



TITLE I SCHOOLWIDE PLAN 2020-21

Division Name: **Winchester Public Schools**

Reviewer: **Jacob Boula**

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

Date: **June 19, 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	Needs Improvement	Comments

§1114(b)(5)

Requirement: Coordination (If appropriate and applicable):

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

Meets Requirement	Needs Improvement	Comments
		Note: parent reps to be added in August

§1114(b)(6) Component 1

Requirement:

Conduct, and provide the results of, a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of

children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Goal #1: Virginia Avenue Charlotte DeHart Elementary School will achieve 75% of all PreK-4 students meeting the PALS benchmark as measured by Spring 2021 PALS data and increase that pass rate to 80% over the next two years.

Goal #2: Virginia Avenue Charlotte DeHart Elementary School will meet all School Quality Indicators or reduce the failure rate of gap groups from the previous year by 10 percent as reported by Spring 2021 SOL testing data.

Goal #3:—Virginia Avenue Charlotte DeHart Elementary School will increase the percentage of students who demonstrate grit--continuing to work on a task despite challenges or the depth and persistence required--as measured by at least a 38% overall positive teacher rating on Spring, 2021, Panorama survey data.

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

Team Leaders Team:

Principal - Dr. Nan Bryant

Assistant Principal - Dr. Lisa Pluska

Instructional Coach- Samantha Gates

Grade Level Reps: Troy Phillips (Pre-K), Rita Peters (K), Sherry Nita (1), Melinda Holthaus (2), Kimberlie Swogger (3), Sara Gould(4)

Resource - Robin Packard

Sarah Stratton-Huntoon - Specials Team

Kristina Wallace (School Counselor)

District Administrator - Mr. Jacob Boula

Parent/Community Reps - Dr. Karen Huff (Shenandoah University Advisor); Paula Myers

Sub-Committees by Domain

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

Principal - Dr. Nan Bryant

Assistant Principal -Dr. Lisa Pluska

Instructional Coach- Samantha Gates

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

Resource: SPED, Title 1

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

Principal - Dr. Nan Bryant
Assistant Principal - Dr. Lisa Pluska
Instructional Coach- Samantha Gates
Grade Level Reps - Pre-K, K,1 2, 3, 4
Resource - Reading Specialist, ESOL, School Counselor, Specials
Parent Rep--Paula Myers
Community Rep - Dr. Karen Huff

Identify and Gather Data

Student/School Demographics - VACDES 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 420 students of which 84% are economically disadvantaged, 46% are Hispanic, 10% SPED, 16% black, and 29% white.

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

Our school wide theme is **Local Leaders Today, Global Leaders Tomorrow**. We are a Global Education School. Each grade level focuses on an assigned region of the world: PreK/Kindergarten--South America, First Grade--North America, Second Grade--Australia, Third Grade--Asia, and Fourth Grade--Africa and Europe. All grades explore their world through varied learning experiences. Projects foster student communication with students around the world and responsiveness to Global Sustainable Development Goals. Students learn about commonalities and differences in our cultures. The iEarn and Participate organizations are our link to other countries around the world.

Programs and services to be offered in the 2020-2021 school year include a third and fourth grade center based Gifted program called the ACE Center (Acceleration through Curriculum Enrichment), VPI and locally funded Pre-K programs, ESOL, and Special Education Programs. We offer STREAM, Art, Music, Library, and Physical Education weekly with before/after school clubs including Project GLOBE (an afterschool program) for academic support and enrichment, School wide and District Choirs, AMPed Up, Girls on the Run, open library, yearbook/media club, open gym, Brain Gym, LEGO club, gardening club, swimming, soccer, wrestling, and running club. This year will be our second year of Dual Language instruction. Two kindergarten classes and two first grade classes will participate. In those classes, the first language of 50% of the students will be Spanish, and the first language of 50% of the students will be English. The students will be instructed in Spanish 50% of their day and in English 50% of their day.

Human capital/Instructional data - VACDES employs 1 principal, 1 assistant principal, 24 classroom teachers, 1 counselor, 1 instructional coach, 3 ESOL teachers, 2 Reading Specialists, 3 SPED teachers, 1 Speech Language Pathologist, 5 specials teachers, 8 Teaching Assistants, 1 parent liaison, 2 office administrative assistants, 2 full time and 2 part time custodians, and 1 school nurse. We share 1 ITRT, 1 math specialist, 1 literacy specialist, 1 Early Childhood Coordinator, 1

Behavioral Specialist, 1 school psychologist (.6), and 1 Autism/behavior specialist with all schools. Our RTI program utilizes 2 certified teachers as part-time Intervention Resource Specialists (IRTs) to plan, deliver, and monitor the progress of interventions for our identified at risk students.

VACDES Comprehensive Needs Assessment Summaries:

Academic achievement : See charts below

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

1. Phonological Awareness Literacy Screening - PALS
2. State Standards of Learning Assessments - SOLs in Reading and Math (N/A in 2019-20)
3. SOL Simulation Tests using Performance Matters
4. WPS District Wide Unit Tests for Math (K-4)
5. WPS District Wide Unit Tests for Reading (K-4)
6. WIDA ACCESS for ELLs
7. Writing Data
8. Panorama Family Survey

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

1. PALS Data Summary:

VACDES PALS Data % ID at RISK					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K Fall	30%	22%	25%	41%	46%
K Spring	20%	17%	13%	31%	NA
% Change	-10%	-5%	-12%	-10%	NA
1 Fall	30%	27%	28%	30%	47%
1 Spring	26%	30%	26%	25%	NA

% Change	-4%	+3%	-2%	-5%	NA
2 Fall	43%	38%	41%	39%	35%
2 Spring	21%	25%	26%	35%	NA
% Change	-12%	-13%	-15%	-4%	NA

The PALS data shows an increase in the number of at-risk students at the beginning of the year. We do not have Spring data due to school closures for the COVID-19 pandemic. We can use mid-year PALS data to determine strengths and weaknesses during the 2019-2020 school year. Kindergarten data shows strengths in alphabet recognition, spelling, and letter sounds with a weakness in concept of word. First grade struggled to meet the expected growth in instructional oral reading level. Second grade closed the achievement gap in instructional oral reading level but showed a weakness in spelling. Third and fourth grade data is inconsistent due to testing only identified students.

2. SOL Data Summary (18-19 School year- We do not have 19-20 data due to school closures):

	Total % Pass Rate (w/out adjustments)
3rd Grade Reading	58.57
4th Grade Reading	77.53
SWD (Grades 3-4 raw score)	50
Black (Grades 3-4 raw score)	67
3rd Grade Math	63.89

4th Grade	87.91
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Our fourth grade scores are outpacing our third grade scores. Factors contributing to this success include alignment of written, taught and tested curriculum, the implementation of more structured PLCs for data driven decision making, departmentalization, and use of Title I money for fourth grade class size reduction. Another factor leading to this success was an improved RTI model with SMART goal referrals, aligned interventions, and progress monitoring. As a part of this RTI structure, VACDES uses Intervention Resource Teachers (IRTs) to deliver interventions and progress monitor regularly. An area for continued improvement is Tier 1 CORE instructional practices across reading and math. VACDES Tier 2 and Tier 3 identified student populations are too large in comparison to Tier 1 student groups. This indicates a continued need to improve CORE instruction. This can be addressed by the use of our instructional coach, division specialists, and RTI process.

3. SOL Simulation Test Summary:

	Total % Pass Rate	SWD	LEP	Black
3rd- Reading SIM	36%	29%	17%	27%
3rd- Math SIM	NA	NA	NA	NA
4th- Reading SIM	31%	7%	18%	33%
4th- Math SIM	NA	NA	NA	NA

We do not have Math SIM test data as these were scheduled after closings. Reading data indicates weaknesses in reading comprehension. This is especially prevalent with our LEP and SPED subgroups. Our Black subgroup continues to be an area of growth as well.

4. WPS Math Unit Tests Data Summary:

Kindergarten	Unit 1	Unit 2	Unit 3	Unit 4	Kindergarten math data indicates students number sense improving over the entire year. Our math curriculum has helped to spiral this information more throughout the school year and has led to greater success for all students.
Total % Pass	49.2%	75%	67%	N/A	
SWD % Pass	33%	100%	40%	N/A	
LEP % Pass	35%	75%	60%	N/A	
Black % Pass	77%	76%	73%	N/A	

First Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Student performance on benchmarks improves as the year goes. This may be due to the fact that WPS has adapted a spiraled math curriculum. There are weaknesses in SPED performance.
Total % Pass	70%	70%	66.7%	70%	N/A	N/A	
SWD % Pass	0%	0%	33%	25%	N/A	N/A	
LEP % Pass	68%	53%	43%	63%	N/A	N/A	
Black % Pass	86%	78%	75%	54%	N/A	N/A	

Second Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Students in second grade have a strong number sense coming in which helps with the earlier math units. Math performance in 2nd grade traditionally shows a decline after
Total % Pass	86%	77%	89%	78%	79%	N/A	N/A	

SWD % Pass	75%	75%	66%	33%	75%	N/A	N/A	multi-digit computation is introduced. Students continue to struggle with fractions.
LEP % Pass	78%	55%	68%	75%	63%	N/A	N/A	
Black % Pass	100%	100%	100%	100%	86%	N/A	N/A	

Third Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Students in third grade struggled with the number sense and fraction standards. Teachers are working on adjusting the curriculum to spiral in more fraction work throughout the school year as this is a weakness at multiple grade levels.
Total % Pass	58%	57%	70%	64%	N/A	N/A	N/A	
SWD % Pass	43%	71%	86%	100%	N/A	N/A	N/A	
LEP % Pass	18%	18%	45%	35%	N/A	N/A	N/A	
Black % Pass	18%	45%	67%	64%	N/A	N/A	N/A	

Fourth Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	4th grade students struggle significantly with computation and fraction strands. Teachers are working on adjusting the curriculum to spiral in more fraction work throughout the school year as this is a
Total % Pass	74%	71%	86%	55%	69%	N/A	N/A	
SWD % Pass	73%	75%	50%	27%	25%	N/A	N/A	
LEP % Pass	52%	43%	76%	54%	54%	N/A	N/A	

Black % Pass	75%	75%	80%	45%	50%	N/A	N/A	weakness at multiple grade levels.
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5. WPS Reading Unit Tests Data Summary:

Second Grade	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	End of Year	Performance declines throughout the year as teachers are no longer allowed to read the passage aloud to students.
Total % Pass	77%	47%	N/A	N/A	
SWD % Pass	66%	66%	N/A	N/A	
LEP % Pass	65%	30%	N/A	N/A	
Black % Pass	100%	57%	N/A	N/A	

Third Grade	1st 9 Weeks	2nd 9 Weeks	Reading comprehension on benchmarks are a weakness. Students need to receive additional support in the area of reading comprehension. One area of focus will be on raising the instructional reading level of students.
Total % Pass	54%	26%	
SWD % Pass	71%	42%	
LEP % Pass	23%	13%	
Black % Pass	73%	27%	

Fourth Grade	1st 9 Weeks	2nd 9 Weeks	Students continue to struggle with reading comprehension. One area of focus will be on raising the instructional reading level of students.
Total % Pass	58%	25%	
SWD % Pass	50%	0%	
LEP % Pass	48%	16%	
Black % Pass	67%	36%	

6. WIDA Access Summary (2019); 2020 to be added this summer:

Grade	Growth percentage	Exited Percentage	Students in fourth grade outperformed the other grades. Our fourth graders were mostly taught in a push-in model which will be replicated for other grades to the extent possible.
First	74%		
Second	28%	5% (1 student)	
Third	22%		
Fourth	70%	44% (12 students)	
Total	51%	16%	

7. Writing Data Summary:

During the 2019-2020 school year, teachers were asked to follow the structure of Writer’s Workshop using the Lucy Calkins model. Materials are available for teachers to implement Calkins units. For the 2020-21 school year, teachers will implement the Calkins narrative and informational units as well as focus on

opinion and research writing skills through integration of those genres into the four core instructional areas: reading, math, science, and social studies. Teachers will follow the writing SOL when teaching writing which include an emphasis on writing as a process of pre-writing, drafting, revising, editing, and publishing as well as learning to print or write in cursive legibly.

Grade Level	Beginning of Year % students at BM	Middle of Year % students at BM	End of Year % students at BM	Students demonstrated great progress in their writing according to our WPS scoring rubric. Students benefited from the focus on conferencing and writing content.
Kindergarten	100%	61%	N/A	
1st Grade	46%	78%	N/A	
2nd Grade	92%	86%	N/A	
3rd Grade	86%	90%	N/A	
4th Grade	86%	94%	N/A	

8. Climate and Culture

In 2017-18 a Positive Behavior Intervention Supports (PBIS) system was implemented to include a token economy system using “Gavel Bucks” or Dojo points. During the 2019-2020 school year, VACDES continued implementation of PBIS. The school PBIS committee met monthly to review PBIS SWIS data and plan for improvement. This year, as part of PBIS, the school implemented PBIS Houses--each student and staff member in the school were in a house that met monthly to build relationships and enhance student engagement with the school community. A PBIS brochure is available to parents and staff and communication about PBIS is ongoing with parents/guardians, including a presentation at our Back to School Night, website information, and information in a Weekly Instant Alert about “PBIS at Home” after the school closure due to COVID-19. All members of the school staff were provided with PBIS training. The faculty completed a book study of *Help for Billy* to build understanding of strategies that integrate our PBIS beliefs with the unique needs of the trauma-informed child. For the 2020-2021 school year, the staff will complete a book study of *The Morning Meeting Book* to continue to develop strategies for building community and positive relationships within the school.

Panorama Family Survey--Not available this year due to the COVID-19 closure. Prior Panorama data demonstrated the following:

Topic	Results--percent of family members/parents satisfied.	

Barriers to engagement	82%	Ability to communicate with various cultures and the child not wanting the parent to contact the school id'd as biggest barrier (30%). Transportation issues and negative feelings about one's own school experiences second highest concern (28%).
Communication	50%	Most families report they are somewhat, quite, or extremely satisfied with communications (84%). They report that their mobile app and/or school messenger are the communication tools used most often.
Family Support	76%	Most families report strong support for education at home.
Grit	49%	Parents report that it is mostly somewhat likely that their child(ren) will display grit when it comes to goal-setting and accomplishment.
School climate	76%	Parents report that their child(ren) are mostly excited and motivated to come to school.

Grit as perceived by Teachers	Spring 2019 Panorama Ratings/Percent of positive ratings	2019-20 Mid-year Ratings/Percent of positive ratings *
Overall	20%	15%
Persevere through setbacks	12%	4%
Staying focused on a project that matters to them	38%	25%
Staying focused for several months	12%	7%
Try again if fails to reach an important goal	20%	25%

*2019-20 EOY not available due to COVID-19

Community Partnerships:

VACDES has a partnership with Shenandoah University’s Education Department. Dr. Karen Huff provides literacy enrichment activities through the Claude Moore Trust Foundation and the Children’s Literature Conference. VACDES has partnerships with the Shenandoah Valley Discovery Museum (SVDM) and the Museum of the Shenandoah Valley (MSV). Through funding from the division, all students visit the museum once a year and are provided specialized programming once a year by the SVDM. Students were provided art enrichment kits through a private, anonymous donation from the MSV. The kits were available during the COVID-19 closure and will continue to be available throughout the summer. VACDES partnered with First Bank of Winchester to procure a \$5,000 grant from the John and Margaret Harrell Charitable Trust for in-school, real-time 1:1 and small group remediation with a certificated teacher.

Summer Programs offered to support literacy for the summer of 2020:

Due to the COVID-19 closures, summer programs will be limited to four classes of five students each: one rising grade 1 class; two rising grade 2 classes, and 1 rising grade 3 class.

Goal #1: Virginia Avenue Charlotte DeHart Elementary School will achieve 75% of all PreK-4 students meeting the PALS benchmark as measured by Spring 2021 PALS data and increase that pass rate to 80% over the next two years.

Goal #2: Virginia Avenue Charlotte DeHart Elementary School will meet all School Quality Indicators for all students and for Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated) in Math and Reading as measured by test results from the most recently completed school year, test results based on a three-year average, or by reducing the failure rate by 10 percent as reported by Spring 2021 SOL testing data.

Goal #3: Virginia Avenue Charlotte DeHart Elementary School will increase the percentage of students who demonstrate grit--continuing to work on a task despite challenges or the depth and persistence required--as measured by at least a 38% overall positive teacher rating on Spring, 2021, Panorama survey data.

Meets Requirement	Needs Improvement	Comments

§1114(b)(7)(A)(i) Component 2

Requirement:

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

Core Academic Program

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

- Feedback and Goal setting
- Co Teaching with SPED/ESOL/Title 1 Reading Specialists
- Teacher Reflection on instructional practice - PLCs, Whole Faculty Study Groups, School Wide Student Support Team, Co-Teaching (SPED/ESOL)and coaching, and the PBIS Team
- Continued Implementation of Dual Language, extending it to first grade (four classes in Kindergarten-first grade for 96 students in 2020-21
- Global Education--Year 4

Tier 1 CORE Instruction effectiveness will be evaluated using Performance Standard 2--Instructional Planning; 3 - Instructional Delivery and Standard 4 - Assessment of and for Student Learning. Administration will focus on evaluating teachers' ability to:

- align and connect lesson objectives to Virginia SOL and the school division's curriculum
- plan for differentiated instruction
- 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:

- Revised WPS ELA curriculum which addresses cross-curricular teaching and fourth quarter standards from 2019-20.
- The WPS Literacy site will continue to be available for teachers for pacing, planning, Technology-Enhanced questions, and sharing of resources.
- Writer's Workshop will continue at all grade levels. Lucy Calkins units will provide support.
- ACE Center (Accelerated Curriculum through Enrichment) grades 3 and 4 with ELA and Science focus will incorporate Global Learning by using curriculum with units designed around inquiry based learning.
- A Balanced Literacy model will be followed with an emphasis in cross-curricular teaching. Teachers will utilize WPS curriculum units and the support of the WPS K-6 Literacy Specialist as well as the VACDES Instructional Coach to implement this model.
- Guided Reading with flexible grouping to differentiate will be used to target student needs.
- Lexia Core 5 individualized-pacing online ELA program
- Staff will participate in coaching cycles with the VACDES instructional coach to support development of best practices

Increase the amount and quality of learning time

- Master Schedule created with flexible scheduling to support cross-curricular teaching.
- SPED, ESOL, and 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, project-based learning, computer adaptive programs, and testing.
- Common Planning time for teams to meet in PLCs to discuss data, best practices, planning, and action research
- 2nd semester acceleration classes for targeted students --AMPed UP
- Distance Learning resources to support instruction of new material during Virginia's Phase 2 and Phase 3 of reopening the school.

Family involvement in academics

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

Summer Programs to Support Literacy

- Due to the COVID-19 crisis, summer in-person instruction is limited in 2020: 20 students rising grades 1-3. Students will incorporate math skills as they explore literacy.
- Title I money was used to purchase a new trade book to send home matched to each child's independent DRA level at the time of the COVID-19 school closure. Kindergarten students who participated in the Dual Language program in 2019-20 received a book in Spanish.

Intervention

- PALS Tutoring - 150 additional minutes of ELA instruction per week for all students not meeting PALS fall benchmark
- Fountas and Pinnell Leveled Literacy Intervention (K-4)
- FUNdations/Just Words lessons (as a supplement in selected K-4)
- Fluency (Quick Reads)
- Multisensory Structured Language Instruction (Orton-Gillingham)
- RTI

- Intervention funded by the John and Margaret Harrell Charitable Trust.
- Dual Language instruction and grades K-1

Personnel

- Instructional Coach and administrators meet in PLCs with teams weekly for planning, data driven decision making, and action research
- 2 Reading Specialists serving K-4
- 2 Part-time Intervention Resource Teachers serve as intervention teachers in grades K-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.
- 2 Spanish instruction teachers in the K and grade 1 Dual Language classes.

Evaluation for effectiveness: To evaluate the effectiveness of these strategies, VACDES will use PALS fall/winter/spring data to show growth with the goal of closing the gap between tiers. Teachers will track multiple measures of student achievement including DRA2s, Common Formative Assessments, CFAs in Performance Matters, Writing Rubrics for grade level writing prompts, SIM Tests, and SOLs. Intervention teachers will progress monitor weekly or bi-weekly to track student growth and make instructional decisions. Running records and a standards based report cards will track level of mastery for all students. Panorama data will track growth of student grit.

Observations using the **Claim, Evidence, Interpretation, and Judgment** model will be used to evaluate teacher performance with a focus on framing the learning, engagement, questioning, and feedback.

Core Academic Mathematics Program

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

- Classroom discussion
- Feedback and Goal Setting
- Co Teaching with SPED/ESOL Specialists
- Teacher Reflection on instructional practice - PLCs, Whole Faculty Study Groups, School Wide Assistance Team, Co-Teaching (SPED/ESOL) and coaching, SST team, and the PBIS Team
- Teaching for deep understanding through multiple ways of explaining the mathematical process or concept.

Math Reform Strategies:

- Revised WPS math curriculum which addresses integration of mathematics across the curriculum and standards from the fourth quarter in 2019-20.
- 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 and in all specials (STEM, Library, Art, Music, P.E.)
- ACE Center (Accelerated Curriculum through Enrichment) grades 3 and 4 with Math and Science focus
- Students showing accelerated ability in math 3-4 will be introduced to Noetic Math strategies
- Black and Latinx students showing accelerated ability in math 4 will be provided with AMPed UP instructional lessons, during the school day if no after-school funding is available.
- 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 computation facts
- Dreambox individualized-pacing online math program
- Guided Math small group instruction
- Number Talks: 5-10 minutes for students to build computational fluency through discussion
- Van De Wall, Kathy Richardson, and Debbie Diller used as resources for aligned, engaging independent work stations

Increase the amount and quality of learning time

- Master Schedule created with flexibility for integrating content across the curriculum.
- SPED, ESOL, Title 1 will use co-teaching model for push in services, with pull out instruction as needed. Resource specialists will add layers of instructional support to teachers through co-teaching and modeling.
- Common Planning time for team to meet in PLCs to discuss data, best practices, planning, and action research

Family Involvement in Mathematics:

- VACDES websites sent home for students to practice math skills during the summer months
- Dreambox computer adaptive software account shared with family to practice math skill at home during school year and summer months
- REFLEX accounts shared with family to practice math fluency at home
- Distance learning resources
- Family Math Night

Summer Programs to Support Math

20 students rising grades 1-3. Students will incorporate math skills as they explore literacy.

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
- SST team to identify students needing additional support and plan intervention

Personnel

- WPS Math Specialist provides support.
- Instructional Coach model lessons and meets in PLCs with math teams for planning, data driven decision making, and action research
- 2 Part-time Intervention Resource Teachers serve grades 1-4 for math intervention
- Teaching Assistants assigned to 1-4 reading and math blocks to support small group instruction
- WPS Early Childhood Coordinator supports best instructional practices in grades Pre-K-K

Evaluation for effectiveness: To evaluate the effectiveness of these strategies, VACDES will use WPS Unit Test data to track mastery and growth. Teachers will track multiple measures of student achievement including Common Formative Assessments, CFAs in Performance Matters, SIM Tests, and SOLs. All Performance Matters data will be disaggregated by Gap Group and Subgroup to ensure we are addressing the needs of ALL learners. Intervention teachers will progress monitor weekly or bi-weekly to track student growth and make instructional decisions. Panorama survey data will track growth in grit.

Observations using the **Claim, Evidence, Interpretation, and Judgment** model will be used to evaluate teacher performance with a focus on engagement, questioning, and feedback. 100% of teachers will show growth and improvement in Standard 2--Instructional Planning, Standard 3 - Instructional Delivery and Standard 4: Assessment of and for Student Learning as measured by formal observations in TalentEd, through walk-through data, PLC data, and lesson plans.

Meeting the Needs of ALL Learners

Special Education

- Child Study/504 Plans

- Inclusion Model
- 4 SPED Teachers (2 LD, 1 ED, 1 Speech) co-teaching model (push-in) with regular education classroom, involving whole group, small group or individual instruction contingent upon student needs and IEP
- 1 SPED Teaching Assistant assigned per IEP needs
- 1 part-time Occupational Therapist OT and 1 Part-time Physical Therapist PT
- 1 part-time school psychologist to provide support three days a 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 during the summer as appropriate and documented in the IEP.

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 Newcomer population
- ExC-ELL Vocabulary Model
- Additional support for lower performing Kindergarteners 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
- Our full-time family liaison provides support to all ELL families in a variety of capacities including academic support as requested.

Students with Emotional, Social, and Behavioral needs

- School-wide PBIS program implemented with fidelity
- WPS Behavioral Specialist provides consultation services as requested such as developing behavioral plans.
- ED Program - support for emotional/social health and growth
- SST--Student Support Team - identify students at risk, assign interventions, and monitor progress
- School Counselor - classroom lessons, individual and small group support for students, and community resource sharing with families
- Faculty book study of *The Morning Meeting Book*.
- PBIS team committee will meet monthly; led by the assistant principal
- Food Bag Program with Local Food Bank weekly
- Mornings meeting will be implemented with fidelity using social-emotional strategies to support students with trauma and to support re-building school relationships and connections.

All Students

- Add RTI summaries to instructional folders
- School Counselor - classroom lessons (PreK-4) at a minimum of four times a year on topics based off of an annual teacher survey.

Evaluation of Effectiveness: To evaluate the effectiveness of these strategies, VACDES will use Performance Matters data with Gap Group and Subgroup data analysis. We will monitor progress of students brought to the SST for effectiveness of behavior and academic interventions. We will monitor WIDA Access scores to show growth in our ELL population.

Narrative: All VACDES teaching staff are highly qualified. Our ACE Center teachers are certified in Gifted Education. Our Spanish Dual Immersion teachers are highly qualified in teaching Spanish and in teaching grades K-1. To retain highly qualified staff, VACDES uses the following strategies:

1. New Teacher Mentor Program - assigns mentors to all first year teachers. Monthly checklists, quarterly meetings, and PD focused on classroom management are planned in year 1. Our Mentor Program is led by our school Lead Mentor.
2. Buddy teachers - assigns “buddy” teacher to second and third year teachers, teachers new to VACDES, and/or teachers **new to a grade level.** Year 2 support focuses on planning and instruction. Year 3 focuses on assessment and data driven decision making.
3. Literacy Specialists, Math Specialist, and Instructional Coaches - partner with teachers and teams to support effective planning, instruction, and assessment.
4. VACDES Coach, the principal, and assistant principal will support PLCs in Reading and Math and support planning and instruction as needed
5. School Wide Theme of “Local Leaders Today; Global Leaders Tomorrow” builds a sense of community
6. Plans of Improvement/Support - created in TalentEd are put in place when necessary.
7. Teachers of the Month - nominated by peers and celebrated with special parking.
8. VACDES Social Committee helps to support the positive climate.
9. Staff Socials build community.
10. Monthly Staff Lunches sponsored by teams build community.
11. PBIS houses build community.

Evidence: VACDES uses attrition, data and exit interviews, and mid-year and end-of-year 1:1 conferences between administrators and professional staff to help evaluate our effectiveness in retaining highly qualified teachers.

Narrative: The 2020-2021 Professional Development Plan will focus, in part, on *The Morning Meeting Book* by Roxann Kriete and Carol Davis. Meetings to discuss *The Morning Meeting Book* will be scheduled August-November. Other topics for staff development will be Global Learning (incorporating our school theme),

Guided Math, Balanced Literacy, integration of content across the curriculum, bias conversations, empowered learning, and distance learning.

Our PD Plan is guided by these principles:

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

The writing focus will continue with Writing Workshop in each classroom. Strategies from Lucy Calkins will be embedded in our staff development to ensure a focus on writing continues. *Orton-Gillingham* will be a focus of word study in grades K-2.

The Instructional Coach will continue to build on professional knowledge around coaching, co-teaching, and modeling best practices.

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

Additional Professional Development Opportunities

1. Whole Faculty Study Groups as a model for PLCs where teams use data to design short term action research to improve instruction and student achievement
2. Faculty Meeting PD monthly
3. Team leader meetings weekly and/or as needed.
4. WPS Literacy and Math Specialists offer PD to the whole faculty, to grade level teams and to individuals as needed.

Mentor New Teacher focus:

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

Evidence: VACDES will use Performance Standard 3 - Instructional Delivery to assess teacher's application of professional development strategies. In addition, Standard 7 - Student Academic Progress will be used to measure the effectiveness of that instruction. Goal setting for professional development and teacher reflection are large part of Standard 7. Professional Development evaluations are used to assess the quality of PD sessions and teacher surveys are also used.

§1114(b)(7)(A)(ii) Component 3

Requirement:

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

Narrative: All VACDES teaching staff are highly qualified. All teaching assistants will be highly qualified.

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

1. New Teacher Mentor Program - assigns mentors to all first year teachers. Monthly checklists, quarterly meetings, and PD focused on classroom management are planned in year 1.
2. Buddy teachers - assigns "buddy" teacher to second and third year teachers, teachers new to VACDES, and/or teachers new to a grade level. Year 2 support focuses on planning and instruction. Year 3 focuses on assessment and data driven decision making.
3. Purposeful staff development that teachers can put into practice immediately with their students

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

1. The staff will continue to focus on balanced literacy and guided math, with an emphasis on cross curricular teaching; PBIS; Global Education; and Word Study with a focus on grades K-2 on Orton-Gillingham. Additionally, PD will focus, in light of the COVID-19 crisis, on distance learning and students rebuilding connections with the school, with each other, and with the staff.
2. Literacy and Math Specialists - will partner with teachers and teams to support effective planning, instruction, and assessment.
3. VACDES will continue to focus on its schoolwide Theme of *Local Leaders Today. Global Leaders Tomorrow* with support from courses offered through Participate.
4. The school will extend implementation of Dual Language Instruction to Grade 1.

TalentEd is the main form of documenting teacher instructional progress:

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

Building a Community

1. VACDES Social Committee helps to support the positive climate.
2. Staff Socials build community.

3. Monthly Staff Luncheons build community.
4. An end-of-year luncheon with skits to celebrate retiring staff build community.
5. Theme Days are scheduled to show group support, for example: Autism Support Day, No Bullying Day, Red Ribbon Week, Teacher Appreciation Week.

Meets Requirement	Needs Improvement	Comments
X		

§1114(b)(7)(A)(iii) Component 4

Requirement:

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

Narrative: VACDES teachers have data meetings weekly to monitor the progress of all students. If a student is not making progress, the teams discuss needed changes in the instructional plan. Tier 2 interventions will utilize a pre-teaching model to help support Tier 1 CORE instruction. Tier 3 interventions will focus on strand acceleration with interventions and progress monitoring lasting 4-6 weeks. As funding permits, students are provided services through our Response to Intervention program. If students continue to struggle to meet state academic standards, strategies and targeted data collection and review are discussed in the school's Student Support Team meetings.

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 will be implemented for assisting preschool children in the transition from early childhood education programs to elementary school programs.
- Implementation of best practices related to social/emotional development through hands-on, teacher-guided play for kindergarten and Pre-K.
- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
- Implementation of a school wide tiered model to prevent and address problem behaviors, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); All VACDES teachers were trained on the PBIS model and are expected to execute the VACDES plan to fidelity.
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic and behavioral assessments
- Use of the **Student Support Team** committee. 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)
- Consultation with the division's Behavioral Specialist for targeted interventions and data collection.

Increased Services for Academic Concerns:

- Reading: Students are identified at risk using PALS fall/winter/spring data. Additional measures are considered including DRA2 data, sight word recognition, common formative assessments, SIM tests, and SOL testing data. Students are placed in quadrants which set the criteria for Tier 1, 2, 3 identification.

- Reading Interventions include: PALS Tutoring - 150 additional minutes of ELA instruction for all students not meeting PALS fall benchmark, Fountas and Pinnell Leveled Literacy Intervention (K-4), Lexia, Soar to Success (2-4), FUNdations second lessons (K-2), Orton-Gillingham, after-school acceleration groups as fundering permits, and teacher created targeted lessons.
- Math: Students are identified at risk using WPS Unit Test data. Kindergarten students will be given a screening pretest in the fall (VKRP). Kindergarteners who attend Kindergarten Orientation Academy will also take the screening pretest (may not be available in 2020 due to COVID-19)
- Math Interventions include: enVision Math Intervention Kit, Number Rockets, pre-teaching, REFLEX Math, Dreambox, and teacher created targeted lessons.
- Student goal setting and student-led parent conferences will be utilized to empower students and celebrate their accomplishments.

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.

Meets Requirement	Needs Improvement	Comments