

2022-2023 GQES School Improvement Plan

- [ELA](#)
- [Math](#)
- [Chronic Absenteeism](#)

Sample CSIP Template 1B – Title I (Schoolwide)

2022-2023 (School Year) Comprehensive School Improvement Plan

Name of School: Garland R. Quarles Elementary School (GQES)

School Division: Winchester City Public Schools (WPS)

Area of Focus: English/Language Arts

SMART Goal: By June 2023, all students will Improve in English/Language Arts from 88.89 to 93%; Black students will increase from 69.23 to 75%; Multiple Race students will increase from a cumulative 3 year average from 67.50 to 75%; Students with disabilities will increase from 68.18 to 75% or have a 10% reduction overall in failures on the Virginia Standards of Learning for grades 3 and 4.

Essential Action/Research-based Strategy/Evidence-based Intervention:

Academic Review Finding

Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. Teachers will make strong connections with students and students will self-monitor their progress by setting goals during Common Formative Assessments and benchmarks.	Classroom teachers in grades 3 and 4; SPED teacher, MCL's, Reading Specialists, LIEP teachers Reach Associate	August 2022-June 2023	Bi-weekly CFA's; Performance Matters assessments, weekly student work and observations	Administrators	Weekly	

***Insert more rows as necessary. If additional essential actions/strategy/interventions, duplicate the chart as needed.**

Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

2.Students will work through lessons designed in PLC's led by our MCL's based on data from PALS, PAST, and WPS's enhanced ELA curriculum and monitored through data meetings, MTSS meetings weekly and monthly.	Classroom teachers, MCL's, SPED teachers, Reading Specialists, LIEP teachers, reach associate	August 2022-June 2023	Quarterly performance matters assessments, weekly CFA's, weekly student work and observations.	Administrators	Weekly/Bi-weekly	
3.Maximize SPED high leverage strategies for our SPED students while making sure they have access to the Core Curriculum	Classroom teachers, Sped teachers, LIEP teachers, Reading Specialists, MCL's	August 2022-June 2023	8 times a year to verify at quarters and interims that IEP goals are being met as well as academic progress is being made by alignment to core curriculum	Administrators and SPED CAO staff	Monthly	
4. Include voice and choice through research-based project-based learning, including non-fiction to increase frustrational tolerance and build grit and expand knowledge and vocabulary for all.	Classroom teachers; Sped teachers; LIEP teachers; Reading Specialists; MCL's; Librarian, Metrics Coach	August 2022-June 2023	Each quarter grades 3 and 4 are collecting project based artifacts tied to our metrics grant's expectations.	Administrators	Quarterly	
5. Coordinate ALE 1 and ALE 2 (A Little Extra) in all 14 classes grades 1-4 with targeted identified students	Classroom teachers; MCL's; Reading Specialists, Specials teachers, Resource teachers or teaching assistants	August 2022-June 2023	Weekly reviews of CFA's	Administrators and MCLS'	Weekly- Bi-weekly	

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Sample CSIP Template 1B – Title I (Schoolwide)

2022-2023 (School Year) Comprehensive School Improvement Plan

Name of School: Garland R. Quarles Elementary School (GQES)
School Division: Winchester City Public Schools (WPS)

Area of Focus: Math

SMART Goal: By June 2023, all students will Improve in Math from 88.98 to 92%; Black students will increase from 66.67 to 72%; Multiple Race students will increase from a cumulative 3 year average from 80.95 to 85%; Students with disabilities will increase from 61.40 to 72% or have a 10% reduction overall in failures on the Virginia Standards of Learning for grades 3 and 4.

Essential Action/Research-based Strategy/Evidence-based Intervention: Academic Review Finding

Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1.Students will make strong connections with teachers, self-monitor their progress by setting goals during Common Formative Assessments and benchmarks.	Classroom teachers in grades 3 and 4; SPED teacher, Instructional Coach, Interventionist, LIEP teachers Reach Associate	August 2022-June 2023	Bi-weekly CFA's; Performance Matters assessments, weekly student work and observations	Administrators	Weekly	
2.Students will work through lessons designed in PLC's led by our Instructional Coach based on data from	Classroom teachers, Instructional Coach,	August 2022-June 2023	Quarterly performance matters assessments, weekly CFA's, weekly student	Administrators	Weekly/Bi-weekly	

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screeners and WPS's enhanced Math curriculum and monitored through data meetings, MTSS meetings weekly and monthly.	Interventionist SPED teachers, LIEP teachers, reach associate		work and observations.			
3. Students will receive aligned, differentiated instruction in tiered supports and progress monitoring in Math.	Classroom teachers, Sped teachers, LIEP teachers, Instructional Coach, Interventionist	August 2022-June 2023	8 times a year to verify at quarters and interims that IEP goals are being met as well as academic progress is being made by alignment to core curriculum	Administrators and SPED CAO staff	Monthly	
4. Students will be using technology enhanced learning platforms like Canvas, Dream Box, and lessons identified through Bridges (an intervention to build conceptual foundations).	Classroom teachers; Sped teachers; LIEP teachers; Instructional Coach, Interventionist	August 2022-June 2023	Collection and analysis of Dream box, Performance Matters, Growth Assessment, and formative data	Administrators/Instructional Coach	Weekly Bi-weekly	

Sample CSIP Template 1B – Title I (Schoolwide)

<i>2022-2023 (School Year) Comprehensive School Improvement Plan</i>	
Name of School: Garland R. Quarles Elementary School (GQES)	
School Division: Winchester City Public Schools (WPS)	
Area of Focus: Chronic Absenteeism	

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Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

SMART Goal: By June 2023, all students reduce chronic absenteeism from 20% to 10%.

Essential Action/Research-based Strategy/Evidence-based Intervention:

Academic Review Finding

Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. Teachers and staff will make strong connections with students and their families.	Classroom teachers in grades 3 and 4; SPED teacher, Instructional Coach, Interventionist, LIEP teachers Reach Associate	August 2022-June 2023	Bi-weekly CFA's; Performance Matters assessments, weekly student work and observations	Administrators	Weekly	
2. Our school's leadership team will have check in and check outs on daily attendance for those students who were ID'ed as chronically absent in 2021-2022 for the first two months of school.	Staff and teachers	August 2022-June 2023	Daily attendance checks	Administrators, School Counselor, Attendance Division Lead	Weekly/Bi-weekly	
3. Parents will be advised of multiple informational pamphlets and reminders about the importance of	Classroom teachers, School Counselor, Administration	August 2022-June 2023	40 weekly communication exchanges will be sent per family from	Administration	Weekly	

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attendance via newsletters weekly.			Attendance Matters.org			
4. Competitions will occur between schools during September Attendance Month and after each break (Thanksgiving and Spring Vacations)	Classroom teachers and all staff	August 2022-June 2023	Monitoring specifically for unexcused absences and verifying attendance accuracy	Clerk/Registrar/School Counselor/Attendance Liaison from CAO	Weekly Bi-weekly	

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