

A THRIVING LITERACY COMMUNITY IN A STEM SCHOOL

TITLE I SCHOOLWIDE PLAN 2020-2021

(Global Pandemic)

Division Name: **Winchester Public Schools**

Reviewer:

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

Date: **June 29, 2020**

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

According to §1114(b), a schoolwide program plan should be a comprehensive plan based on a comprehensive needs assessment for

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

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

§1114(b)(2)

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

Meets Requirement	X	Needs Improvement	Comments
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§1114(b)(5)

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

Meets Requirement	X	Needs Improvement	Comments
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SCHOOL IMPROVEMENT PLAN FROM 2019-2020

https://docs.google.com/document/d/1i8vsNfTP6nFLXNTiVdgXUzAh6F39kZ9kpSmHaez_V9k/edit

I. §1114(b)(6) Component 1

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

1. **Goal #1: Writing Project School:** By June 2021, with the advent of the pandemic and new challenges, we will continue emphasizing work from the National Writing Project. Over 50% of all PreK-4 teachers who work at GQES continue to sharpen our goal to be a "Writing Project School" with "meaning-making" as the focus for all instruction for all students by participating in the Shenandoah Valley Writing Project Embedded Leadership Institute and events as well as promoting family engagement. This goal will be measured directly by overall school achievement, specifically in qualitative measures (data collected from GQES sponsored Writing events and quantitative measures as in the Panoramic School Climate Survey, given at the division level as the VDOE climate survey). However, in the pandemic, we are not able to have full congregated settings due to the virus.
2. **Goal #2: Guided Math:** By June 2021, our PreK-4 teachers will move instruction from procedural understandings to conceptual understandings within the mathematics curriculum through Guided Math institutional practices for PreK-4 students as based on informal common formative assessments, virtually and in person, provided the pandemic allows for us to stay in person, in session. This goal will be measured primarily by math benchmarks and end of year testing results. In addition, classroom observations will show cross-grade level peer observations.
3. **Goal #3: Wellness/Fitness/Movement:** By June 2021, all K-4 teachers will continue in their third year of implementation of a 45-15 (four recess breaks daily for every child) as based on the research. Since more than 97% of children five years or older

spend six to eight hours a day at school for nine to ten months a year (Institute of Medicine, 2007; Trust for America's Health 2006), American schools are a great place to study and learn about physical activity for students as reported by Leviton, (2008). Numerous researchers have studied the need for recess in relation to children's health and well-being, citing the need for more recess including Children's Museums (e.g., White, 2013), hospitals (e.g., Bickham, Kavanaugh, Alden, & Rich, 2015), academics (e.g., American Academy of Pediatrics, 2013), philanthropic foundations (e.g., Robert Wood Johnson Foundation, 2007; Lego Foundation, 2013), and research journals (e.g., The American Journal of Play) according to Sahlberg (2018).

*** Stakeholders Involved in Plan Development:**

Leadership Team (2020-2021):

Joanie Hovatter, Principal

M. Todd Fannin, Assistant Principal

Sara Shoemaker, School Counselor; School Parent Representative

Mandy Estep, Grade K Team Leader; School Parent Representative

Gary Frye, Grade 1 Team Leader

Holly Dufrene, Grade 2 Team Leader

Katie Lamb, Grade 3 Team Leader

Nicole Hobson, Grade 4 Team Leader

Teresa Cave, Reading Specialist

Heather Williams, Instructional Coach

Heather Campbell, Reading Specialist

Rick Edwards, Specials Teacher Leader, School Parent Representative

Nina Shaw, SPED Team Leader

Jennifer DiMarco, ELL Team Leader, School Parent Representative

TBA, PTO Community Parent Representative

Jake Boula, Elementary Director CAO

Karan Johnstone, STEM teacher

Ashley Scott, Distance On-Line Teacher Leader

Karen Guyrisin, Community Parent Representative

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

*** Narrative of Comprehensive Needs Assessment**

Vision: ***THRIVING LITERACY COMMUNITY IN A STEM SCHOOL***

Mission: Literacy within all content is the foundation of our vision. Bi-monthly, our leadership team meets. Weekly, our professional learning communities (PLC's) focus on three areas of student performance:

1. Attendance
2. Academics
3. Behavior

These three elements are reported, monitored, and documented in our School Improvement process. We also are incorporating the grant requirements from the Metrics Awarded Grant from the United States Department of Education, awarded in 2019.

Demographics - GQES is one of four elementary schools in Winchester Public Schools. For the 2020-2021 school year we are a School-wide Title 1 school serving approximately 400 students in grades pre-kindergarten through grade four, of which 100% qualified for free and reduced lunch based on receiving the **Community Eligibility Provision (CEP) Implemented with the Healthy, Hunger-Free Kids Act of 2010.**

<https://www.fns.usda.gov/updated-title-i-guidance-schools-electing-community-eligibility>

Demographics: 9% Black, 37% White, 42% Hispanic/Latino and 9% Multiple Races. The transiency rate at GQES is 14%. Attendance rates for 2019-2020 averaged over 96%, right up to March 13, 2020 when the pandemic started and schools were closed. At GQES, we have 5% homeless students. We also have 14% identified Special Education students, 2% identified as 504 students, and

Human Capital: At GQES, we have 22 classroom teachers (FTE's), one full-time guidance counselor, two Reading Specialists, four special education teachers, one art teacher, 1.5 physical education teachers, one music teacher, one STEM teacher, 9.5 teaching assistants, one family liaison, one assistant principal, one principal, one school secretary, one clerk, two full-time custodians, three part-time custodians, one school nurse, six cafeteria workers, and ten bus drivers. Division support consists of .5 school psychologist, .7 centralized child study chair, and assistance from the division Math and ELA specialists.

Parent and Community Engagement: GQES enjoys a cooperative outreach from our community, featuring both faith-based and non faith-based partnerships. These groups include: Fellowship Bible, New Life Christian Church, Grace Evangelical Lutheran Church, Westminster Canterbury, John Handley High School scholars, Shenandoah University academic classes, Shenandoah University athletics, Winchester Police Department, community individual volunteers, and Kiwanis of Winchester. These groups work with family projects (backpack for food program), mentorships, reading/writing with students, staging drills for safety checks, lunch buddies, Book Buddies, gardening, etc. GQES has a Parent-Teacher-Organization, established in December 2012 with bylaws on the school's website. In the pandemic, there have been changes to parent and community engagement due to the Center for Disease Control (CDC) guidelines and the Virginia Department of Health requirements.

Operations and Management: The front entrance at GQES has a secure safety vestibule. The gym floor has been renovated as well as a brand new sound system installation has been purchased to upgrade acoustics for assemblies and presentations. Our playground has been upgraded based on student-designed projects for new equipment at our school. All of these have been completed at the start of the 2020-2021 school year.

Instructional Focus/Curriculum Alignment: The faculty and staff at GQES are committed to providing a rich, supportive learning

environment where reading, writing, and math are the center of each instructional day coupled with the 5 C's: creativity, critical thinking, communication, collaboration, and citizenship for each of our students in grades pre-k through grade four. We monitor what we teach (viable coherent curriculum), how we teach (engaging lessons) through authentic texts/experiences (making meaning). We have weekly professional learning communities (PLC's) by grade level, weekly data team meetings, and bi-monthly leadership team meetings with administration in attendance, where we develop/test/revise/adjust lessons as we study student assessment results and/or projects.

*** Summaries of GQES Comprehensive Needs Assessment: Trend Data from 2012-current Standards of Learning (SOL's) assessments Phonological Awareness Literacy Screening (PALS) WPS District Math Unit Tests WIDA Access for ELs Panorama Survey Given by the District PBIS Survey, VDOE Climate Survey, PBIS Learning Walk Evaluation**

9 year trend: School Culture and Climate: Based on surveys given to GQES staff throughout the last nine years, we have improved the following:

- Discipline survey on 7/12/12
 - Key Finding: 92% of the staff surveyed stated there was a lack of discipline in the building. We created PBIS: Chameleons SOAR.
- Principal Effectiveness Survey on 12/18/13
 - Key Finding: Positive, high marks for principal's leadership.
- Cleanliness of School Building on 10/10/15
 - Key Finding: Over 85% of our staff evaluated our areas as well cleaned, sanitary, and welcoming including classrooms, library, lunch room, bathrooms, hallways, lobby).
- Satisfaction with Contracted Service Provider for Therapeutic Day Treatment (TDT) on 10/15/15
 - Key Finding: 100% of our staff reported the TDT providers were making positive relationships with students

and their families who were eligible for TDT services

- Response to Intervention (RTI) Survey on 11/13/15
<https://docs.google.com/a/wps.k12.va.us/forms/d/1ERKsW879Po9o9F4VkA4MEknKC0VedKT44sKk3N7xCXg/viewanalytics>
 - Key Finding: At GQES, we needed to revise our RTI processes because our teachers needed support for students to be independent on appropriate literacy tasks. We discussed realigning demands on students, raising expectations, providing extra practice at small group instruction, and enforcing accountability at the independent stations.
 - <https://drive.google.com/drive/folders/0B9yK9vh63ZHXZm5TZmY3T09pa28>
 - (PBIS: 5/19/17)
 - Key Finding: Only 4 of 48 items were marked as needing improvement; all related to training supplied by the district.

* Standards of Learning (SOL's) assessments

Virginia Standards of Learning Tests:

❖ Grade 3: (Reading, Math) SOLs ❖ Grade 4: (Reading, Math, Virginia Studies)

Historical School Overall Results on SOL's : GQES is fully accredited by the State of Virginia for meeting or exceeding 75% in English and 70% in Math, Virginia Studies based on the 2018-2019 Standards of Learning tests for grades three and four and subsequently, also fully accredited for the previous seven years: 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, and 2018-2019. This is significant for a high poverty elementary school.

For the 2019-2020 school year, Virginia did not complete Standards of Learning tests due to being closed for the pandemic on 3/13/21. As a result, all schools were accredited by the State of Virginia in this unprecedented time.

Phonological Awareness Literacy Screening (PALS)

At GQES, Pre-K through grade four teachers administer a universal screener (PALS) in the fall, mid-year, and spring. PALS identifies students who are in need of additional reading instruction beyond Tier I instruction. Teachers adjust their instruction by integrating PALS (assessments) related to the critical and explicit information about the child's knowledge of literacy acquisition. Ongoing progress monitoring throughout the year is built in by using PALS quick checks. It has been a clear target, based on data for us at GQES to:

- strengthen concept of word at kindergarten, specifically words in isolation and scoring a 8, 9, or 10 on being rudimentary, developing, and firm concept of word
 - increase time on texts for grades 1-2
 - increase writing opportunities while integrating spelling for all grades based on developmental spelling knowledge
 - improve the aforementioned focus areas along with the implementation of a guaranteed and viable curriculum with full identity as evidenced by multiple data points, PLC/Data team meeting minutes, appropriate grouping of students in 3- tiered interventions during the day
 - increase parent workshops focusing on strategies supporting children reading and writing at home

At GQES, we are focusing on closing the gap of early reading skills with a K-2 emphasis.

Historical Trend at GQES:

Accreditation School Quality Indicator Dashboard

From the VDOE school profile: GQES

<https://schoolquality.virginia.gov/at-a-glance?school=893345>

Academic Achievement

English

Level One

Mathematics

Level One

Achievement Gaps

English

Level Two

Mathematics

Level One

Student Engagement And Outcomes

Chronic Absenteeism

Level One

PALS Data GQES % ID at Risk
PALS Data GQES # Students ID

Spring 2016	Kindergarten	107	20	19%
	First Grade	91	31	34%
	Second Grade	96	22	23%
	Third Grade	109	52	48%
	Fourth Grade	105	47	45%
Fall 2016	Kindergarten	87	15	17%
	First Grade	76	27	36%
	Second Grade	68	27	40%
	Third Grade	74	30	41%
Spring 2017	Kindergarten	90	17	19%
	First Grade	70	26	37%
	Second Grade	68	13	19%
	Third Grade	75	26	35%
	Fourth Grade	22	21	95%*
Fall 2017	Kindergarten	79	22	28%
	First Grade	86	27	31%
	Second Grade	68	34	50%
	Third Grade	73	23	32%
	Fourth Grade	79	19	24%
Spring 2018	Kindergarten	75	12	16%

	First Grade	84	29	35%
	Second Grade	71	20	28%
	Third Grade	66	20	30%
	Fourth Grade	76	35	46%
Fall 2018	Kindergarten			
	First Grade	65	17	26%
	Second Grade	79	42	53%
	Third Grade	60	19	32%
	Fourth Grade	62	19	29%

Some useful data from the current grade 4 (as of 2018-2019) students and their independent oral reading level with the correlation to the SOL's. Statistically significant data (3 out of 70) confirms that if a child is reading on grade level before the end of the grade they are in----the child will likely pass the SOL's. We had 3 fourth grade readers (on grade four reading level) who failed their SOL's----why? Possibly b/c one was new to our school; one was found LD; and one was ELL.

PALS IORL	Reading SOL
8th	579
5th	406
5th	404
6th	410
3rd	336
btw 2/3	365
btw 3/4	421
5th	398/407
3rd	429
6th (M-Y)	455
5th	412
5th	457
R	314

6th	445
5th	492
newcomer/transfer 4/29/19	
btw 3/4	317
5th	407
7th	484
7th	477
8th	521
5th	400
3rd	369/386
5th	EXEMPT
6th	486
5th	600
P	297
8th	600
3rd	383/386
4th	424
5th	509
3rd	361
5th	460
7th	424
1st	293
3rd	439
7th	441
3rd	369
3rd	390/370
3rd	422
5th	361
3rd	432
4th	445
3rd	384/345

5th	417
4th	355
3rd *	238
6th	417
3rd	398/359
3rd	375/354
P	362
4th	345
4th	397/467
7th	443
P	EXEMPT
btw P/1	367
4th	438
PP	VAAP
3rd	350
6th	445
PP	EXEMPT
btw 3/4	421
3rd	351
8th	490
5th	459
btw PP/P	VAAP
4th	377/436
7th	436
4th	344
btw PP/P	230
7th	457
PP	272
5th	467

WPS Math Assessments

At GQES, gains are being made in mathematics. As a result, our school was fully accredited day one on the SOL's for grade 3 with a pass rate of 70% without any adjustments and day one on the SOL's for grade 4 with a pass rate of 70% without any adjustments. This can be explained by the focus on guided math instruction.

Grade 4: Math 2018-2019

Math Sept Unit 1, %	Math Oct Unit 2, %	Math Nov Unit 3, %	Math Dec Unit 4, %	Math Jan Unit 5, %	Math Mar Unit 6, %	Math Apr Unit 7, %	Math BM Average Units 1-7	Math SGA #2
70	80	74	76	78	70			
66.7	82.7	76.2	75.6	76.6	66.8		73.5	64.6
-	-							20
67.5	81.8	76	76.7	73.3	62.3		71.8	64.5
58.4	77.5	75	66.7	70.1	58.7		67	59.1
70.8	84.9	73.8	80.5	81.3	73.8		78.5	79.2
71.3	87.1	80.8	78.8	81.7	71.6		76.8	69.3

Grade 3: Math 2018-2019

Math Sept Unit 1, %	Math Oct Unit 2, %	Math Nov Unit 3, %	Math Dec Unit 4, %	Math Jan Unit 5, %	Math Feb Unit 6, %	Math Apr Unit 7, %	Math BM Average Units 1-7	Math SGA #2
68.3	71.8	71.6	72.2	79.8	72.5			
70.7	76.3	80	74.6	81.7	75.8	65.6	75	72.6
								24.5
79.4	81	87.4	81.5	85.7	79.5	73.2	81.1	80.9
62.9	71.8	71.9	67.9	76.5	72.4	60.8	69.3	72.5
68.8	74	78.5	74	83.6	77.6	64.3	74.5	75.2
70.3	78.4	82.3	74.7	80.5	73.7	63.9	74.8	77.2

Grade 2: Math 2018-2019

Math Oct Unit 1, %	Math Nov Unit 2, %	Math Dec Unit 3, %	Math Jan Unit 4, %	Math Feb Unit 5, %	Math Mar Unit 6, %	Math Apr Unit 7, %
82.6	78.3	76.2	70.3	77.6	74.8	67.9
76.4	74.5	72	70.5	73.4	69.8	65.2
73.7	68.1	71.6	65.9	60	65.8	69.3
70.7	79.2	74.2	68.6	79.4	70	62.5
81.3	75.6	74.2	79	82.2	77.5	71.4
80	78.3	68.6	69.4	72.3	68.6	58

Grade 1: Math 2018-2019

Math Aug Unit 1, %	Math Sept Unit 2, %	Math Dec Unit 3, %	Math Jan Unit 4, %	Math Mar Unit 5, %	Math Apr Unit 6, %
	80.2	85.1	78.4	78.8	81.6
77	85.2	74.4	77.7	81.5	80.6
81.5	82.4	81.9	80	82.6	85.1
73.5	93.3	65.3	82.9	86.3	81
75.9	84.4	73.8	80	78.3	80.9
76.5	80.8	76.7	68.4	78.5	75.9

Grade K: Math 2018-2019

Math Oct BM 1, %	Math Dec BM 2, %	Math Mar BM 3, %
77.9		80
83.3	83.1	86.8
85.9	87.7	92.9

86.3	88	85.1
86.3	89.1	87.3
74.8	68.6	80.7

WIDA: ACCESS FOR ELLS, 2.0



School Frequency Report - 2019																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	5	16%	4	13%	21	68%	17	55%	4	13%	21	68%	18	58%	11	35%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	3	10%	2	6%	1	3%	7	23%	2	6%	3	10%	3	10%	8	26%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	1	3%	1	3%	2	6%	4	13%	2	6%	4	13%	1	3%	6	19%
4 – Expanding Knows and uses social English and some technical academic language	0	0%	2	6%	2	6%	3	10%	1	3%	3	10%	1	3%	5	16%
5 – Bridging Knows and uses social and academic language working with grade level material	8	26%	2	6%	5	16%	0	0%	9	29%	0	0%	8	26%	1	3%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	14	45%	20	65%	0	0%	0	0%	13	42%	0	0%	0	0%	0	0%
Highest Score	363		392		290		339									
Lowest Score	100		123		100		100									
Total Tested	31															

A – Oral Language = 50% Listening + 50% Speaking
 B – Literacy = 50% Reading + 50% Writing
 C – Comprehension = 70% Reading + 30% Listening
 D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

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Panorama Survey Given by the District in the following surveys: QGES is above WPS and national standards. This is a continuous nationally normed quantitative survey. Professional development (feedback/coaching) are the areas in most need of help/support. At QGES, we will work on our own professional development.

<https://secure.panoramaed.com/winchesterva/understand> (Student)

<https://secure.panoramaed.com/winchesterva/understand/3671576/summary#topic-scores-employee> Staff

<https://secure.panoramaed.com/winchesterva/understand/3671576/summary#topic-scores-guardian> Community/Parents

VDOE Climate survey results: TEACHERS

<https://mail.google.com/mail/u/0/?tab=wm&ogbl#search/vdoe+climate+survey+results/FMfcgxwCgCPctVXZShkNhhVcMxWtvTTk?projector=1&messagePartId=0.1>

VDOE Climate survey results: STUDENTS

<https://mail.google.com/mail/u/0/?tab=wm&ogbl#search/vdoe+climate+survey+results/FMfcgxwCgCPctVXZShkNhhVcMxWtvTTk?projector=1&messagePartId=0.2>

PBIS Learning Walk Results:

<https://mail.google.com/mail/u/0/?tab=wm&ogbl#search/PBIS+yanek?projector=1>

Meets Requirement	X	Needs Improvement
Comments		

II. §1114(b)(7)(A)(i) Component 2

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

High Leverage Reform Strategies: To increase student engagement and achievement in all Tier 1 CORE classes teachers will use strategies from the following areas of Hattie's work: (<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>)

- Classroom discussion (.82 effect size)
- Feedback (.75 effect size)

In addition, we are using breaks (recess) to optimize learning at our high poverty school (45x14): 4 breaks a day.

Tier 1 CORE Instruction effectiveness will be evaluated using Performance Standard 3 -

Instructional Delivery

- engage and maintain students in active learning (discussion and questioning))
- engage in higher order thinking and/or application of performance skills (discussion and questioning)
- use a variety of instructional strategies and resources (high impact strategies)
- give frequent constructive feedback to students on their learning and progress toward their learning goals.

Reading Reform Strategies :

- The WPS Literacy site will continue to be available for teachers for pacing, planning, TEI questions, and sharing of resources----DISTRICT OWNED PROJECT.
- Writer's Workshop will be introduced at all grade levels. More teachers annually will grow professionally from fellows with the Shenandoah VALley Writing Project to teacher consultants.
- Time with real texts (Dr. Richard Allington's research) will continue to be a resource and reference for teachers when discussing best practices.
- Strategic cluster grouping for Fall 2019-2020 classroom placement using WIDA, SPED, Gifted, PALS will support the Co-Teaching model of SPED, ESOL, and Title 1 Reading Specialists (along with adaptations for the pandemic).
- A Balanced Literacy model will be followed during the Language Arts block. Guided Reading with flexible grouping to differentiate will be used to target student needs.
- Staff will work with our instructional coach on processes, projects, and programs as needed and as scheduled weekly, monthly, or quarterly.

Increase the amount and quality of learning time

- Master Schedule changes for offering more fitness: 45-15, example
- SPED, ESOL, Reading Specialists will use a co-teaching model for push in services, with pull out instruction as needed.
- Chromebooks are available for all k-4 students. They are currently used for independent research, passion projects, computer adaptive programs, and testing.
- Common Planning time for team to meet in PLCs to discuss data, best practices, planning, and action research
- AMPed UP
 - Acceleration and Enrichment daily and after school (both semesters)

Family involvement in academics (May be virtual)

- One Book/One School
- Family Literacy Nights with at home teaching

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

Summer Programs to Support Literacy

- Lit Camp (2 weeks during the summer of 2018--target group-remedial students) accompanied by SU Author visits.
- Kindergarten Academy Summer School (1 week)
 - Children’s Literature Conference attendees if possible

Intervention

- PALS Tutoring - 150 additional minutes of ELA instruction per week for all students no meeting PALS fall benchmark
- Fountas and Pinnell Leveled Literacy Intervention
- Fluency (Quick Reads)
- Multisensory Structured Language Instruction (Orton-Gillingham)

Personnel

- Instructional Coach meets in PLCs with teams weekly for planning, data driven decision making, and action research
- 2 Reading Specialists serving K-4 and leading professional development internally
- 4 Title I Part-Time Tutors serves grades 1-4
- Teaching Assistants assigned to K-4 reading and math blocks to support small group instruction
- ESL teachers will utilize SIOP (Sheltered Instruction Observation Protocol) to ensure the use of Language Objectives for ELLs, using comprehensible input through appropriate speech, modeling, visuals, hands-on activities, demonstrations, gestures and body language. Frequent interaction between and among teachers and students through appropriate grouping configurations will also be part of the SIOP approach.
 - Moreover, ESL teachers will also use a heavy emphasis on language experience thereby making a meaningful experience, first, then anchoring it in good and effective literacy practices.

Evaluation for effectiveness: To evaluate the effectiveness of these strategies, GQES will use PALS fall/winter/spring data to show growth with the goal of closing the gap between groups. Teachers will track multiple measures of student achievement. Intervention teachers will progress monitor weekly or bi-weekly to track student growth and make instructional decisions. Running records and a standards based report cards will track level of mastery for all students.

Observations will occur, both formally and informally with administration and with peers. Checkpoint conversations will occur with all teachers every quarter with administration.

Core Academic Mathematics Program

High Leverage Reform Strategies: To increase student engagement and achievement in all Tier 1 CORE classes teachers will use strategies to:

- Classroom discussion (.82 effect size)
- Feedback (.75 effect size)
- Co Teaching with SPED/ESOL/Title 1 Reading Specialists
- Teacher Reflection on instructional practices - PLCs, Whole Faculty Study Groups, School Wide Assistance Team, Co-Teaching (SPED/ESOL)and coaching, SST team, and the PBIS Team

Math Reform Strategies:

- Measurement and Geometry strand vocabulary and content pre taught K-4 through cross curricular connections in science and all specials (STEM, Library, Art, Music, P.E.) early in the year and reinforced throughout the year
- Data and Statistics strand vocabulary and content pre taught K-4 through cross curricular connections in science all specials (STEM, Library, Art, Music, P.E.)
- Chromebooks are available for all k-4 students. They are currently used for independent research, computer adaptive programs, passion projects, and testing.
- WPS Math site will be a resource for pacing, planning, TEI items, interschool resource sharing etc.
- REFLEX Math program to build fluency in computa on facts
- Guided Math small group instruction

Increase the amount and quality of learning time

- Master Schedule created to foster fitness/45-15
- SPED, ESOL, Title 1 will use a co-teaching model for push in services, with pull out instruction

as needed. Resource specialists will add layers of instructional support to teachers through co-teaching and modeling.

- Common Planning time for team to meet in PLCs to discuss data, best practices, planning, and action research

Family Involvement in Mathematics:

- Dreambox computer adaptive software account shared with family to practice math skills at home during the school year and summer months
- REFLEX accounts shared with family to practice math fluency at home
 - Rosey computer program from SPED
 - BTG: Sponsored with VA STAR only at GQES

Summer Programs to Support Math

Lit Camp

60 students invited rising grades 1-4. Students will incorporate math skills as they explore literacy in a “camping” environment.

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

Intervention

- Tier 2 and 3 students number sense remediation to address weakness based on unit tests
- Tier 2 pre-teaching model to accelerate response to Tier 1 CORE Instruction
- TEI practice items
- Interactive Achievement math practice pages (lower grade levels if needed)
- SST team meets to identify students needing additional support and plan intervention

Personnel

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

Evaluation for effectiveness: To evaluate the effectiveness of these strategies, GQES will use WPS Unit Test data to track mastery and growth.

Teachers will track multiple measures of student achievement including Common Formative Assessments, CFAs in Powerschool Analytics, SIM Tests, and SOLs. All Powerschool Analytics

data will be disaggregated by Gap Group and Subgroup to insure we are addressing the needs of ALL learners.

Intervention teachers will progress monitor weekly or bi weekly to track student growth and make instructional decisions.

Meeting the Needs of ALL Learners

Special Education

- Child Study/504 Plans
- Inclusion Model
- 4 SPED Teachers; use a co-teaching model (push-in) with regular classroom teachers involving whole group, small group or individual instruction contingent upon student needs and IEP goals
- 3 SPED Teaching Assistants assigned per IEP needs
- 1 part- time Occupational Therapist OT and 1 Part-time Physical Therapist PT ; 1 part- time school psychologist to provide support every day of the week
- Individual Education Plans - all educators sign a document that they have reviewed IEPs and are aware of student need and accommodations
- ESY is offered yearly during the summer but has to be approved by our SPED director.

ESOL ● WIDA Access test - all ELS will be served directly by ESOL teachers

- Content mainstreaming model
- 3 ESOL teachers use co-teaching model with regular education classroom, involving whole group, small group or individual instruction contingent upon student needs; WIDA CAN Do Descriptors for speaking/listening/reading/writing to guide instructional decisions
- Small group and one on one instruction for our New-Comer population
- ExC-ELL Vocabulary Model
- Additional support for lower performing Kindergartners and PALS tutoring for low performing 1st grade LEP students
- Guided reading with a focus on vocabulary for Tier 3 LEP readers in 3-4
- Personal Learning Plans - Use data from WIDA to guide instructional plans
- PD for classroom teachers with CAN DO Descriptors and strategies to reach ELLs

Students with Emotional, Social, and Behavioral needs

- School-wide PBIS program: Chameleons SOAR-Be Kind which emphasizes: Safety, Organization, Accountability, Respectfulness, and Kindness
- RTI processes to identify students at risk, assign interventions, and monitor progress

- School Counselor - individual and small group support for students, and community resource sharing with families, organizing community outreach, mentorships
- Food Bag Program with Local Food Bank weekly

Evaluation of Effectiveness: To evaluate the effectiveness of these strategies, GQES will use data with Gap Group and Subgroup data analysis. We will monitor progress of students for effectiveness of behavior interventions. We will monitor WIDA Access scores to show growth in our ELL population. 100% of teachers will show growth and improvement in Standard 3 - Instructional Delivery and Standard 4: Assessment of and for Student Learning as measured by formal observations in TalentEd. We will monitor discipline data.

Narrative: All GQES teaching staff are highly qualified. To retain highly qualified staff, GQES uses the following strategies:

1. New Teacher Mentor Program - aligned to schools in the Republic of Ireland system whereby a teacher is assigned a mentor, meets once a week for first 9 weeks, every other week for 2nd 9 weeks, and once a month for 3rd 9 weeks. There are no set agendas. The lead mentor checks in with all groups to make sure growth is in place.
2. Administrators pay strong attention to the climate and culture of the building.
3. Teachers seek support from CAO staff as needed (Math specialist, ELA specialist, etc.)
4. Administrators use plans of Improvement/Support - created in TalentEd are put in place when necessary.
5. Lots of mental boosts for enjoyment and fun are planned in the year for after school events, etc.
6. Meetings are only held as needed and are kept on time.

Narrative: The 2020-2021 Professional Development Plan will focus on the benefits of using a 45-15 model as evidenced in Scandinavian schools, as well as in European schools with an emphasis on project based learning.

Our PD Plan is guided by these principles:

1. **Effective reading/writing practices**
2. **Effective Guided Math practices**
3. **Adaptation to changes for improvement as we discover the need to change**
4. **Live modeling and real time learning for educators and students**

5. Best research practices like the 45x15 Recess Plan

Additional Professional Development Opportunities

- 1. PLC's**
- 2. Data Team meetings**
- 3. T3: Teachers Teaching Teachers**
- 4. Conferences as possible**

Mentor New Teacher focus: Be supportive in, out, and of the classroom and other learning environments.

Evidence: GQES will use Performance Standard 3 - Instructional Delivery to assess teacher's application of professional development strategies. In addition, Standard 7 - Student Academic Progress will be used to measure the effectiveness of that instruction. Goal setting for professional development and teacher reflection are largely part of Standard 7. Professional Development evaluations are used to assess the quality of PD sessions and teacher surveys are also used, but not always (district wide)

III. §1114(b)(7)(A)(ii) Component 3

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

Narrative: All GQES teaching staff are highly qualified.

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

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5. Lots of mental boosts for enjoyment and fun are planned in the year for after school events, etc.
6. Meetings are only held as needed and are kept on time.

To add to improvement in instructional delivery, the following staff development plans are in place for the 2020-2021 school year

1. Peer Observations
2. Check point conversations with administration at each quarter (one on one conversations with administration).
3. T3 sessions: Teachers Teaching Teachers once a month at planning times in the school day
4. Learning Fair Events for staff and students, planned once in fall and once in spring

TalentEd is the main form of documenting teacher instructional progress:

1. Walk-through observations are completed to compile evidence
2. Plans of Improvement/Support - created in TalentEd are put in place when necessary.
3. Instructional Coach will work with all K-4 teachers in a coaching role
- 4. Positives are shared at each meeting's start, no matter what the meeting.**
- 5. Administrator sends out weekly events with photos of all the good instructional practices occurring.**

Learning from What Works: Research suggests the need for building capacity and valuing staff as a means to retain high quality staff members. 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 moving out of the profession, as 20-50% do in the first five years, I learned that a lack of administrative support, limited growth opportunities, an over emphasis on testing, isolationism, and a controlling standardized test culture, low pay and respect, and challenging parents are some of the reasons why teachers are quitting in high numbers." At GQES, we value our teachers' voices, their work, and we support their growth to help students succeed in a high poverty school.

AT GQES, we implement the following processes to retain a highly qualified teaching force:

- Visibility daily by administration within the school building
- Approachability by faculty, staff, parents, students, community with administration
 - **LOTS OF LAUGHTER and JOY!!!!**
- Mentoring programs within the building for students and for staff
- Opportunities to dialogue regularly between grade levels and subject area teams
- Peer to peer observations each semester
- Shared problem solving: when there is a concern, there is an expectation of having at least 3 possible solutions to address the concern
- Consistent collaboration on Master Schedule between staff and administration
- Active and engaged leadership
- Side by side learning for staff development for teachers and administrators
- Weekly Events emailed by administration with events and shout outs
- Consistent framework for agendas that all begin with POSITIVES
- Tight timeframe for meetings
- Over communication is the expectation
- Teachers are on hiring committees
- Minutes are kept for meetings to share information

Checkpoint Conversations: These are regularly implemented at GQES every quarter whereby administrators record in 'real time' 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/progress at the heart of all that is discussed and acted upon. These leaders expect and model high expectations for all in the school community (students, staff, faculty, 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. It is the duty of the principal to not only espouse values, but to demonstrate them in his or her own behavior as well, tying the vision to the values (Lucas & Valen ne, 2002, Marks & Printy, 2003, Murphy, 2007).

Meets Requirement	X	Needs Improvement	Comments
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IV. §1114(b)(7)(A)(iii) Component 4

Requirement: Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards.

Narrative: GQES teachers have data meetings weekly to monitor the progress of all students. If a student is not making progress, the teams discuss needed changes in the instructional plan and find solutions based on the team's recommendations. We have our own data dashboard where we track all data for (math, reading, SOL, benchmarks, attendance, interventions, etc.)

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

Increased Services for Behavior Concerns:

- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.
- Implementation of Social Emotional Learning by applying an Equity Lens to Social, Emotional, and Academic Development with The Pennsylvania State University

Understanding and more awareness through SEL including information on how to not have

Systemic level barriers

- *Poverty* limits the SEAD of young people and diminishes present and future education and life prospects

Institutional level barriers

- *Exclusionary discipline practices and policies* are disproportionately used to punish students of color and marginalized youth, limiting SEAD opportunities
- *Lack of trauma-informed practices* adversely impacts students' SEAD opportunities and their life outcomes

Individual level barriers

- *Implicit bias in schools* transgresses low expectations and disengagement for students of color and marginalized youth
- *Educator stress and burnout* reduce the safety and productivity of the classroom and educators'

ability to model SEL skills

PROVIDE MORE Opportunities

- Although no single solution can eliminate the barriers noted above, the following programs, initiatives, and policies may increase access to SEAD resources:

School racial and socioeconomic integration initiatives

Restorative justice practices for school discipline

Trauma-informed system interventions to create supportive school environments

Culturally competent and equity literate educators and academic content to reduce implicit bias

- *SEL and mindfulness programming to support students and teachers to cope with stress, develop SEL skills, and create healthy, caring schools*

While promising reports exist, more research is needed to test innovations that can inform policies and practices to enhance students' health and wellbeing equitably.

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a school wide tiered model to prevent and address problem behaviors, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Therapeutic Day Treatment services will be available for qualifying students.
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic and behavioral assessments
- Teachers bring academic and behavioral concerns to the team consisting of the classroom

teacher, Principal, Assistant Principal, School Counselor, School Psychologist, Instructional Coach, SPED teacher (if needed), ESOL teacher (if needed), or Reading Specialist (if needed)

Increased Services for Academic Concerns:

- Reading: Students are identified at risk using PALS fall/winter/spring data. Additional measures are considered including common formative assessments, benchmarks and SOL testing data. Students are placed in quadrants which set the criteria for Tier 1, 2, 3 identification and progress monitoring.
- Reading Interventions include: PALS Tutoring; Fountas and Pinnell Leveled Literacy Intervention (K-4), Lexia, after-school acceleration groups, teacher created targeted lessons
- Math: Students are identified at risk using WPS Unit Test data. Kindergarten and first grade students will be given a screening pretest in the fall that measures mastery of previous year skills.
- Math Interventions include: pre-teaching, after school acceleration groups, REFLEX Math, Dreambox, and teacher created targeted lessons
- Student goal setting will be utilized to empower students and celebrate their accomplishments. This is a skill that will be taught since most students do not reflect on their own learning.

Personnel:

Classroom teachers act as intervention teachers to differentiate for all learners. Hourly IRTs serve these identified students and progress monitor their response to intervention. Hourly Title I tutors serve identified students and progress monitor their response to intervention.

Meets Requirement	X	Needs Improvement	Comments
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