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ENGLISH/LANGUAGE ARTS

Garland R. Quarles Elementary School (2023-2024) Comprehensive School Improvement Plan

Name of School:	Garland R. Quarles Elementary School (GQES)	School Division:	Winchester City Public Schools (WPS)
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Area of Focus: English/Language Arts

SMART Goal: By June 2024, all students will improve in English/Language Arts by increasing their overall raw scores on the Standards of Learning pass rates from combined grade 3 and 4 (53%) to (63%), with growth added: 89.7 to 93%; Black students will increase from 63.63 to 75% to move from Level 2 to Level 1; Multiple Race students will increase from 85.71 to 88%; Students with disabilities will increase from 81.48 to 85%. All other subgroups will remain at Level 1.

Essential Action/Research-based Strategy/Evidence-based Intervention: Implement, deliver, and monitor a written, taught, and assessed English curriculum that is aligned by content and cognitive level to the VDOE Standards of Learning and Curriculum Framework Essential Knowledge and Skills. Implement High Leverage Practices (HLP).

Academic Review Finding

Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)

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

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

1.	All teachers will make strong connections with students and students will self-monitor their progress regularly by setting goals for benchmarks and common formative assessments (CFA's)	Classroom teachers in grades 3 and 4; Special Education teachers (SPED); Multiple Classroom Leaders (MCLs); English Language Learner teachers (ELLs); Reach Associates (RAs)	August 2023-June 2024	Bi-weekly common formative assessments (CFAs), Measures in Performance Matters; weekly student work and observations; Panorama Student Data Survey spring 2024	Administrators	Weekly	
2.	All teachers will work through the Science of Reading and Virginia Literacy Act requirements including trainings and webinars.	Classroom teachers Special Education teachers (SPED); Multiple Classroom Leaders (MCLs); English Language Learner teachers (ELLs); Reach Associates (RAs)	August 2023-June 2024	Bi-weekly common formative assessments (CFAs), Measures in Performance Matters; weekly student work and observations	Administrators	Weekly	
3.	Maximize Special Education: Universal Design Learning with Differentiated Instruction and High Leverage Practices	General education and special education teachers; Teaching Assistants, MCLs, Reading Specialists, Specialists, RA's	August 2023-June 2024	IEP progress reports; IEP team meetings; Observations; Conferences with students	Administrators/CAO Sped Team	Monthly	
4.	Implement a tutoring program via ALL IN VA	Classroom teachers Special Education	September 2023-June 2024	Fall Growth Assessment (FGA) scores and	Administrators	Weekly	

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

	for up to and extra 3-5 hours a week for all students who are deemed 'at risk' or 'not proficient' based on Standards of Learning scores for grades 3 & 4	teachers (SPED); Multiple Classroom Leaders (MCLs); English Language Learner teachers (ELLs); Reach Associates (RAs)		rankings; weekly data collections on tutoring programs		
5.	Coordinate intervention and enrichment instructional blocks in all K-4 classrooms with targeted identified goals for students	General Education teachers, MCLs, SPED, ELL, Reading Specialists, Interventionist, TA's	September 2022-June 2024	Bi-weekly common formative assessments (CFAs), Measures in Performance Matters; weekly student work and observations	Administrators	Weekly
6.	Focus on intentionality, purpose, and preparedness with PLCs by completing the tasks before assigning to students; matching the SOL on all lesson plans with correct vocabulary, and celebrating student growth	General Education teachers, MCLs, SPED, ELL, Reading Specialists, Interventionist, TA's	August 2022-June 2024	Weekly PLC meeting dates and minutes; verify lesson plans match actual in class observations	Administration	Weekly
7.	Focus on Academic Nights where parents are invited to school to learn academic, attendance, and behavior expectations	All faculty and staff leads and/or participates in all sessions; at least 3 times a year	August 2023-June 2024	Meet the Teacher: 8/8/23; Academic Night #1: 9/7/23; Student-led conferences: 10/12/23 and additional sessions	Administrators/Team leaders	Weekly

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for students, specifically ways to learn ELA for student help at home						
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MATH

<i>Garland R. Quarles Elementary School (2023-2024) Comprehensive School Improvement Plan</i>	
Name of School: Garland R. Quarles Elementary School (GQES) Schools	School Division: Winchester City Public
Area of Focus: Math	
SMART Goal: By June 2024, all students will improve in Math by increasing their overall raw scores on the Standards of Learning pass rates from combined grade 3 and 4 (49%) to (60%), with growth added: 87.2 to 92%; Black students will increase from 83.33 to 87%; Multiple Race students will increase from 72.72 to 80%; Students with disabilities will increase from 73.91 to 76%. All other subgroups will remain at Level 1.	
Essential Action/Research-based Strategy/Evidence-based Intervention: Implement, deliver, and monitor a written, taught, and assessed math curriculum that is aligned by content and cognitive level to the VDOE Standards of Learning and Curriculum Framework Essential Knowledge and Skills. Implement High Leverage Practices (HLP).	<input type="checkbox"/> Academic Review Finding
Action Plan	

***Insert more rows as necessary. If additional essential actions/strategy/interventions, duplicate the chart as needed.**
 Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. Students will make strong connections with teachers, self-monitor their progress by setting goals during Common Formative Assessments and benchmarks.	Classroom teachers in grades 3 and 4; SPED teachers, Interventionist, MCLs, ELL teachers, Reach Associates	August 2023-June 2024	Bi-weekly CFA's; Performance Matters assessments, weekly student work and observations	Administrators	Weekly	
2. Students will receive aligned, differentiated instruction in tiered supports and progress monitoring in Math.	Classroom teachers in all grades; SPED teachers, Interventionist, MCLs, ELL teachers, Reach Associates	August 2023-June 2024	SPED students: 8 progress reports a year (twice quarterly); Progress monitoring weekly in Performance Matters; conferences with parents as needed to partner for child's learning progress	Administrators, LEAD teachers, MCLs	Weekly	
3. Implement a tutoring program via ALL IN VA for up to and extra 3-5 hours a week for all students who are deemed 'at risk' or 'not proficient' based on Standards of	Classroom teachers Special Education teachers (SPED); Multiple Classroom Leaders (MCLs); English Language Learner teachers	September 2023-June 2024	Fall Growth Assessment (FGA) scores and rankings; weekly data collections on tutoring programs	Administrators	Weekly	

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

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

Learning scores for grades 3 & 4	(ELLs); Reach Associates (RAs)					
4. Coordinate intervention and enrichment instructional blocks in all K-4 classrooms with targeted identified goals for students	General Education teachers, MCLs, SPED, ELL, Reading Specialists, Interventionist, TA's	September 2022-June 2024	Bi-weekly common formative assessments (CFAs), Measures in Performance Matters; weekly student work and observations	Administrators/MCLs / Interventionist	Weekly	
5. Focus on intentionality, purpose, and preparedness with PLCs by completing the tasks before assigning to students; matching the SOL on all lesson plans with correct vocabulary, and celebrating student growth	General Education teachers, MCLs, SPED, ELL, Reading Specialists, Interventionist, TA's	August 2022-June 2024	Weekly PLC meeting dates and minutes; verify lesson plans match actual in class observations	Administration/MCLs	Weekly	
6. Work directly with our Division Math supervisor and Dr. Jennifer Lemp to make sure students work through the struggle and understand the	General Education teachers, MCLs, SPED, ELL, Reading Specialists,	August 2023-June 2024	Weekly CFA's benchmarks, observations, student self-reports, class performance levels on Performance Matters	Administrators	Weekly	

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

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<p>multiple ways to address mathematical concepts aligned to the standards as well as make sure teachers rely on algorithms as a last resort.</p>	<p>Interventionist, TA's</p>					
<p>7. Focus on Academic Nights where parents are invited to school to learn academic, attendance, and behavior expectations for students, specifically ways to help with Math.</p>	<p>All faculty and staff leads and/or participates in all sessions; at least 3 a year.</p>	<p>August 2023-June 2024</p>	<p>Meet the Teacher: 8/8/23; Academic Night #1: 9/7/23; Student-led Conferences: 10/12/23; and additional sessions.</p>	<p>Administrators/Team Leaders</p>	<p>Weekly</p>	

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

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CHRONICALLY ABSENTEEISM

Garland R. Quarles Elementary School (GQES) 2023-2024 Comprehensive School Improvement Plan

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

Area of Focus: Chronically Absenteeism

SMART Goal: By June 2024, all students will reduce chronic absenteeism from 16.46% to under 15%.

Essential Action/Research-based Strategy/Evidence-based Intervention: Frequent monitoring and using Attendance Matters strategies Academic Review Finding

Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. Teachers and staff will make strong connections with students and their families	General Education teachers and Special Education teachers and all staff members	August 2023-June 2024	Regular attendance monitoring; following up with phone calls; meetings; and removing barriers for good attendance with the family	Administration	Weekly	
2. Coordinate check in and check out with any student who is trending for chronically absent and reward them for	General Education teachers and Special Education teachers and all staff members	August 2023-June 2024	Celebrating and welcoming each child for coming to school each day and after	Administration/School Counselor	Weekly	

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being in school all week	who select students to be in the check in/check out system		each week, receiving an incentivized prize.			
3. Parents will receive multiple informational reminders about the importance of regular school attendance and student academic success	All classroom teachers, specialists, SPED teachers, MCLs, Reading Specialists, Interventionist, RA	Weekly reminders	See artifacts: Academic Night pamphlets, weekly administration SMOREs sent to families	Administration/School Counselor	Weekly	
4. Classrooms will be awarded with the best classroom attendance in intervals	Classroom teachers/Office staff	Every 3 weeks	Tracking and celebrating and acknowledging best attendance in a grade level	Administration	Weekly	
5. Holding parent meetings when attendance is trending beyond 5, 7, 10 days with attendance contracts to sign	School Attendance Liaison	Daily	Tracking and reporting and arranging parent meetings with attendance and school counselor and if needed, school social worker	Administration	Weekly	

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