



**North Elementary School
School Improvement Plan
2022-2023**

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Name of Stakeholder	Title
Dr. Candy Llewellyn	Principal
Ashley Watkins	Assistant Principal
Sherri DiNoia	Title I math teacher
Joy Kolev	Title I reading teacher
Gail Smith	First Grade Teacher
Stephanie Bass	Third Grade Teacher
Kara Bliss	Title I Paraprofessional
Dalanais Serna	Special Education Teacher and NES Parent
Ellen Burnett	District Instructional Specialist/Math Coach
Kristin Janssen	Director of Curriculum and Assessment

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

Narrative:

North Elementary School was opened in September, 1959 to serve the community of Colonial Heights, Virginia. Currently, North Elementary School serves 326 students in Pre-kindergarten through grade five. North has fifty-two faculty members. Enrollment pre-COVID was 370 students. The student population is 55% male and 45% female with student ethnicity being 37% white, 39% African American, 13% Hispanic, 5% Asian and 6% multi-racial/unspecified. North Elementary currently has a free and reduced lunch rate of 60% this school year which was lower when compared with the 77% for 2019/2020, 74% for 2018/19, 74% rate in 2017/18 school year, 66% rate in the 2016/17 school year.

Approximately 13.2% of our students receive special education services that consist of the categories: Speech and Language, Other Health Impaired, Autism, Developmental Delays, and Specific Learning Disabilities. Our reading staff consists of one reading specialist, one Literacy Extension teacher, one title I paraprofessional, and one PALS paraprofessional. Students in kindergarten through fifth grade are one to one with Chromebooks that they are able to take home daily. Pre-Kindergarten students have access to iPads in the classroom. Students also have access to various educational software programs (including IXL, Study Island 3-5, Reading Eggs, Five Ponds Press, Dreambox, Epic, and Accelerated Reader).

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Figure 1: Enrollment Data for North

Colonial Heights Public Schools	Total in Grade	(I) American Indian or Alaska Native	(A) Asian	(B) Black or African American	(P) Native Hawaiian / Other Pac Islander	(W) White	Hispanic/Latino	Two or More Race Categories
North Elementary								
Pre-K	21	0	0	6	0	6	8	1
Kindergarten	52	0	0	19	0	19	8	6
1st Grade	46	0	0	18	0	14	9	5
2nd Grade	46	0	1	16	0	17	7	5
3rd Grade	49	0	2	16	0	18	7	6
4th Grade	63	0	4	29	0	14	12	4
5th Grade	57	0	2	22	0	14	13	6
Total	334	0	9	126	0	102	64	33

The [schedule](#) at North provides for an intervention/enrichment (I/E) block each day to assist students in all grade levels in both reading and math. This year, as in previous years, will offer before, after, and during school tutoring to our students. Many of our students participate in Kids After-School Program (KAP), which is a program that offers remediation, tutoring, guidance, and support to meet the needs of the participating students. Our district is a member of the Comprehensive Instructional Plan consortium (CIP), which consists of 42 school divisions across the state of Virginia. The CIP consortium works together to develop pacing guides, benchmark assessments, and instructional resources. Within the school, team meetings are encouraged to allow for instructional collaboration among teachers, instructional specialists, and coaches.

North Elementary School finds ways to offer support to our students and families, and offer enrichment opportunities as well. North partners with Colonial Heights High School for the “SODA” (Students Organized for Developing Attitudes) program, giving students opportunities to interact with high school students and learn about positive behaviors (this program was suspended for 2020-2021 and will be returning in fall of 2022). The Colonial Heights police department is actively involved at NES. Not only does our school have a full-time School Resource Officer, but the department serves our students through the DARE program for fifth graders and informational programs for our kindergarteners. Our English Learners work with licensed ESL staff and the division sponsors “ESL Family Nights” to connect families with their schools. A local dental office partners with our school to provide in-school cleanings and assessments for second grade students. Second grade students additionally participate in the SwimRVA learn-to-swim program. Students participate in Library, Art, Physical Education, and Music courses.

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Through the support of the community, we are able to offer a weekend backpack program to assist those students with food insecurity. We also receive financial and volunteer support from many local businesses and organizations such as Primis Bank, Chick-Fil-A, Wal-Mart, Kiwanis Club, the Moose Lodge, and other faith-based organizations. Through this community support we are able to provide our students and staff with school supplies and other resources to address instructional or other needs they may have which may impede their academic progress. North has parent volunteers in numerous programs such as PTO activities, Reach for Reading, and individual tutoring. A strong Parent Teacher Organization has united North Elementary with many community partnerships. North families participate in many activities including Dante's Night, Chipotle Night, Movie Night, Character Kids Breakfast, North Star Student of the Week, Santa Shop, ESOL family night, Fine Arts Festival, and Kiwanis Terrific Kids Award. Being able to invite parents and volunteers back into our school is essential to fostering the partnership with families in our community. The importance of building and maintaining those community relationships not only benefits our students but also supports our faculty and staff. Creating an environment where the school and community are partners is crucial to educating our students. We participate in community outreach through partnerships, newsletters, and visibility at community events like the CH Recreational Department's Back to School Festival.

At-risk students are also served by Literacy Extension teachers, PALS paraprofessionals, school tutors, remediation staff, and other support personnel. Schedules are reviewed to maximize instructional time, core area instruction, and supplemental support. In addition, students participate in exploratory sessions related to the Profile of a Virginia Graduate: content knowledge, workplace skills, career exploration, and community engagement and civic responsibility

North Elementary School conducted a comprehensive needs assessment this year. All stakeholders were represented: parents/guardians and staff members were surveyed about the various aspects of school such as: communication, safety, instruction, climate, social-emotional well being, and professional development. The findings from this needs assessment will aid in facilitating a more comprehensive plan.

North Elementary School is a Targeted Assistance Title I School. To qualify for Title I supplemental support, students must meet specific criteria. Students are eligible for Title I services based on the data provided on the Referral for Title I Services Matrix which includes the following:

- Teacher recommendations/observations
- PALS performance results
- DSA results
- Student Growth Assessments
- Interview-based assessments
- Retention Record (where applicable)
- Grades and class performance
- Parent recommendations

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Title I services are provided in two models depending on specific student needs:

- Title I Pull-out- K-8th (reading) and K-5th (math) grade students who have been found eligible for Title I services are served outside of the classroom in small groups by the Title I teacher/paraprofessional. The pull-out instruction is scheduled at a time that does not interfere with direct instruction from the classroom teacher.
- Title I Push-in- K-8th grade students who have been found eligible for Title I services are served in the classroom in small groups by the Title I teacher/paraprofessional.

Guiding, protecting, educating and ultimately enriching the lives of every student who enrolls at North Elementary will continue to be our main focus. Continuing to foster a relationship between the school and community will inevitably lead to the improvement of the city in which our students live. Programs, community involvement, parental support, school safety, and educational excellence will ensure a future equivalent to the outstanding history of North Elementary School and the city of Colonial Heights.

Additionally, each quarter school administration, central office staff, and instructional leadership staff participate in learning walks in classrooms and hold data meetings to analyze data trends and make recommendations for instructional adjustments.

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Figure 2: 2022 Accreditation Data for North

Colonial Heights Public Schools	2017-2018	2018-2019	2021-2022	Cumulative 3 Year Average
North Elementary				
Academic Achievement - English	87.79	83.77	90.91	87.38
Academic Achievement - Math	80.35	91.63	93.82	88.81
Academic Achievement - Science	80.43	76.92	55.56	71.33
Achievement Gap - English				
Asian	<	<	100	100
Black	81.16	75.71	83.12	80.09
Economically Disadvantaged	86.09	80.36	90.35	85.63
English Learners	100	100	100	100
Hispanic	100	95.65	100	98.67
Students with Disabilities	72	85.71	80.95	79.73
White	88.24	84.62	95	88.17
Achievement Gap - Math				
Asian	<	<	100	100
Black	73.97	85.71	92.41	84.28
Economically Disadvantaged	78.63	90	93.04	87.22
English Learners	100	100	100	100
Hispanic	87.5	96	97.22	94.81
Students with Disabilities	50	83.87	73.68	70.83
White	84.85	93.9	89.47	89.78
Chronic Absenteeism	9.79	6.98	15.46	10.56

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Figure 3: 2022 SOL Pass Rates Initial and Retest

Colonial Heights Public Schools	Attempt	Pass Adv	Pass Prof	Fail	Growth	Total	Pass Rate/ Combined Rate
North Elementary							
Gr 3 Math CAT	Initial	4	27	29		60	51.67%
Gr 3 Math CAT	Retest		6			6	61.67%
Gr 3 Math CAT	<i>Growth</i>				20	20	95.00%
Gr 3 Reading CAT	Initial	3	38	19		60	68.33%
Gr 3 Reading CAT	Retest		6			6	78.33%
Gr 3 Reading CAT	<i>Growth</i>				9	9	93.33%
Gr 4 Math CAT	Initial	5	34	15		54	72.22%
Gr 4 Math CAT	Retest		3			3	77.78%
Gr 4 Math CAT	<i>Growth</i>				7	7	90.74%
Gr 4 Reading CAT	Initial	4	31	19		54	64.81%
Gr 4 Reading CAT	Retest		3			3	70.37%
Gr 4 Reading CAT	<i>Growth</i>				5	5	79.63%
Gr 5 Math CAT	Initial	1	25	21		47	55.32%
Gr 5 Math CAT	Retest		4			4	63.83%
Gr 5 Math CAT	<i>Growth</i>				8	8	80.85%
Gr 5 Reading CAT	Initial	1	30	16		47	65.96%
Gr 5 Reading CAT	Retest		2			2	70.21%
Gr 5 Reading CAT	<i>Growth</i>				7	7	85.11%
Gr 5 Science	Initial	4	14	29		47	38.30%
Gr 5 Science	Retest		7			7	53.19%

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Virginia Studies	Initial	14	16	14		44	68.18%
Virginia Studies	Retest		1			1	70.45%
Grand Total		36	247	162	56	445	76.18%

Additional division and school-specific data may be accessed on the Virginia Department of Education Website: [VA School Quality Profiles Home Page](#). Virginia's School Quality Profiles provide information about student achievement, college and career readiness, program completion, school safety, teacher quality, and other topics of interest to parents and the general public. Report cards are available for schools, school divisions, and for the commonwealth.

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Budget Implications:

Supplemental instructional materials and programs utilized to monitor student progress and establish interventions are purchased through Title I, Part A funds. General materials, supplies, and programs are purchased through instructional funds provided to each school by the school division. Funds for programs are also purchased through the general school account.

Tutoring funds will be adjusted to provide more in-school tutoring/remediation opportunities in reading and math in addition to before and after-school tutoring sessions.

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act ESSER II and American Rescue Plan (ARP) Act ESSER III funds will be used to support summer programming, before/during/after school programming. The CHPS Continued Learning Plan is posted on the CHPS division website with more information.

Benchmark/Evaluation:

- ★ State fall growth assessments (*see figures 2, 3, 4, and 5*)
- ★ PALS and DSA fall, mid-year and spring
- ★ DSA fall, mid-year and spring
- ★ Formative and summative classroom assessments using Performance Matters
- ★ SOL Performance
- ★ Informal Reading Inventory for students in grades 4-5
- ★ Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten Students

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Component II: *Scientifically-based research strategies based on identified needs and designed to raise the achievement level of students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.*

Narrative:

Examination of the data showed that our Students with Disabilities showed a 5 point decrease in pass rate in reading and almost 10 points in math from the 2018-2019 school year. Previously, Economically Disadvantaged and Black students had seen decrease in pass rates in reading showed an *increase* in pass rate for the 2021-2022 school year. In addition, white students had a decrease in pass rates for math from the 2018-2019 school year.

Strategy 1: Data disaggregation: Leadership met with teachers to discuss correlations and next steps. Data meetings are held with teachers, administration, the Instructional Coach and Reading Specialist. We have a schoolwide data meeting with each grade level, along with quarterly data meetings and learning walks, to talk about where the students are and how we can provide additional support to close the learning gap. We rank every student in the school in reading and math and update the rankings as we obtain new data. We are making a concerted effort to meet more frequently to discuss data and to collaborate, not just in grade level teams but also to discuss what implications there are in our vertical alignment. These regular meetings provide opportunities for staff to share strategies and become more familiar with the student data. Common practices and language in terms of our data specifically in terms of the areas where we have lower pass rates will improve instruction leading to better outcomes.

Strategy 2: Professional development: Professional development is being provided for teachers based on areas of weakness noted from data, classroom observations and walkthroughs. Professional development includes but is not limited to:

- Structured literacy
- Science of reading
- Math Workshop
- PALS
- Social and emotional training
- Providing Virtual Instruction
- Canvas - LMS for in-person and virtual instruction
- Planbook - standards alignment

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Strategy 3: Instructional focus

Increase the state academic performance rate for all subgroups, particularly the Students with Disabilities.

- ★ Continue to use DSA to determine word study levels for students to better address specific needs
- ★ Continue to integrate an intervention and enrichment block in the master schedule to be able to target students' needs with specific focus on students with disabilities, economically disadvantaged and black students
- ★ Utilize instructional coaches to assist teachers in implementation of small group strategies and best practices
- ★ Continue professional development on structured literacy to enhance the teachers' ability to use best practices in phonemic and phonics instruction
- ★ Continue to review and monitor lesson plans for pacing and alignment
- ★ Adjust tutoring to continue before and after school tutoring as well as supplementing with in-school tutoring
- ★ Utilize more instructional staff for reading: Title I Reading Specialist, PALS tutors, Literacy Extension teacher
- ★ Continue with quarterly Learning Walks with Instructional Support Staff
- ★ Continue grade level meetings
- ★ Participate in Professional Learning Community meetings to examine data, etc.

Budget Implications:

Supplemental instructional materials and programs utilized to monitor student progress and establish interventions are purchased through Title I, Part A funds. General materials, supplies, and programs are purchased through instructional funds provided to each school by the school division. Funds for programs are also purchased through the general school account.

To provide more in-school tutoring/remediation opportunities in reading and math during the school day as opposed to before and after-school tutoring sessions. Provide additional personnel to help address our needs in reading and math.

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act ESSER II and American Rescue Plan (ARP) Act ESSER III funds will be used to support summer programming, before/during/after school programming, and unfinished learning activities. The CHPS Continued Learning Plan is posted on the CHPS division website with more information.

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Benchmark/Evaluation:

- ★ State Growth Assessments
- ★ DSA fall, mid-year and spring
- ★ Formative and summative classroom assessments using Performance Matters
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Component III: Scientifically-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose and prepares students for success at the next level. Expectations are also high in each course/class and learning activities are individualized for each student in a way that supports achievement of expectations. There are ample opportunities for students to explore, gather, and retain essential knowledge across the curriculum as indicated in the activity examples (technology, field trips, reading and math supplemental materials) that align with the SOLs and teacher/school goals.

Teachers are consistent and deliberate in planning and using personalized instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills, and interventions to address individual learning needs of students. In using the instructional strategies, teachers consistently require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. As evident in lesson plans and classroom observations, teachers provide students with daily explicit mathematics instruction that includes small groups, hands-on activities, higher order thinking skills, problem solving activities and opportunities to respond to open-ended questions. Students are also provided daily reading instruction that is data driven, differentiated, explicit and specific. Utilizing evidence-based strategies that are proven effective in meeting the needs of each individual learner by implementing and maintaining a balanced reading approach during language arts. The faculty continues to revise and implement the evidence-based strategies learned during professional development with continuous guidance from the reading and math coaches in an effort to support student success.

Diving deeper into our student data allows us to provide better intervention in a more timely manner. The use of progress monitoring in the subjects of reading and math not only benefits the student outcomes but also improves teaching practices. Weekly PLC meetings ensure that instructional strategies, assessments, and pacing are aligned with the curriculum both across grade levels and vertically. Discussions of student progress are crucial to providing evidence-based instruction and improving student outcomes.

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Below is a list of some of the programs outlined above:

- ★ Administrators and Instructional Coaches providing timely and constructive feedback to teachers
- ★ Weekly planning meetings and PLC meetings
- ★ Regularly scheduled grade level meetings
- ★ Member of CIP Consortium (42 divisions)
- ★ Several dedicated Professional Development days for staff and teachers throughout the school year
- ★ Continuously available funding for teachers to participate in professional development
- ★ Implement and differentiate Science of Reading-based curriculum in Language Arts instruction
- ★ Use of Title I, EL and SPED teachers and tutors for small group instruction
- ★ PALS remediation (30 minutes daily) for identified students
- ★ Reading A-Z online supplement for leveled readers
- ★ Use of Dreambox and Edmentum (Exact Path and Reading Eggs) to provide individualized instructional support.
- ★ Provide interventions and progress monitoring for identified students with fidelity.
- ★ Utilize VDOE curriculum framework and division pacing guide to guide daily instruction.
- ★ School counselor support for individual students or groups of students based on identified needs.
- ★ “Family Night” events to help bridge connections between families and the school.
- ★ Reading Intervention/Enrichment and Math Workshop blocks built into the master schedule for one hour of support each day.
- ★ After school tutoring program for identified students.
- ★ Differentiated instruction and ongoing staff development in the *Science of Reading*.

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The chart below outlines data collection methods and frequency.

Data Collection Method	Frequency
PALS	Fall, Mid-Year, Spring
DSA	Fall, Mid-Year, Spring
Attendance	Daily
Small Group reading and math data	Daily
Growth Assessments	Fall, Mid-Year, Spring

Budget Implications:

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Benchmark/Evaluation:

- ★ Growth Assessments
- ★ PALS fall, mid-year, and spring
- ★ DSA fall, mid-year and spring
- ★ Formative and summative classroom assessments using Performance Matters
- ★ SOL assessments
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Component IV: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning, as evident by agendas, logs, and staff development points. These programs also set high expectations for all school personnel and include valid and reliable measures of performance. For example, teachers attend in-services provided by reading and math coaches throughout the school year and summer. One-on-one coaching is also available when needed. Mentors are assigned to mentees to observe lessons and offer professional guidance with the help of mentor and mentee handbooks. Teachers make recommendations for fellow teachers to be recognized as Teacher of the Year.

All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction and is based on an assessment of needs of the school and individual. The professional learning opportunities are provided by the school system during the school year and summer. Teachers also attend conferences that are funded by the school system and continuing education courses. The continuous program of professional learning builds measurable capacity among all professional and support staff and is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning, as is evident in teacher evaluations and mid-year reviews.

North Elementary School has a full time school counselor employed through Colonial Heights Public Schools. Colonial Heights also provides family support and case management through two full time school social workers. We are able to provide Therapeutic Day Treatment services through Intercept Health. We provide other opportunities for mentoring and connecting to the community through programs like Reach for Reading and Adopt-a-School, which provide positive adult connections with volunteers and U.S. Army soldiers respectively.

To navigate and address the challenges of learning during a pandemic, Colonial Heights Public Schools adopted and implemented Positive Action, a full social-emotional curriculum geared towards school-aged children. Every class, PreK-5, participates in a daily lesson and a class meeting. School counselors, school social workers, and the division's school psychologist provide support and lessons for classes and teachers to use.

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Benchmark/Evaluation:

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