



**North Elementary School
School Improvement Plan
2021-2022**

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Name of Stakeholder	Title
Travis Ridley	Principal
Kara Bliss	Title I instructor
Candy Llewellyn	Assistant Principal
Sheri DiNoia	Title I math teacher
Joy Kolev	Title I reading teacher
Gail Smith	First Grade Teacher
Stephanie Bass	Third Grade Teacher
Dalanais Serna	Special Education Teacher and NES Parent
Ellen Burnett	District Instructional Specialist/Math Coach
Jake Reynolds	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 328 students in Pre-kindergarten through grade five. Of those 328 students, 321 are attending school in-person, and the remainder are enrolled in the Colonial Heights Virtual Academy. 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 76% this school year which was consistent with the 77% for 2019/2020, 74% for 2018/19, 74% rate in 2017/18 school year and up from 66% rate in the 2016/17 school year. North Elementary School has had 11 principals since its opening.

Mr. Travis L. Ridley is serving as its present principal and has been in that position since 2011. The entire school staff is committed to quality education for all students. 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 teacher, one title I reading instructor, and one PALS instructor. The school also employs a Title I Math Teacher. Our school is currently in the process of implementing a revamped Language Arts curriculum based on structured literacy and the Science of Reading. As evidenced, all members of North Elementary School are constantly seeking and implementing new programs and concepts in its design for learning. Thus, North Elementary school is a fully accredited school for the 20th year in a row.

North Elementary School has a well-rounded instructional program which meets the ever-changing needs of the demographics within the community. The staff of North Elementary School is dedicated to the education and care of all students under their supervision. The school is a stabilizing influence in the lives of many of our youth. North Elementary School, its staff, and students have adapted to and changed with the times. Parental and community support of the school, its teachers, administrators and students have served as catalysts in meeting the educational, social and emotional needs of the students.

The safety and well-being of the students, staff and faculty are of the utmost priority at North Elementary School. Security drills, teacher training and mock situations prepare students for various emergency situations. Due to the increased level of security needs, security must be a priority in schools today. North continues to look for and improve upon methods to keep our children and staff safe.

The school serves students in pre-kindergarten through grade five with three sections at each grade level. Each grade level receives art, music, PE, exploratory (including computer science and STEM)and library weekly.. North Elementary also offers a wide variety of ancillary programs which

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have contributed to the development of well-rounded students. A full-time ESOL teacher, two Title 1 teachers and an Early Literacy Paraprofessional enhance the development of proficient readers at North Elementary School. A support staff of parent volunteers, and paraprofessionals aid students in small group settings to provide opportunities for educational success. Standardized test scores at the school have been among the highest in the system and in many instances the highest, attesting to the high quality of instruction and dedication to excellence of everyone associated with the program.

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
- MAP growth assessment results
- Interview-based assessments
- Retention Record (where applicable)
- Grades and class performance
- Parent recommendations

Title I students are served 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.

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.

Community involvement and parental support are vital parts of all phases of the North Elementary School experience. 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, Touch-A-Truck, Kids of Character Breakfast, North Star Student of the Week, Santa Shop, ESOL family night, Fine Arts Festival, and

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Kiwanis Terrific Kids Award. Companies and organizations such as Walmart and The Moose Lodge have contributed to our excellence through monetary contributions and by recognition of instructional staff.

Teachers for exceptional children are involved in helping these students prepare for life, mainstreaming, and becoming a success in the school and the community in which they live. A strong DARE (Drug Abuse Resistance Education) and SODA (Students Organized for Developing Attitudes) curriculum help prepare students for the many temptations they may encounter in life. The gifted collaboration, KAPS (Kids After School Program), an after-school remediation program, a summer learning academy to prevent learning loss and close gaps, foreign language instruction and a guidance support system are all part of an endeavor to meet the needs of each student at North.

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.

Due to Covid-19, North Elementary was forced to physically close on March 13, 2020 for the remainder of the 2019-2020 school year. To ensure that student learning needs were addressed, a needs assessment was completed. As a result, learning modules and daily class meetings were provided for students throughout the remainder of the school year. For students who did not complete the learning modules, a summer program was offered to complete unfinished learning modules.

At the opening of school year 2020-2021, Colonial Heights Public Schools offered a choice to parents to participate in five day-a-week in-person instruction or full virtual instruction. At the beginning of the school year, 180 students were enrolled in in-person instruction in grades PreK-5. By February of 2021, that number had increased to 210 students. Students whose families had opted for virtual learning were placed in Colonial Heights' K-5 Virtual Academy. This program combined students and instructional staff from all three Colonial Heights schools. A Virtual Academy administrator managed the day-to-day operations. North Elementary staff, the school counselor and administration maintained contact with these students and families through phone calls, zoom meetings, and house visits, as necessary. A review of data indicated that the rate of students receiving below average grades had greatly increased for students in the virtual program. North Elementary has set up tutoring and recovery programs for these students to help close learning gaps.

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

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At the opening of the 2021-2022 school year, we have 98% of students (335) attending in person five days a week. We have used DSA, PALS, State Growth Assessment to evaluate learning loss and current levels of student performance.

Data Points/Analysis:

Division	Core	School Name	Count	AVG Fall "TSS"	Fall "Pass"	AVG Spring TSS	Spring Pass	Pass Diff
COLONIAL HEIGHTS	Math	DIVISION	785	379.68	30.06%	396.39	46.75%	-16.69%
COLONIAL HEIGHTS	Math	NORTH ES	79	384.91	35.44%	394.23	46.84%	-11.39%
COLONIAL HEIGHTS	Reading	DIVISION	847	410.14	57.26%	415.60	63.28%	-6.02%
COLONIAL HEIGHTS	Reading	NORTH ES	79	408.60	55.70%	400.25	51.90%	3.80%

(Above - Spring 2021 SOL Test Results and Fall 2021 VDOE Growth Assessments)

	STUDENTS WHO MET MAP GROWTH PROJECTION			
	MATH		READING	
	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
FIFTH GRADE	10/26	38.5	10/25	40
FOURTH GRADE	6/24	25	9/24	37.5
THIRD GRADE	10/28	35.7	12/28	42.85
SECOND GRADE	9/26	34.62	8/27	29.6
FIRST GRADE	8/23	34.78	4/23	17.39
KINDERGARTEN	MAP TEST NOT ADMINISTERED IN KG			

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SCHOOLWIDE	43/127	33.85	43/127	33.85
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Fig. 1. MAP Growth, Fall 2020 - Winter 2021.

Colonial Heights Public Schools	2016-2017	2017-2018	2018-2019	Cumulative 3-Year Average
North Elementary				
Academic Achievement - English	87.50	87.79	83.77	86.21
Academic Achievement - Math	86.36	80.35	91.63	86.42
Academic Achievement - Science	91.67	80.43	76.92	82.88
Achievement Gap - English				
Asian				100.00
Black	79.25	81.16	75.71	78.65
Economically Disadvantaged	84.27	86.09	80.36	83.54
English Learners	100.00	100.00	100.00	100.00
Hispanic		100.00	95.65	97.87
Students with Disabilities	67.86	72.00	85.71	75.31
White	90.79	88.24	84.62	87.84
Achievement Gap - Math				
Asian				100.00
Black	78.33	73.97	85.71	79.52
Economically Disadvantaged	79.31	78.63	90.00	83.02
English Learners	100.00	100.00	100.00	100.00
Hispanic		87.50	96.00	93.62
Students with Disabilities	55.56	50.00	83.87	65.00
White	90.28	84.85	93.90	90.00
Chronic Absenteeism	10.40	9.82	6.98	9.03

Fig. 2. SOL data from the past three testing cycles.

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STUDENTS BELOW BENCHMARK K-3: IN-PERSON & REMOTE - FALL 2020										
Entity	Grade	Total Administration: In-Person and Remote			In-Person Administration			Remote Administration (RA)		
		# assessed	# ID and below SS Benchmark	%	# assessed	# ID	%	# assessed	# below SS Benchmark	%
North Elem.	K	90	44	49 %	82	43	52 %	8	1	13 %
	1	92	36	39 %	77	28	36 %	15	8	53 %
	2	103	35	34 %	80	29	36 %	23	6	26 %
	3	119	31	26 %	72	22	31 %	47	9	19 %

Fig. 3. PALS below benchmark Fall 2020. Data includes students from the Virtual Academy.

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 shifted to provide more in-school tutoring/remediation opportunities in reading and math as opposed 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, and unfinished learning activities. The CHPS Continued Learning Plan is posted on the CHPS division website with more information.

Benchmark/Evaluation:

- State fall growth assessments, PAL, DSA, MAP 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:

After looking at the data for the last three years several subgroups showed inconsistently over the last 3 years. Those groups with students with disabilities, economically disadvantaged, and black students.

Strategy 1: Data disaggregation: Since SOLs were not administered during the 2019-20 school year, the leadership team reviewed the PALS scores and SOL scores from previous years. 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.

Students with Disabilities	2016-2017	2017-2018	2018-2019
English	67.86%	72.00%	85.71%
Math	55.56%	50%	83.87%

Economically Disadvantaged	2016-2017	2017-2018	2018-2019
English	84.27%	86.09%	80.36%
Math	79.31%	78.63%	90.0%

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Black Students	2016-2017	2017-2018	2018-2019
English	79.25%	81.16%	75.71%
Math	78.33%	73.97%	85.71%

Strategy 2: 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
- MAP test administration/data disaggregation
- PALS
- Social and emotional training
- Providing Virtual Instruction
- Canvas - LMS for in-person and virtual instruction
- Planbook - standards alignment

Strategy 3: Instructional focus

Increase the state academic performance rate for all subgroups with a focus on Black, SWD, and Economic Disability.

- 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

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- Continue professional development on structured literacy to enhance the teachers' ability to use best practices in phonemic and phonics instruction
- Adjust tutoring to continue before and after school tutoring and add in during school tutoring
- Utilize more instructional staff for reading: Title I Reading Specialist, PALS tutors (2), Literacy Extension teacher

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

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.

Benchmark/Evaluation:

- State Growth Assessments
- MAP fall, mid-year and spring: September, January, May
- 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 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, MSIC, 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, 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, researched-based and proven effective to meet the needs of each individual learner by implementing and maintaining a balanced reading approach during language arts. To sustain success in this area of strength, the faculty continues to revise and implement the research-based strategies learned during professional development with continuous guidance from the reading and math coach.

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

- * Administration and Instructional Coaches providing continuous feedback to teachers.
- * Weekly Instructional Literacy Coach-led planning meetings across the division by grade level.
- *Division Grade Level Meetings
- *Member of CIP Consortium (41 divisions)

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- * Several dedicated Professional Development days for staff and teachers.
- * 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 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.

Programs are evaluated several times a year as shown in the chart below.

Data Collection Method	Frequency
PALS	Fall, Spring
DSA	Fall, Mid-Year, Spring

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MAP Assessment	Fall, Mid-Year, Spring
Attendance	Daily
Small Group reading data	Daily
Growth Assessments	FALL, Spring

Budget Implications:

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Benchmark/Evaluation:

- Growth Assessments
- MAP fall, mid-year and spring: September, January, May
- DSA fall, mid-year and spring
- Formative and summative classroom assessments using Performance Matters
- SOL
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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 and Technology 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 guidance 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.

Budget Implications:

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