food in our literacy garden, and actively engaging in daily brain breaks.
- ✚ **Smart Goal:** *Instructionally, 100% of students will participate in extended time for physical fitness activities in order to score within the “Healthy Fitness Zone” on the PACER test according to Fitnessgram standards.*

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Research-Basis: Since the time of the ancient Greeks, there has been an implicit belief that physical activity is linked to intellectual abilities. However, the relation between exercise and children’s mental function has not, until relatively recently, been systematically evaluated. A historical overview provided by [Kirkendall \(1986\)](#) sheds light on why this is the case. His review of research published prior to 1985 revealed that a number of studies on the psychological benefits of physical activity were conducted during the 1950s and 1960s; however, there was a precipitous decline of publications in the 1970s and 1980s. The reduced interest reflected, in Kirkendall’s opinion, educators’ shift of research priorities toward the physical benefits of exercise and away from potential mental benefits.

The health and wellness movement in the 1980s, along with the emergence of academic degree programs specializing in exercise psychology, led to a renewed interest in evaluating the effects of exercise on psychological processes ([Tomprowski 2006](#)). A number of influential theory-based papers directed researchers toward the study of the impact of exercise on mental health ([Folkins and Sime 1981](#); [Plante and Rodin 1990](#)), affect ([Morgan 1981](#); [Morgan et al. 1970](#)), and cognition ([Tomprowski and Ellis 1986](#)). A substantial literature has emerged over the past two decades that focuses on the impact of physical activity on the processes of aging. Comparatively less research has been conducted to assess how exercise influences children’s mental development. Several recent experiments conducted both with adult humans and animals ([Colcombe et al. 2004a, b](#); [Pereira et al. 2007](#)) provide evidence that exercise performed on a regular basis for several weeks alters brain functions that underlie cognition and behavior. Physical activity results in a host of biological responses in both muscles and organs that, in turn, modify and regulate the structure and functions of the brain ([Dishman et al. 2006](#)). Given that children respond to exercise in a fashion similar to adults, exercise experiences would have important implications for their education. The purpose of the present review is to evaluate published studies that have examined the effects of physical activity and exercise on children’s intellectual function, cognitive abilities, and academic achievement—three outcome measures often targeted by educators as indices of children’s mental function.

Milestones:

2016-2017: Physical Education teachers will coordinate Physical Education four days a week at GQES for grades PreK-4. There will be monthly check-ins of the usage of the Staff and Student physical fitness equipment rooms. As a staff, we will collaborate with our community to have four fully functioning equipment machines.

2017-2018: Physical Education teachers will review the four-day a week 2016-2017 schedule for strengths and areas to improve.

2018-2019: Garland Quarles Elementary School (GQES) will fully implement Wellness/Fitness/Movement for classrooms. Coaches will serve as mentors to others teachers as well as WPS division elementary schools as teachers’ transition to implementing this model of Wellness, Fitness, and Movement.

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Budget Implications:

Professional development funding within the Title I grant (as well as supported through local funds) will align directly to the theme and goals of the Schoolwide Plan. This will include (but not be limited to); contracted training expenses, substitute costs for teachers involved in training; coverage of graduate credit hours for teachers; attendance at local/state workshops, conference, academies that directly address the needs of teachers/administrators based upon the identified needs reflected in the results of student achievement data.

The additional goal delegated by the division within the Strategic Plan is to examine best practices as they relate to closing the achievement gaps between identified student groups. A focus for the division this up-coming year will be addressing the needs of our English Language Learners on a K-12 basis, with focused attention on improving the program model through an analysis of how to better support classroom teachers during Tier I instruction.

Related Indistar® indicators (if applicable):

IE06: The principal keeps a focus on instructional improvements and student learning outcomes.

ID11: Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.

IE05: The principal participates actively with the school's teams.

IE08: The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.

IIIC05: All teachers maintain well-organized student learning materials in the classroom.

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Component 5 - §1114(b)(1)(E): Strategies to attract high-quality highly qualified teachers to high-needs schools.

Evidence: Efforts to recruit highly qualified staff to better meet the individual needs of all students.

Narrative: Winchester City Public Schools Strategic Goals includes a strategy that addresses the “allocation of time and resources to attract and retain the highest quality faculty, staff and administrators.” Further, the division commits to “continually providing effective professional development for all employees to optimize their abilities.”

Targeted strategies built within the strategic plan include the following:

1. Implementation of best practices to recruit a highly qualified workforce that reflects the diversity of the community. The Human Resources Department has improved the recruiting process through the streamlining of a digital forms management system; presently developing a division-wide protocol, process, kit that includes a variety of relevant selection assessment activities, common questions and scenarios to assist with the identification of highly qualified professionals; presently revising a comprehensive diversity recruitment plan which cultivates ongoing relationships with targeted universities with higher minority teaching populations; and placing new focus/emphasis on expanding the Teachers for Tomorrow program at the high school to begin to focus on a “grow-your-own” program.
2. Implementation of best practices for retaining a highly qualified workforce that reflects the diversity of the community. The HR Department is seeking to outsource a comprehensive study of wage/salary classification study to ensure competitive wages and salaries based on market projections; restructuring the beginning teacher mentor program to extend to a 3-year program with an on-going assigned mentor and a program that is aligned to the teacher evaluation framework of the division and ensures that all beginning teachers have on-going, job-embedded learning/coaching experiences that help them gain the knowledge and skills necessary to demonstrate through student achievement data that they are meeting division expectations; and, as it has been a challenge for WPS to find minority candidates for positions, a Diversity Advisory Group has been formed to address approaches for expanding our outreach in finding candidates for positions that would broaden diversity within our teaching/administrative ranks.
3. Implement best practices to develop a highly effective workforce. Through incentives such as tuition reimbursement (up to \$2000 per year for teachers); on-going division/school based professional development (supporting teachers with paid-courses to enhance their knowledge/skills in teaching reading, working with gifted/talented students, gaining endorsements in second language acquisition at the division-level) (ensuring school-based professional development is directly aligned to school-based improvement goals); and supporting the costs associated with gaining add-on endorsements/certifications, the Division has found ways to continually reach out and support professional learning as needed to meet the needs of our changing population of students. The division also has a fully implemented Professional Learning Community (PLC) model in place, which allows for

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teachers to have scheduled and/or protected time to work within collegial groups to explore, examine and identify ways to improve their instructional practice. Additionally, the division is working on a division-wide, yearlong study for school-based administrators related to improving feedback given to teachers through informal/formal observations. This research-based study of “Skillful Teacher” will focus on improving the quality of instruction in Tier I instruction throughout the system. The Division also collaborates with local school divisions through Lord Fairfax Community College to develop a yearly menu of offerings for individual teachers/administrators that is based on input from collaborating schools on division-based needs. These offerings are available based on teacher request and/or administrator requirement (teachers on improvement plans). WPS also is a participant of the VSUP collaborative project and has contributed to and participated in a number of trainings/workshops through this group. There is a strong tie to Shenandoah University in working to provide courses that are of interest/demand, as well as James Madison University and other higher education institutes within the state. Finally, WPS is ever vigilant in their efforts to stay abreast of programs/projects being supported by the Virginia Department of Education and takes advantage of nearly all trainings/opportunities marketed to school divisions in the state.

Budget Implications: The Division utilizes the following funding sources to support recruitment efforts: Local revenue and Title II funds as appropriate for assisting teachers/para-professionals with state-approved assessments that meet the required licensures/status for highly-qualified status. Title I funds will be utilized to assist schools with the unique implementation of theme-professional development along with specific training related to Title I requirements. Title III funding will be used to support professional development related to the ESOL program needs.

Related Indistar® indicators (if applicable):

IA08: The school board and superintendent present a unified vision for school improvement.

IA14: The division recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.

IC07: Professional development is built into the school schedule by the division, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs.

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Component 6 - §1114(b)(1)(F): Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

Evidence: Parent/community involvement; compact development and implementation; parent policy and other required activities to involve parents.

Narrative: For the 2016-17 school year, Winchester Public Schools (WPS) will be implementing a beginning-of-the-year Teacher/Parent/Student Compact. The Teacher/Parent/Student Compact will define the roles/responsibilities of each in terms of collaboration in working toward achievement goals established for students. The WPS Director of Elementary in conjunction, with leadership from each school, will lead this effort. The compact will become a required part of the registration/beginning of the year parental forms for participation.

The Winchester Public School (WPS) system has four elementary schools undergoing a major redistricting, the first in over 20 years. GQES has met with all students affected by the redistricting. Parent and family involvement at GQES is centered on policy participation, shared responsibility for high student academic achievement, building capacity for involvement, and accessibility. Additional parental strategies at GQES are included below in conjunction with this research:

(www.doe.virginia.gov/support/virginia_tiered.../tips_and_strategies.pdf):

1. Host events and activities that bring parents and families into the school

- ✚ Sponsor Literacy Nights including: Read for the Record, Global Reading Day, Read Across America
- ✚ Invite and screen adults for our WATCH DOG (Dads of Great Students) program
- ✚ Photograph every family at Back to School Open House
- ✚ Coordinate a CHAMELEONS GOT TALENT SHOWCASE
- ✚ Organize a Learning Fair for PreK-4 in conjunction with Open House for families

2. Communicate with parents frequently, using a variety of methods

- ✚ Visit a minimum of two students' homes a year
- ✚ Share books in the summer via books on bikes or TRY OUR BOOKS program
- ✚ Provide monthly newsletter update

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3. Create a warm, respectful, and welcoming school environment

- ✚ WALK THE ZONE and provide a magazine for each student at our school as well as welcome packets
- ✚ Invite parents on field trips to be extra chaperones
- ✚ Instruct students in the Book Buddy program ran by GQES Reading specialists and volunteers from Braddock Street United Methodist Church
- ✚ Welcome volunteers from Shenandoah University and Westminster Canterbury who read aloud to students and listen to students read to them
- ✚ Create a self-portrait on ceramic tile for each fourth grade student and then, mount these portraits as a permanent artifact on our halls

4. Be flexible in accommodating parents and families

- ✚ Organize the Annual Fitness Fair for all families, especially our ELL families
- ✚ Participate in One Book, One School: (reading on video tape) for students to hear from different adults in our GQES community

5. Provide a variety of resources for parents

- ✚ Drive to all new kindergarten students' homes in the summer and give students a book
- ✚ Host a community Yard Sale for GQES families in conjunction with New Life Christian Church
- ✚ Conduct needs assessments and help families at Christmas with a partnership with New Life Christian Church
- ✚ Facilitate a Weekend Food Program through a joint partnership with Augusta County (Blue Ridge Food Bank) and New Life Christian Church whereby 210 (7 pound bags) of food are sent home via students based on family need

6. Support parents in helping their children at home

- ✚ Communicate with parents every quarter and record positive calls
- ✚ Integrate an ELL classroom for parents to learn English after school via a partnership with Fellowship Bible
- ✚ Coordinate an afterschool partnership with Jonah's Clubhouse and Team Grace to help with homework from volunteers

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at faith-based organizations

In addition, GQES will send home Report Cards per WPS expectations, four times a year and host parent conferences, at a minimum of two times a year. **GQES faculty/staff** has and will continue to impact and increase parental participation by adding these three initiatives for 2016-2017: **Institute Parent/Teacher/Student compacts at Open House 2016; Coordinate Title I meetings with parents; and Conduct Student-Led Conferences School-wide.**

Budget Implications:

Set aside funding, as required by Title I regulations, will be used to support on-going events listed above, particularly those events that are fully focused on strengthening the Literacy Program goals by improving relationships between the school and home.

Related Indistar® indicators (if applicable):

IIIB06: All teachers systematically report to parents the student's mastery of specific standards-based objectives.

IIIB01: All teachers maintain a file of communication with parents.

IIIA33: All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

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Component 7 - §1114(b)(1)(G): Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Evidence: The school assists and supports children in their transition from early childhood programs to elementary school through activities that are planned, implemented, and assessed. If the school is a middle school, address how the school will assist students in their transition to high school.

Narrative: 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.

Budget Implications: The Division will continue to support two VPI classrooms (one at GQES and one at VACDES) with the use of Title I funds to cover expenses of the program beyond the funding that comes from the state's contribution through VPI Grant. This includes extended salaries/benefits for teachers/paras, as well as minor funding to support program expenses.

The six additional pre-school classrooms within the VPI+ program are fully supported through the federal/state grant awarded to the school division in 2015-16. The grant supports all required staffing salary/benefits, as well as all program costs.

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Related Indistar® indicators (if applicable):

IA08: The school board and superintendent present a unified vision for school improvement.

IA10: The division regularly reallocates resources to support school, staff and instruction improvement.

IA13: The division works with the school to provide early and intensive intervention for students (identified as at-risk for potential school failure).

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Component 8 - §1114(b)(1)(H): Measures to include teachers in the decisions regarding the use of academic assessments described in §1111(b)(3) in order to provide information on, and to improve, the overall instructional program.

Evidence: The role and activities of teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Narrative: At GQES, faculty and staff have a framework for embedding research-based practices at GQES (***Leadership Team Meetings, Data Team Meetings, Professional Learning Communities, Checkpoint Conversations, and Vertical Team Meetings***). Dr. Sam Redding says, “The ultimate goal in school improvement is for the people attached to the school to drive its continuous improvement for the sake of their own children and students.” Our research-based embedded framework at GQES focuses on effective teaching, unit planning, effective differentiation, and peer-to-peer coaching. We want to establish an open, transparent and collaborate environment for constructive discussions to occur, all the while focusing on how to increase student performance growth aligned with our school’s vision, ***‘THRIVING LITERACY COMMUNITY’***.

At GQES, the conceptual framework denotes how teachers are involved in the decisions to provide information on, to improve, the achievement of individual students and the overall instructional program.

PROCESSES/Framework FOR EMBEDDING RESEARCH-BASED PRACTICES AT GQES:

#1: Leadership Team Meetings: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). The Leadership Team meets to discuss the general operation of the school and its continuous improvement. There is a strong emphasis on communication and coordination among grade levels and content areas. There are agendas, minutes, and processes in place to make sure the plans are implemented.

#2: Data Team Meetings: At GQES, instruction and assessment are inseparable. All teachers prepare and use multiple forms of assessments to evaluate instruction and learning. Every week, for 40 weeks, all teachers, coordinated service providers, and administration meet to discuss student progress in Reading and Math, track the growth, and make actionable strategy adjustments to improve student achievement. Minutes are kept in real time in Google docs of these Data Team Meetings. GQES’s administration and the Division Instructional Specialist lead data team meetings for Math and GQES’s Title I Reading Specialists weekly.

Staff development is also embedded in the data team meeting structure. “Using data to drive improvement” was identified as a key to success in a report developed by the National Education Goals Panel after a series of hearings designed to ferret out examples of

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successful schools and to understand the probable causes for those successes. Specifically, the successful schools "use performance information to determine where they were succeeding and where they needed to direct their efforts for improvement" (Rothman, 2000, i). Grade level teams and coordinated service providers use student-learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

#3. Professional Learning Communities: Grade level teams meet for blocks of time (minimum, one hour a week) to develop and refine units of instruction and review student learning data. We have established the importance of instructional teams, and that teams need specific plans and work products to produce. In order to do this, teams need time to meet. Marzano (2003) points out that leadership should not reside with one: individual; a team approach to planning and decision-making allows for distributive leadership. Planning and decision-making within the school require teams, time, and access to timely information. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. Finding time for a group of teachers to meet is not easy, but essential. Different groups or teams of school personnel have different needs for the amount and distribution of time required for them to attend to their responsibilities. Additional time is needed for professional development; professional development should be directly tied to classroom observations and analysis of student learning data. (Redding, 2007, p. 101)

#4. Checkpoint Conversations: The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. The evidence confirms that the most neediest schools and teaching staff require a principal who not only manages the day-to-day operations but who is more importantly an effective agent of change. Such principals achieve enduring change by constantly keeping student achievement at the heart of all they communicate and act upon. These leaders expect and model high expectations for all in the school community; students, staff, parents and community. Although much of the research in educational practice revolves around the technical aspects of the job – standards, instructional methods, assessments, and evaluations – there is a parallel focus on less tangible qualities, such as vision and values. As a principal, one of the most significant responsibilities is both the establishment and enactment of a vision for the school. This can be a shared responsibility with staff and stakeholders, according to some schools of leadership, but ultimately, the principal is the keeper and the champion of the school's ideal culture and practices. Consequently, it is the duties of the principal too not only espouse those values but to demonstrate them in his or her own behavior as well (Lucas & Valentine, 2002; Marks & Printy, 2003; Murphy, 2007).

#5. Vertical Teams: Teachers are organized into grade-level, grade-level cluster, or subject- area Instructional Teams. Strong classroom instruction begins with solid instructional planning. Instructional Teams of teachers plan together to maximize efficiency and effectiveness. The composition of the teams, and the number of teams, will depend upon the size and nature of the school. Hattie, in his book *Visible Learning for Teachers* (2012), says, "Within a school, we need to collaborate to build a team working together to solve the

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dilemmas in learning, to collectively share and critique the nature and quality of evidence that shows our impact on student learning, and to cooperate in planning and critiquing lessons, learning intentions, and success criteria on a regular basis” (p. 172). Teams of teachers, either grade-level, grade-level clusters, or subject— which ever fits your school—meet together to plan instruction, review assessments, discuss their students, and together create ways to improve instruction for all their students. Tasks shared by many become much more manageable. “Planning can be done in many ways, the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcomes" (Hattie, 2012, p. 41) Redding (2006) believes that those who are closest to the student should make the decisions that affect students. Decision-making is shared with teachers who are responsible for particular groups of students—grade level teams or subject area teams, which we will call ‘instructional teams.’ Instructional teams are manageable groupings of teachers by grade level or subject area who meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible.

#6. Positive Behavior Intervention System: PBIS: CHAMELEONS SOAR is a school-wide effective discipline program with a Positive Behavior Intervention System focusing on four areas: S: Safety, O: Organization, A: Accountability, R: Respect. Data is collected monthly and reported at Team Leadership Meetings based on the school improvement process. The CHAMELEONS SOAR program has a set of strategies and systems to reduce any disruption and educate all students. Chameleons SOAR rewards are held monthly and at the end of the school year. Without PBIS, a school cannot leverage the necessary procedures and protocols for a safe and orderly environment, conducive for learning. Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through School-wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial. *Prevention Science*, 10, 100-115.

Research-Base: Research consistently shows that teaching is the single most important school-based factor in a student’s academic growth. In addition, a recent study, “Summary of Research on the Association Between State Intervention in Chronically Low-Performing Schools and Student Achievement” (April 1, 2016) by Helen Apthorp, Trudy L. Cherasaro, and Mary Klute found that schools who had turnabout partners had mixed results. However, this study found that student achievement was more likely to improve when particular factors, such as strong leadership, use of data to guide instruction, and a positive school culture characterized by trust and increased expectations for students were in place in schools.

Using teachers’ expertise and experience in every step of the hiring process---from creating the job advertisement to conducting interviews---would benefit the search for the best teachers for a school. If, as Marzano (2010) contends, “a classroom teacher is probably the single most powerful influence on student achievement that is within the control of the educational system” (p.213), then hiring teachers should be top priority—and teachers can strengthen the hiring process. Liu and Johnson’s work (2006) indicates that

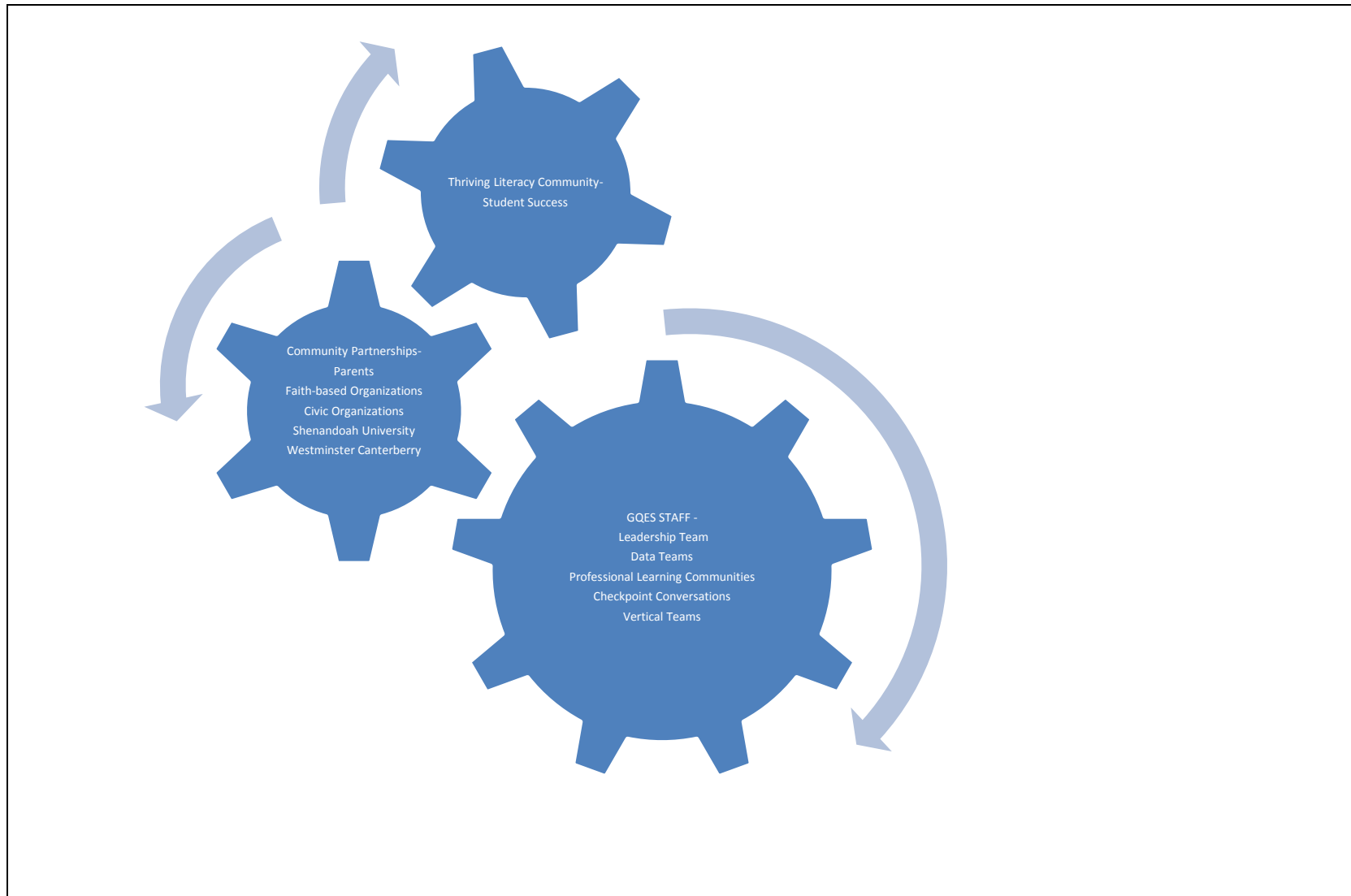
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how a teacher is hired may affect his or her job satisfaction and retention. Involving teachers in hiring provides job candidates more realistic information about students, curriculum, and the workplace---and might enable candidates to better judge whether the position is a good fit. Teachers may be able to ascertain the depth of a candidate’s subject matter knowledge in a way an administrator can’t. And who better to interview a new 4th grade teacher than the 4th grade teachers who’ll work with that educator?

Peer coaching per Robins (1995) via Swanson (2003) is a “confidential process through which two or more professional colleagues work together to reflect upon current practices; expand, refine, and build new skills; share ideas; conduct action research; teach one another; or problem solve within the workplace (p.206). Teachers observe and coach each other for the goal of improving instruction. “In a reciprocal peer coaching relationship, teachers observe and coach each other for the purpose of improving instruction (Ackland, 1991); if the relationship is also *reflective*, there is ongoing dialog about teacher practices (Nolan, 1991) Per Vidmar (2006), one question might be, “What do I need most to improve in my teaching?” relevant to differentiation, for example? Per Swafford (2003), a meta-analysis of students examined the outcomes of staff development programs and found that “peer coaching was more powerful in terms of transfer of training than all the other components (e.g., information, theory, demonstration, practice and feedback) combined” (Gingiss, 1993; Shower et al 1987).

At GQES, the conceptual framework denotes how teachers are involved in the decisions to provide information on, to improve, the achievement of individual students and the overall instructional program.

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Budget Implications:

Personnel costs (substitute pay) to provide for release time for teachers to work with the contractor for the Writing Project, as well as the division's Instructional Math Specialist for the Guided Math Model implementation will be included in the school's budget allocations.

Related Indistar® indicators (if applicable):

ID10: The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

VC01: Teachers use evidence of student learning as feedback to adapt and differentiate instruction to meet the needs of the different students.

IE08: The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.

IF04: Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.

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Component 9 - §1114(b)(1)(I): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by §1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Evidence: A process for identifying students needing additional support to meet academic achievement standards, which includes timely identification, implementation, and monitoring of interventions.

Narrative:

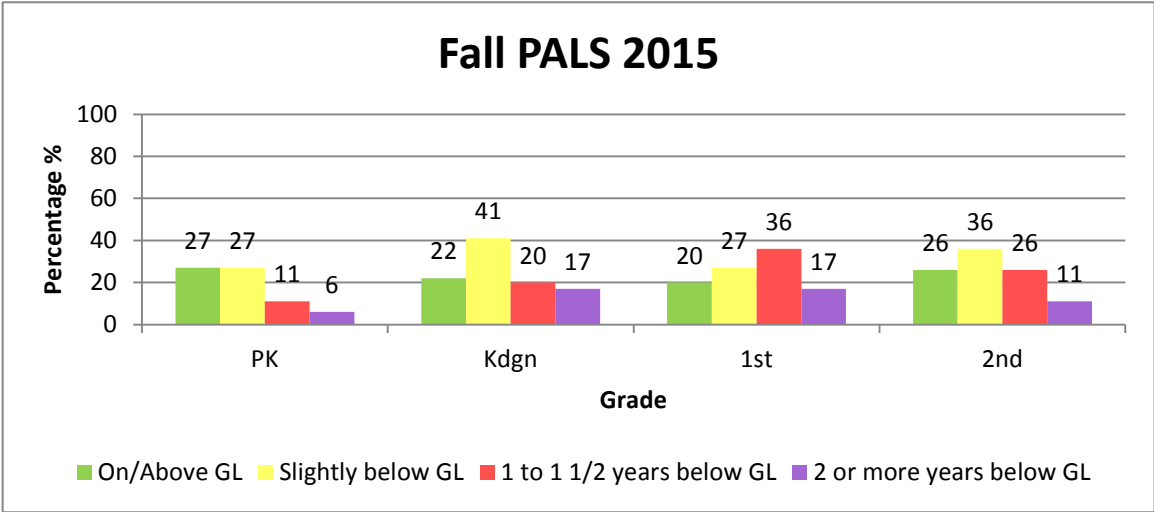
At GQES, we utilize a Response to Intervention (RTI) framework as in Indicator TA01 (The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. Garland R. Quarles Elementary (GQES) faculty has established an identification process to identify data points for targeted interventions. Each year, (2012-current), this data collection at our high poverty school has yielded positive trends on Standards of Learning assessments. Subsequently though, we had only one Annual Measurable Objective (Students with disabilities) not met from the 2014-2015 standards of learning assessments. By drilling down further, it was apparent, that we were only three students short of meeting this targeted goal (16 instead of 19) students meeting the AMO for Students With Disabilities on the Federal Annual Measurable Objective in Reading. We further study our students weekly at Data Team Meetings.

READING: GQES administration and GQES Reading Specialists lead Data team meetings where we meet weekly with grade levels along with other support staff to make sure there is coordination of service. Minutes are kept and shared in real time, during the meeting. This process started week one of the 40-week school year, 2015-2016. A response to intervention process has been established, whereas, grade level teams review formative assessment of data (i.e CFA's, division benchmark assessments) to identify students at risk of failing and in need of targeted interventions. The GQES administration meets quarterly with individual teachers to discuss achievement data and teachers' instructional response to the data.

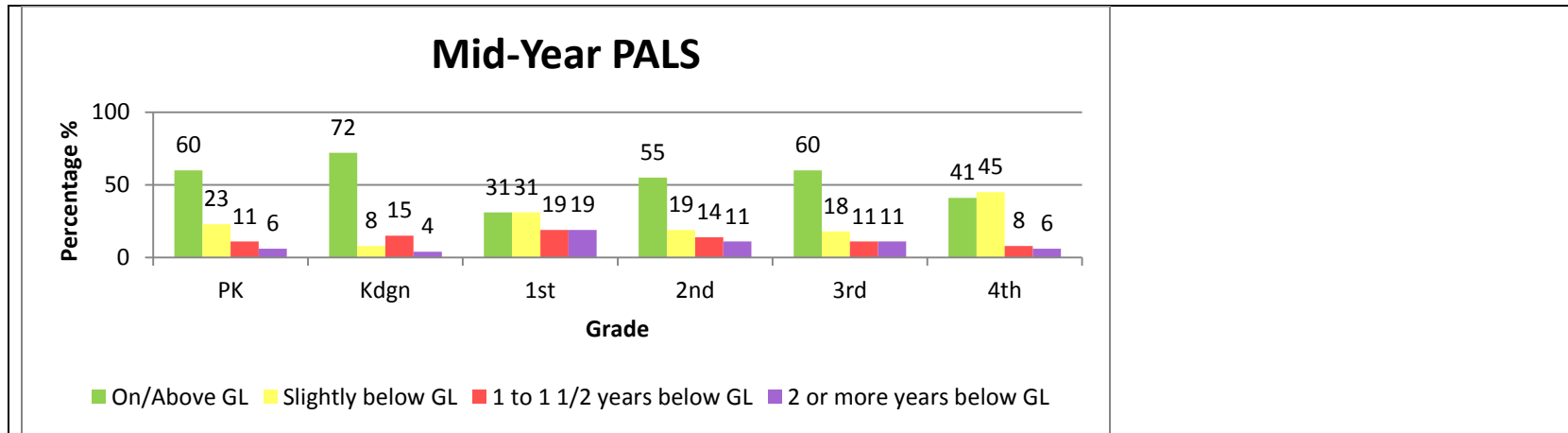
By using purple (0-24%), red (25-49%), yellow (50-69%), and green (70% and above), we track our students' progress. Here is a summary of our RTI, based on PALS. Our school improvement goal was for all students with disabilities not performing on grade level to make a year's growth in Reading as measured by our school/division's assessment program (PALS) and determined through the intervention process. The RTI process is working based on the reduction in Tier II and Tier III students or our Red and Purple groupings of students

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who needed additional interventions.



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MATH: During the 2014-2015 school year, there was a need to solidify our Math instruction, as we had not met one AMO of our preceding year. As a result of our review of our TA01 participation (The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used)--- we made significant adjustments to our math curriculum as a division and our Math understanding as instructors. Consequently, we met every AMO in Math for the 2015-2016 school year.

GQES administration and the Division Instructional Lead for Math conduct weekly Data team meetings with grade levels along with other support staff. Minutes are kept and shared in real time, during the meeting. This process started week one of the 40-week school year, 2015-2016. A response to intervention process has been established, whereas, grade level teams review formative assessment of data (i.e CFA's, division benchmark assessments) to identify students at risk of failing and in need of targeted interventions. The GQES administration meets quarterly with individual teachers to discuss achievement data and teachers' instructional response to the data. By using purple (0-24%), red (25-49%), yellow (50-69%), and green (70% and above), we track our students' progress. Our goal was for our students to reach 60-70% as an average on all Unit Tests in Math:

Positive Behavior Intervention System: PBIS: CHAMELEONS SOAR is a school-wide effective discipline program with a Positive Behavior Intervention System focusing on four areas: S: Safety, O: Organization, A: Accountability, R: Respect. Data is collected monthly and

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reported at Team Leadership Meetings based on the school improvement process. The CHAMELEONS SOAR program has a set of strategies and systems to reduce any disruption and educate all students. Chameleons SOAR rewards are held monthly and at the end of the school year. Without PBIS, a school cannot leverage the necessary procedures and protocols for a safe and orderly environment, conducive for learning. Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through School-wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial. *Prevention Science, 10*, 100-115.

Lastly, we also monitor student and staff attendance as part of our school's Response to Intervention plan as part of our school's overall School Improvement Plan. Our school's overall attendance was over 95%. Winchester Public Schools is also coordinating a Division level support team for student attendance for the 2016-2017 school year to better assist with students who are chronically absent.

Budget Implications:

Personnel costs (substitute pay) to provide release time for teachers to work in grade-level teams with reading specialists and/or the division math Instructional Specialist in the planning, monitoring, and evaluation of all intervention models being used with Tier II and Tier III interventions.

Related Indistar® indicators (if applicable):

TA01: The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

TA02: The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

TA03: The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies 'triggers' and next steps for unsuccessful interventions) for targeted interventions students to ensure fidelity and effectiveness.

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Component 10 - §1114(b)(1)(J): Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Evidence: Federal, state, and local funding sources are used to support and implement the plan. Resources, such as programs and materials, human resources, time, and community are used to meet the needs of staff and students.

Narrative: During the 2015-16 school year, Winchester Public Schools central office Department of Instruction was restructured to ensure adequate support for the six-schools/one alternative education center in the division. There was a strong need to refocus on the alignment of the instructional program as identified in a strategic planning process during the 2014015 school year. As a result of the strategic planning process, the superintendent, after a year of leadership, had gained school board support to restructure with an Assistant Superintendent of Instruction leading a team of directors/coordinators focused on ensuring that school improvement became the driver within each school, and that the process for school improvement would become more formalized and structured.

A Director of Secondary and a Director of Elementary Education were hired to begin to build the framework for this work in conjunction with the Assistant Superintendent. As this year has progressed, and after research review and identification of best practices for central office leadership within a small city school, a proposed change for the 2016-17 school year has been moved forward.

Under the new structure, the Assistant Superintendent of Instruction will lead a team which includes key department leads and support personnel that have direct responsibilities for collaborating closely with school-based leadership in support of school improvement planning, implementation, monitoring and evaluation cycles. Key leaders include: Director of Secondary Instruction, Coordinator of CTE, Director of Elementary Instruction, Coordinator of the VPI+ Program, Director of Special Education, Coordinator of ESOL, Coordinator of Support Services, and Director of Technology. The Director of Finance will serve on the team as needed.

Additionally, for the past several years there have been “lead teachers” assigned to buildings to support instructional initiatives. These “lead teachers” will be reporting as an instructional team to the Assistant Superintendent as it directly relates to the alignment of curriculum, instruction and assessment practices at the classroom level. Three Instructional Specialists in Literacy (K-4, 5-6, 7-12); two Instructional Specialists in Mathematics (K-4, 5-9), and two Instructional Specialists for Intervention (RtI) (K-4 and 5-8) will work with the central office leaders through a formalized teaming process to support all schools in the improvement of teaching and learning throughout the division.

After a yearlong study of the division looking at student data/achievement over time, the existing cultures within the six schools, consideration of the impact of the rezoning decisions for the elementary schools, and the existing relationship between central office

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administration and the school leadership, several themes began to surface. Through looking at these themes and reviewing Marzano's research on District Leadership That Works and High Reliability Schools (the next steps in school reform), a new framework for leadership is emerging through focused attention to data and goal setting for the division.

Focused areas of Division emphasis for the upcoming year include: Focused attention on K-12 Literacy; refocused attention on writing across all content areas; focus on improvement of Tier I instruction through formal training/support of administrators through the use of the division teacher evaluation model; implementation of a formal curriculum alignment process and schedule; program audits and improvement targets for the gifted/talented program and the ESOL program; and the design and implementation of a formal RtI process for the division.

The Leadership Team and the extended Support Team (Instructional Specialists) will be working during the 2016 summer months to put a formal structure/teaming process in place to better address the many challenges that each of our schools face as they strengthen the instructional program to ensure – “learning for ALL – whatever it TAKES”.

Budget Implications: Title I funds will be used to support division administrative expenses specifically related to the management and oversight of the Title I program based upon allowable percentage of expenditures. This will include an OMEGA specialist and a portion of the Director of Elementary Education salaries/benefits based upon proportional time dedicated to the management of the grant.

Related Indistar® indicators (if applicable): IA09: The superintendent and other central office staff are accountable for school improvement and student learning outcomes.

IA11: The division ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom level.

IA12: The division intervenes early when a school is not making adequate progress.

IB02: The division examines existing school improvement strategies being implemented across the division and determines their value, expanding, modifying, and culling as evidence suggests.

IC02: The division designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress