Sterling Elementary School
Title I School-wide Plan

2016-2017

(for 2017-2018 school year)

Sterling Elementary School
200 W. Church Road
Sterling, VA 20164

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Mission Statement

We believe teaching is a collaborative commitment in which we positively impact the lives of students in a nurturing environment by respecting their differences, facilitating learning, encouraging growth, and discovering ways to give each child a bright, successful future.

Comprehensive Needs Assessment Overview

Component 1 §1114(b)(6):
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.

Evidence: 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. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Sterling Elementary School serves students in Head Start through grade five in the Sterling Park neighborhood of Loudoun County, Virginia.

Demographics:

Total enrollment: 466
Federal Accountability Status: Fully Accredited
Economically disadvantaged: 60%
Percentage Hispanic: 58%
Percentage Black: 6%
Percentage White: 17%
Percentage Asian: 13%
Percentage Multi-racial: 5%
Percentage ELL: 60%
Percentage of students with disabilities: 9%
Attendance rate: 97%

Curriculum Overview:

Sterling Elementary houses one of Loudoun County's Head Start programs. Head Start is a federally funded preschool program for low income families. Seventeen county students are selected to attend at Sterling Elementary, but they do not all reside within the boundaries for Sterling Elementary. In addition to participating in the Head Start curriculum, Head Start students have opportunities to practice kindergarten readiness skills (i.e. raising hand, drinking from straws, lining up, and reading books). All kindergarten students at Sterling Elementary attend a full-day program. Students in grades K-5 participate in a balanced literacy experience for 2 ½ hours of the school day. In addition to full group instruction through interactive read aloud and shared reading, students are provided instruction that is differentiated as well as aligned with the grade level curriculum (guided reading, strategy groups, independent reading with conferring). Instruction is delivered through a mini-lesson to the full group and the focus skill is strung throughout independent practice as teachers confer with students to provide specific feedback as they practice the skill. Math instruction in a typical classroom is 1- 1 ¼ hours of the school day while content is 30 minutes. ELL teachers, reading specialists, and special educators co-teach with their general education colleagues for literacy and math and, in some grade levels, content. This allows students of all levels to remain in the general education classroom with an emphasis of high expectations for all students. Additionally, Sterling Elementary School is a personalized learning school. Teachers in grades 3-5 have participated in extensive professional development on delivering instruction through a personalized approach using various student groupings. Digital content also supports their efforts, and teachers have a menu of options from which they can choose appropriate digital content for each student. While grade K-2 teachers aren't part of the professional development offered by the county, they too are instructing students using a personalized approach.

Students are tiered based on assessment data, and, in addition to the core instruction provided, all tier 2 and 3 students receive 30 minutes of intervention to start each morning. This intervention time ("JAW Time"—Jaguars At Work) is held during the regular school day and targets students' lowest deficit area in reading (three times/week) and math (two times/week). While it begins the second week of school for grades 1-5, kindergarten students begin participating at the start of the second quarter. All instructional staff members, including specialists (art, music, PE, etc.), participate in this instruction. In lieu of JAW intervention time, 12 first grade students receive intensive reading remediation daily for the first hour of the school day. This "Magnificent 12" group is taught by three reading specialists and the instructional coach. As students arrive on grade level, they are dismissed from Magnificent 12 and go back to their typical JAW intervention. This fluid grouping allows for students to move out when they're ready without being held in an intervention group longer than needed.

Extended Learning Opportunities:

Parents as Educational Partners (PEP) is offered to parents of ELL students who desire to better learn the English language as well as the structure and workings of the American school system. Parent Connection Nights are opportunities for all parents to learn how to meet their child's academic needs at home. At this event, families are provided dinner, and teachers lead break-out sessions selected by parents. These sessions target reading, math, homework and study habits, in addition to other topics. Literacy Nights, such as Reading Under the Stars, allows students to take new books home with them to add to their home library. Our parent liaison plays a significant role in extended learning opportunities to our families. She is involved in evening activities, parent meetings, compiling and sharing resources with families in need, and working closely with school staff, particularly the principal, to educate families on the American educational system, homework structures, attendance regulations, and how to partner with the school.

In school extended learning opportunities are offered to select students based on teacher recommendations. Through a partnership with Park View High School, specific students meet with a trained high school mentor through the PEER program. The focus is on relationships, and students meet with their PEER bi-weekly. Additionally, through a community partnership with Christian Fellowship Church, about 15 students are served through a tutoring/mentorship program. The teachers choose the area of focus, and the adult mentor/tutor helps to meet these additional student needs weekly.

After school activities are offered to students to enrich their experiences outside of the classroom, and all are offered free of charge. INOVA Healthy Kids Club is offered in eight-week sessions. Students learn how to prepare healthy snacks and meals and often are able to take these healthy meals and snacks home. Soccer and lacrosse were offerings in the fall. Twenty-five students were able to participate in both. Running Club is offered in two sessions, one for students in grades K-2 and one for students in 3-5. The purpose of this club is to encourage physical fitness through a game-like approach to running. Upper grade students also have the opportunity to practice in Sterling Elementary's First Tee Golf Club where they learn the fundamentals of golf as well as core values. Students in grades 4-5 are provided opportunities to participate in chorus and the Green Team after school. Teachers have recommended third, fourth, and fifth grade students for SOL Club which runs from March through May prior to spring SOL testing. All of these opportunities are extended learning opportunities taking place after the regular school day. SOL Club focuses on grade level SOLs in both reading and math. Teachers use a personalized learning approach to re-teaching SOLs in reading and math. Classroom teachers have identified which SOLs in each area each student needs re-teaching. Students then practice the skill through gradual release and eventually practice sample test questions for each SOL addressed. These sample SOL test questions are pulled from Power

School. In addition to these practice opportunities, students engage in independent reading with teacher conferring in order to address key instructional areas of need in a differentiated approach. During the summer months, students are able to participate in the Book Mobile where school staff deliver books to their neighborhoods weekly to promote literacy during the summer months. Students and family members can keep the books to build their own home libraries or trade in books if they choose.

Teachers meet as grade level teams in organized meetings twice weekly. One meeting is collaborative grade level planning. The classroom teachers, ELL teacher, special educator, and administrators meet to plan for instructional lessons for the upcoming week aligned with the curriculum and pacing guide. The second organized meeting of the week is dedicated to CLT meetings every other week. (A second grade level planning meeting is held on off-CLT weeks.) CLT meetings focus on student performance data and professional development. Team members bring common formative assessments, share data, and share instructional strategies in order to best meet the needs of all students and provide teachers an opportunity to share instructional ideas. CLT facilitators meet with the principal quarterly to ensure we are adhering to the collaborative learning team's structure as CLT meeting agendas are prepared and give facilitators opportunities to gain ideas from other CLT facilitators.

Teachers participate in professional development, at minimum, monthly at the school level. This professional development comes in the form of book studies, faculty meetings, and unconferences where teachers present short sessions to their peers, sharing a new idea. Professional development is offered through bi-weekly CLT meetings. Data from formative assessments are reviewed, and teachers address gaps in their instruction or in student learning. Ideas are shared and plans for re-teaching and/or enrichment are made. Walkthroughs drive the professional development delivered at faculty meetings. Walkthroughs are conducted weekly by both administrators who share a schedule to ensure they both see each teacher a minimum of once a month. (This is adjusted in months when formal/informal observations are conducted.) Each walkthrough is roughly 7-11 minutes in duration. Staff professional development has targeted high yield instructional strategies and student engagement which are both part of the multiple look-fors in every walkthrough. The School Leadership Team also participates in a book study each year. All staff members participate in peer observations. Specialists (art, music, PE, library, SEARCH, guidance, TRT) travel to other cluster schools to observe a colleague in the same discipline. Within the school building, every teacher visits, at minimum, one other teacher's classroom. They can choose their own colleague or ask administration for a suggestion. In all peer observations, a Google form is used to provide feedback from the observer to the observe. In addition, new teachers are provided with professional development at quarterly mentor/mentee meetings focused on instructional

practice and classroom management. All staff members participate in summer professional readings. All staff members participate in summer professional readings. SIOP 101 and 102 are optional offerings for staff as well.

Areas of Strength:

Language Arts: There has been a consistent trend of continued growth in reading. As displayed in Appendix B, the growth on the English SOL is as follows:

	2013-2014	2014-2015	2015-2016	2016-2017
English SOL Pass Rate	68	74	80	86

As our population of ELL students and students who are economically disadvantaged increases, our achievement scores still increase as well. All subgroups, with the exception of two who still met the benchmark (Asian and LEP), made gains in AMO reporting (see Appendix B). Our team attributes it to the following: balanced literacy instruction through the Pathways framework; culture of high expectations; alignment of written-taught-assessed curriculum; co-teaching model; professional development; walkthroughs; data meetings/JAW intervention time/Magnificent 12 in first grade; after school groups such as Green Team and SOL Club; common planning/grade level teaming; peer observations.

Math: In the last school year, student achievement improved another percentage point (an increase of 20 points in four years).

	2013-2014	2014-2015	2015-2016	2016-2017
Math SOL Pass Rate	68	82	87	88

In reviewing the AMO report, all subgroups made gains with the exception of White (who still met the benchmark). The team attributes the increase in student achievement to: alignment of the written-taught-assessed curriculum; culture of high expectations; professional development; collaborative grade level planning/grade level teaming; school-wide collaboration/vertical teaming; daily spiral review; number talks; safe and orderly environment.

Science: Science data improved ten percentage points from 71% to 81%. As a school, we made accreditation on the single-year average. Our team attributes this to teaching the curriculum fully and ensuring alignment between the written-taught-assessed curriculum.

	2013-2014	2014-2015	2015-2016	2016-2017
Science SOL Pass Rate	71	65	71	81

Social Studies: Virginia Studies data maintained at an 89% pass rate. As a school, we made accreditation on the single-year average. Our team attributes this to teaching the curriculum fully, ensuring alignment between the written-taught-assessed curriculum. Additionally, key vocabulary is an area of focus as well as active engagement.

	2013-2014	2014-2015	2015-2016	2016-2017
Soc Stu SOL Pass Rate	85	73	89	89

Areas of Concern:

Language Arts: Students who receive ELL services decreased slightly from the year prior, a decrease of 0.36% (see Appendix B). Areas to address include students who are reading significantly below grade level. It's also important to find a way to incorporate spiral reviews in literacy as well.

Math: While all students met the AMO in math, students with disabilities are performing at the lowest pass rate (see Appendix B).

Science: While science data increased by ten percentage points this year (see Appendix B), data previously trended negatively with a significant decline from 2012-2013 (82% pass rate unadjusted) to 2014-2015 (62% pass rate unadjusted). Data does not point to known issues, but the special permission process opened in 2013-2014 (Sterling Elementary lost students from some demographics) and the structure of the SOL test changed. Additionally, third grade students no longer take the science SOL, impacting the school average. Ensuring all grade levels teach the full curriculum in the content areas will alleviate one grade level from bearing the burden of the SOL test. Fifth grade worked this past school year to use a guided science model. This allows teachers to introduce new material, address deficits in background knowledge, increase active engagement, review essential knowledge from fourth grade material, and teach (or re-teach) key vocabulary. A "science talk," modeled after number talks, is also a part of every daily lesson. Assessment is conducted using Power School assessments. This is a model that will need to continue to be refined in subsequent years to ensure high levels of achievement.

Social Studies: Prior to the past two year's SOL test data, data trended negatively with our students (all students' overall pass rate of 86% in 2012-2013 to 64% in 2014-2015) who are economically disadvantaged (82% in 2012-2013 to 49% in 2014-2015) being impacted the most (see Appendix B). It is hypothesized that background knowledge and language impact student performance in the content areas. Additionally, the change in grade levels tested in this area was initially impactful since third grade no longer takes a social science SOL. It was also noted that grade level teams plan collaboratively for literacy and math and perhaps this planning model should be considered for content. Some grade levels have begun to implement this. The team also hypothesized that cross-curricular connections may be a way to improve student

achievement data in addition to engaging, challenging experiences in this domain. Resources needed to improve student achievement may include non-fiction books supporting content in classroom libraries and home libraries as well as resources to build background knowledge (field trips, hands-on items, assemblies, use of technology, for example). Blended and personalized learning opportunities may also support student learning or the use of Power School in the content areas.

Budget Implications:

Given budget cuts to our reading specialists (prior to the 2016-2017 school year), we need to utilize Title I funds to staff at a total of 3.0 FTE reading specialists. This allows for several important features of our instructional practices: Magnificent 12; co-teaching between reading specialists and classroom teachers; fidelity in the implementation of a balanced literacy approach (Pathways framework); feedback provided to teachers as they learn the elements of the balanced literacy approach.

In order to address the yearly increase in needs within our student population, we need to be able to offer extended learning opportunities as well as newcomer language support.

Related Indistar Indicators:

IE06 (embedded already: TA01, TA02, TA03)

Evaluation for Effectiveness:

See Appendix E, Instructional Factors

School-wide Reform Strategies

Component 2 §1114(b)(7)(A)(i):
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.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all 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.

Component 2 is based on student performance data on the most recent SOL tests in our subgroup populations in both reading and math. Appendix B highlights the complete set of data, but most applicable to this component is last year's data as it compares to the year prior.

English	2014-2015	2015-2016	2016-2017
All Students	69.16	72.34	76.82—Yes
Gap Group 1	62.58	64.51	71.06—Yes
Gap Group 2	65.38	72.72	88.88—Yes
Gap Group 3	62.63	63.46	64.7—No
Asian	81.25	84.21	83.72—Yes MP
Economically Disadvantaged	58.11	64.16	69.67—Yes
Limited English Proficient	63.54	67.61	67.25—Yes MP
Students with Disabilities	48	42.30	60—TS (Yes)
White	71.18	79.31	91.07—Yes

Math	2014-2015	2015-2016	2016-2017
All Students	76.22	75.51	77.68—Yes MP
Gap Group 1	67.72	65.83	74.21—Yes MP
Gap Group 2	73.07	77.27	77.77—TS (Yes)
Gap Group 3	69.14	59.63	67.32---Yes
Asian	89.79	91.89	88.37—Yes MP
Economically Disadvantaged	65	63.20	72.13—Yes
Limited English Proficient	69.69	62.16	69.91—Yes
Students with Disabilities	36	44.00	54.16—TS
White	81.35	91.66	89.47—Yes MP

Sterling Elementary implements school-wide reform strategies that address the needs of specific subgroup populations. Instructional reform strategies are based on research-based practices and are detailed below.

*Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement:

- PLC Model

- o Common formative assessments: Grade levels administer common formative assessments aligned tightly to the written curriculum and their instructional delivery. At bi-weekly CLT meetings, grade level teams analyze common formative assessments in order to drive their instructional practice. In fifth grade, in addition to analyzing reading and math assessments, teachers also analyze science common formative assessments.
  - o Professional development: Through grade level CLT meetings, teams engage in professional development. Best instructional practices are shared as teams review common formative assessment data. The four essential questions guide the data review and sharing of professional information/ideas: What is it we want our students to learn?; How will we know they have learned it?; What do we do for students who have not learned it?; What do we do for students who need enriching? Article reviews and book studies are also a component of every CLT meeting.
- Lesson planning including the nine essential elements
  - o Teachers upload lesson plans using Google Drive including the nine essential elements: SOL; content and language objective (three-part objectives: condition, behavior, criteria); cognitive level; vocabulary; lesson delivery; differentiation; assessment; supporting resources; notes/reflections. Lesson plans are developed collaboratively during grade level planning meetings. Each classroom teacher, the grade level ELL teacher(s), special educator, reading specialist, and administrator are part of the grade level planning meetings.
- Use of Power School
  - o Student Growth Assessments: Fall and Spring SGAs are administered in grades 2-5 to show student growth (reading and math).
  - o Fifth grade administered the fourth grade science SGA to determine which SOLs need re-teaching. These identified SOLs were spread out throughout the course of the year, coupled with fifth grade SOLs to be taught for the first time. A guided science model is used to build background knowledge, re-teach or review fourth grade science curriculum, provide hands-on learning approaches for curriculum, and offer students choice of digital content to meet science SOLs.
  - o Quarterly Assessments: Administered each quarter in grades 2-5 to assess student progress toward curricular objectives taught during each quarter.
    - ▪ Quarterly data meetings: Grade level teams, comprised of classroom teachers, ELL teacher, special educator, reading specialist, and administrator, meet quarterly to break down and analyze quarterly assessment results following quarterly assessments. After analyzing commonly missed questions, staff members decide which standards to reteach full group (59% accuracy within the class and below), small group

(60-79% accuracy), or individually (80%+ accuracy) when students were unable to master standards.

- o Formative Assessments: Power School is used to build common formative assessments tied to grade level standards in both content and cognitive level.
- Personalized Learning
  - o iReady (discontinued by county for 2017-2018 school year)
  - o Imagine Learning
  - o Reflex Math (fact fluency)
  - o RAZKids
  - o Achieve3000 (grades 3-5)
  - o ALEKS
  - o Discovery Ed
  - o Pebble Go
- Ensure access to curriculum at students' independent level
  - o Classroom libraries are being built over time to be rich and provide a variety of leveled material. In addition to having texts at each students' independent level, texts must also support the genres taught through the Units of Study. Texts must also enable teachers to make cross-curricular connections.
  - o Online reading resources through MackinVIA and RAZKids are also purchased to enhance the number of books offered to students at their individual levels.
  - o Digital content, in addition to those listed under "Individualized Learning," also includes Discovery Education and Pebble Go. Videos and other resources are accessed to build background knowledge, enhance vocabulary, and develop skills in identified SOL objectives.
  - o Take-home books need to be at students' independent level and serve as a resource for enhancing literacy at home and allowing students to practice skills taught in the classroom at home. Take-home books in Spanish and English would allow families who speak only Spanish at home to also increase literacy at home.
- Specialists across the school are explicitly teaching science vocabulary from grades 3-5 to increase students' exposure to new vocabulary across a variety of settings.

*Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance:

- Sterling Elementary monitors student progress in relationship to cut scores provided by the county based on their grade level and current quarter. Assessments analyzed include but are not limited to PALS, DRA, Power School quarterly assessments and

student growth assessments, iReady, and Imagine Learning. Students are identified as being tier 1, 2, or 3. Students in tier 1 respond to core instruction, which includes practices to differentiate and scaffold. Students in tier 2 need this core, differentiated instruction but also require an intervention in order to address skill deficits and make appropriate progress. Tier 3 students need core, differentiated instruction but require an intervention focused on one strategy taught for mastery.

- PALS tutors intervene with students who have been identified as below benchmark using the PALS assessment (grades K-3). These two tutors work with students on letter names, letter sounds, and their basic literacy skills. Efforts are coordinated with classroom teachers and reading specialists to ensure instruction is aligned and coordinated.

- Intervention instruction is built into the master schedule (JAW time—Jaguars at Work). Classroom teachers and specialists (ELL, special education, reading, art, music, PE, SEARCH, library) work together to enrich students in tier 1 and intervene with tier 2 and 3 students. Students are grouped based on their most basic skill deficit in reading and receive instruction three times a week. The same is true for student grouping in math, and students receive intervention instruction twice a week.

- A select group of 12 first grade students participate in "Magnificent 12" during JAW time. During this time, these 12 students who are on the cusp of being on grade level receive intensive instruction in decoding and encoding, sight words, reading for fluency and meaning, and writing. Once students achieve on-grade-level status with consistency, they are dismissed, and another student is selected to take their place in this group.

- When planning for intervention instruction (JAW time), teachers consider the following progression:

Progression for reading:

Letter Names
Letter Sounds
Phonemic Awareness
       Rhyming
       Blending 2 Phonemes (a-t)
       Blending 3 Phonemes (s-i-t)
       Blending 4 phonemes (s-t-u-k) blend at beginning
       Blending 4 phonemes (f-a-s-t) blend at end
       Sound to Letter (What sound do you hear at the beg/mid/end?)
Decoding
       CVC
       CVC (s blends and digraphs)
       CVC (l,r blends and digraphs)
       Blends/Digraphs Short Vowels / CVCe words

CVVC (long vowel patterns)
Sight Words
Jan Richardson (A-B) list and preprimer list
Jan Richardson (C-D) list and primer
Jan Richardson (E) list and first grade
Second Grade List
Sight Word Phrases
Reading Punctuation
Fluency
Timed Repeated Readings
Comprehension
    Fiction
    Non-fiction
    Visualization and interpretation

(Reading skills are explicitly taught through mini-lessons and then application practice is provided as students work to generalize these skills in text.)

Progression for math:

Visualization
Number Talks
Number Composition/Decomposition
Fact Fluency
Vocabulary
Contextual Situations

- Students who are tier 1 are also given time with Edge groups to further enrich (with the SEARCH teacher) and art groups. Some tier 1 students also participate in reader's theater and iReady.
- In addition to JAW intervention time, students receive differentiated instruction in the classroom setting throughout the day. By using a true co-teaching model, teachers are able to meet the various needs of their students in the regular education classroom. Special education and ELL teachers as well as reading specialists and the PALS tutor teach alongside the classroom teacher to allow for various groupings of students. Differentiated instruction is provided within the Pathways framework (balanced literacy, word study, guided reading, strategy groups) for reading and within the guided math model for math. Additionally, iReady, Imagine Learning, and RAZ Kids allow for differentiation through the use of technology.

*Provide job-embedded professional development:

- Reading specialists, through a co-teaching model, offer modeling, co-teaching practices, observation, and feedback to classroom teachers as they deliver research-based reading instructional practices. Additionally, the reading specialists provide professional development on the elements of the balanced literacy approach. This professional development is followed up with classroom visits and feedback.
- The school-based facilitator offers support to teachers in order to meet the needs of individual students or the classroom. One-on-one support is offered through resources, co-planning, problem solving, modeling, and non-evaluative observations. In conjunction with the reading specialists, the school-based facilitator delivers literacy professional development and provides follow-up and feedback after sessions.

*Use effective methods and instructional strategies that are supported by scientifically based research:

- TA01

*TA01 The school uses an **identification process** (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.* **Indistar**

- TA02

C*TA02 The school uses a **tiered, differentiated intervention** process to assign **research-based** interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).* **Indistar**

- TA03

C*TA03 The school uses a **monitoring** process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and success.* **Indistar**

- During quarterly grade level meetings, teams identify tier 2 and 3 students, determine interventions, and define progress monitoring methods for tier 2 and 3 students. Through progress monitoring, teachers continually assess student progress toward pre-established goals based on the identified skill. The most basic skill deficit is addressed through small group lessons, and application of the skill in context is practiced in a

structured setting. Intervention (JAW) lessons are based on the research in the text *Reading Interventions in the Primary Grades.*

*Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement and how the school will determine if such needs have been met:

- Inclusive practices
  - Co-teaching model
    - Six models of co-teaching to maximize instruction & support
      - One Teach, One Assist: One educator provides assistance to individual students
      - One teach, One observe: One teacher teaches while the other collects purposeful data
      - Station Teaching: Educators teach in different small groups
      - Parallel Teaching: Class is split in two, and each educator instructs a group
      - Alternative Teaching: A small number of students are selected for intense instruction by one educator; the focus is on a skill different from the primary lesson taught full group
      - Teaming: Both educators plan for, instruct, and assess students together
  - Stetson: Members of the Sterling staff have attended Stetson training and use this as a foundation for our inclusive practices.
  - Student placement: Every class is built purposefully to ensure specialists can focus on co-teaching practices with a general education partner. Placement is determined based on a variety of factors including special education status, reading level, social/emotional skills, ELL level, and leadership skills.
- SIOP
  - Nearly 50% of the current instructional staff is SIOP trained, including both administrators.
  - SIOP 101 cohorts were held at the county level and teachers from Sterling Elementary participated during the 2016-2017 school year. (During the two years prior, SIOP 101 cohorts were held at Sterling Elementary School.)
  - SIOP 102 was held at Sterling Elementary for participants who previously attended SIOP 101. The emphasis was on lesson study.
- School counseling groups
- SOL Club March through May
- PEER

- o High school students are paired with selected students with a focus of relationship building.
- Student Ambassadors
  - o Students identified by their fifth grade teachers hone their leadership skills and are provided service opportunities.
- Partnership with Park View High School and Christian Fellowship Church for mentorship and tutoring

Budget Implications:
- Reading specialists
- School-based instructional facilitator
- Digital content (Reflex Math, iReady, Discovery Education, ALEKS, Achieve3000, RAZKids, Power School, Imagine Learning, MackinVIA, Pebble Go)
- Classroom libraries including books that make cross-curricular connections
- Guided reading libraries with cross-curricular connections
- Additional take-home books to support literacy at home; include books in Spanish and English as well as books that make cross-curricular connections

Related Indistar Indicators:

IE06 (embedded already: TA01, TA02, TA03)

Evaluation for Effectiveness:

See Appendix E, Instructional Factors

School-wide Reform Strategies to Strengthen the Academic Program

Component 3 §1114(b)(7)(ii):
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.

Evidence: 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.

* Sterling Elementary School incorporates the following methods and instructional strategies to strengthen the academic program in the school:

- Reading Units of Study; balanced literacy approach
- Writing Units of Study
- Guided math model
- Guided science model
- Personalized learning approach K-5; digital content offered by the county for grades 3-5
- Intervention (JAW) for identified tier 2 and 3 students
- Common formative and summative assessments
- Data analysis through grade level planning, CLT, and data meetings; used for tiering of students
- Professional development offerings—mandatory offerings, voluntary offerings, differentiated offerings, and choice in offerings—i.e. Bloom's, engagement, reading strategies alignment vertically
- Lesson planning using the nine essential elements
- Tight alignment between the written-taught-assessed curriculum
- Explicit instruction of key academic vocabulary aligned with the Standards of Learning Essential Knowledge and Understandings
- Active engagement ensured through purposeful planning
- Spiral reviews used in each lesson for all content areas
- Use of number talks in math lessons daily
- Walkthroughs offer immediate feedback
- Peer observations
- Culture of high expectations
- Morning meetings daily
- Co-teaching; inclusion of newcomers in general education classrooms
- Cross-curricular connections; inclusion of specialists in teaching academic vocabulary from general education classrooms

*Methods to increase the amount and quality of learning time

- Master schedule
  - Common planning time for grade level planning meetings for 2-one hour blocks each week. Every other week, one block is for CLT meetings.
  - Co-teachers are purposefully placed and schedules are carefully created to ensure the ability for a true team teaching approach.

- o Transition times are minimized. Students stay in their classrooms for duration of day with exception of JAW time where an all-hands-on-deck approach is used.
- o Teachers do not departmentalize so cross-curricular connections can be made and instructional time is maximized. Additionally, they are able to better know their students and their students' needs.
- o Literacy block daily: 2 ½ hours
- o Math block daily: 1 hour

*Efforts to provide an enriched, accelerated, and well-rounded curriculum

- Lessons are developed to be tightly aligned to the Virginia Standards of Learning in both content and cognitive level. Various student groupings are utilized in all content areas to ensure differentiation of instruction as well as opportunities for specific feedback from the teacher.
- Each grade level participates in at least one field trip. The field trip offers an opportunity outside of the classroom for students to experience the curricular content. Because many of our students have fewer educational opportunities outside of the school day, consideration should be given for additional field trip and/or assembly opportunities tightly aligned with the curriculum. This will contribute to the building of background knowledge for our students.
- Before and after school activities enrich students' learning. The following are offerings this school year:
  - o Soccer
  - o Lacrosse
  - o INOVA Healthy Kids Club
  - o Green Team
  - o Chorus
  - o First Tee Golf Club
  - o Running Club
  - o SOL Club
  - o Need: Homework Club throughout the year

Budget Implications:
- Resources for guided math and science models, balanced literacy framework, classroom library books, and personalized learning approach
- Staffing for co-teaching
- Staffing for activities for students outside of school hours including a homework club
- SOL Club staffing
- Substitute coverage for data meetings and peer observations, as needed
- Field trip and assembly costs

Related Indistar Indicators:
- IE06

Evaluation for Effectiveness:

See Appendix E, Instructional Factors

School-wide Reform Strategies to Address the Needs of All Children At Risk

Component 4 §1114(b)(7)(iii):
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, through activities which may include—
- **Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;**
- **Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);**
- **Implementation of a schoolwide tiered model to prevent and address problem behavior, 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.);**
- **Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and**
- **Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.**

Evidence: 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.

*Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

Staff at Sterling Elementary work to increase parental involvement in the following ways:

- Pre-enrollment involvement
  - Head Start home visits
  - Kindergarten registration: Students are assessed on academic skills. During kindergarten registration, kindergarten students participate in a literacy and math screening. A member of the kindergarten staff meets with parents, and students/parents are given a take-home kit to facilitate building background in numbers and letters.
  - All Ages Read Together: During the school year, AART targets our rising kindergarten students who haven't attended preschool. They meet at a neighboring church to build literacy in students within the cluster. In the summer, they meet in the school and target rising Sterling Elementary kindergarten students.
  - Kindergarten Open House: Rising kindergarten students meet with their teachers, drop off supplies, learn how to ride the bus, and their parents learn how to support them at home.
- Parent involvement opportunities (interpreters provided for all events)
  - Back to School Night: Parents are invited to attend an evening session prior to the start of school. This allows parents to understand the routines and structures in place prior to their child beginning the school year.
  - Open House: Families have the opportunity, children included, to visit their classroom prior to the start of the school year. Students can drop off their school supplies at their learning location or retrieve supplies at the school if they can't afford them. They also meet their teacher prior to school starting.
  - Parent Connection Night: Dinner is served and families connect as a community. Following dinner, parents select two breakout sessions to attend. Sessions typically cover reading, math, work habits, behavior, how to support students at home, SOL tests, and the use of technology to support education. Childcare is provided for children free of charge.

- o Spaghetti Dinner Night: This event brings the community together for a "family meal." Proceeds collected by the PTA are used to fund our Project Santa (holiday support for families in need).
  - o Reading Under the Stars: Teachers read various books in several sessions. Students have the opportunity to complete the application for a library card, and all students leave with a new book to add to their home library.
  - o PEP: Families of ELL students are invited to attend two-hour sessions focused on learning the American education system and English. Childcare is provided by staff free of charge.
  - o Family Traditions Night: Various community restaurants and performance groups join the Sterling Elementary community. Families and staff bring a dish to share representative of their culture. Family heritage displays are also viewable for visitors.
- Parent-teacher conferences: Every parent is invited in to meet with their child's teacher after the first nine weeks of school.
- Parent liaison: Our parent liaison meets with every immigrant family new to the school to assess needs and form a strong home-school connection. Additionally, she supports teachers in communicating with families, securing resources (i.e. parenting classes, weekend food bags, frozen food, etc.), and increasing parental involvement.
- Book Mobile: In the summer, once a week staff members drive into the neighborhood, stopping at five stops, to deliver books and popsicles. Parents bring their children to meet the Book Mobile and build literacy at home.
- WatchDOGS Dads

Local community efforts to support our students at Sterling Elementary School:

- Kids R First: school supplies and backpacks provided for our students prior to the start of the school year
- PTA: field trip funds and classroom materials
- Rack Room Shoes: our parent liaison secures vouchers from Rack Room Shoes for students' families who are unable to purchase shoes
- NOVA Diaper Bank: diapers are provided once per month for families in need as requested by our parent liaison
- Backpack Coalition: Friday food bags are sent home to 167 students after being purchased and packaged by these volunteers
- Mothers Against Poverty: provides frozen protein and vegetables to families unable to secure healthy groceries
- All Ages Read Together: non-profit organization who provides literacy support to students prior to starting kindergarten who did not have the opportunity to attend preschool

- Christian Fellowship Church: tutors; mentors; volunteers for family nights; snacks for our students; school supplies; sponsorship of family evenings; sponsoring families at the holidays
- Sterling Park Baptist Church: food; space for Book Mobile; volunteers; sponsoring families at the holidays by supplying gifts and meals
- Park View High School: PEER mentors support our students every other week with peer tutoring and relationship building; the PVHS drumline participates quarterly in our SPOT Trots celebrating students' good citizenship
- Evergreen Sportsplex: soccer and lacrosse club for students after school
- INOVA: INOVA Healthy Kids Club after-school offering is sponsored by INOVA
- Audubon Naturalist Society: As part of our Green Kids program, Environmental Educators co-teach lessons alongside teachers in every classroom. Real world, hands on opportunities are provided to our students. Additionally, field trips to Rust Sanctuary are provided to specific grade levels with costs covered by the Naturalist Society.
- Children's Science Center Night: Family Science Night
- YMCA: Scholarships offered to families for attendance at the YMCA housed at Sterling Elementary

In-school efforts:

- School counseling groups and individual counseling
- Social worker and/or school psychologist groups
- Daily morning meetings in each classroom
- WatchDOGS Dads: Fathers or father-figures of our students offer their time to serve as a volunteer for a school day. During this time, they read with students, help in the classroom, serve in the lunchroom, and patrol the halls, serving as a positive male role model.
- Mentoring and tutoring through Park View HS and Christian Fellowship Church

*Implementation of a school-wide tiered model to prevent and address problem behavior

- PBIS: Sterling Elementary uses common language through the PBIS model to support students' behavior. Students seek to demonstrate SPOT behavior (safe, polite, on-task, and trustworthy). Classroom behavior management plans use this as their core, and teachers look to reinforce appropriate behaviors with "spots." We work toward class and school-wide rewards that build community (i.e. PJ Dance Party).
- PBIS Tier 2 team: Teachers can make referrals to the PBIS Tier 2 team for assistance with student behaviors. A team member is assigned to their case, and together they problem solve, seeking to implement interventions and supports for the student and teacher.

*Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects:

Sterling Elementary maintains a focus on high-quality, on-going professional development. It is delivered through a variety of platforms. Walkthroughs are used to drive professional development.

- Summer readings
  - Summer 2014
    - *Teach Like a Champion*
  - Summer 2015
    - Primary teachers: *Catching Readers Before They Fall*
    - Upper elementary teachers: *Test Talk*
    - Specialists: *Engaging Students with Poverty in Mind*
  - Summer 2016
    - Kindergarten and Third Grade: *Conferring with Readers*
    - First Grade: *The Literacy Teacher's Playbook*
    - Second, Fourth, and Fifth Grades: *Engaging Students with Poverty in Mind*
    - Specialists: *Tools for Engagement*
  - Summer 2017
    - *Move Your Bus*
- CLT meetings
- Monthly faculty meetings
- Teachers as Readers groups
  - *What Really Matters for Struggling Readers* (2013-2014)
  - *Text Savvy* (Fall 2014)
  - *Learning by Doing* (SLT ~ 2014-2015)
  - *Reading Intervention in the Primary Grades* (2014-2015)
  - *Guided Math* (2014-2015)
  - *The Will to Lead, the Skill to Teach* (SLT ~ 2015-2016)
  - *No More Independent Reading Without Support* (Winter 2016)
  - *Failure Is Not an Option* (SLT ~ 2016-2017)
- School Leadership Team
- Quarterly mentor meetings
- SIOP 101
- SIOP 102
- Cluster peer observations for specialists

- Peer observations for all teachers
- Co-teaching
- Vertical meetings
- Pathways framework (balanced literacy)
- One to the World lesson reflection: Critical Friends protocol
- Professional texts purchased for lesson planning and delivery resources:
    - *The Reading Strategies Book* by Jennifer Seravallo
    - *Vocabulary Games for the Classroom* by Robert Marzano

In partnership with Loudoun County Public School's Department of Personnel Services, Sterling Elementary participates in the following activities to attract high-quality, highly qualified teachers:

- Yearly recruitment fairs at colleges and universities
- Job fairs hosted by Loudoun County Public Schools including those targeting teachers for students with disabilities, ELL students, and elementary education
- Job fair targeted at hiring high-quality candidates in the Eastern end of the county
- Specialized recruiting events aimed at the recruitment of candidates with the following skills, backgrounds, and experiences:
    - Classroom experience in urban settings (student teaching or post-licensure)
    - Bilingual
    - Experience in high-poverty settings
    - Experience serving ELL students or education in serving ELL students
    - Training in culturally responsive teaching, such as SIOP
    - Experience working with immigrant populations
- Select teachers from Sterling Elementary participate in recruiting efforts at job fairs

Loudoun County Public Schools posts vacancies on the website and advertises hard-to-fill positions in the Washington Post.

Additionally, efforts are made to retain high-quality, highly-qualified staff. Principals support teachers in the licensure renewal process. Central office personnel are available to answer further questions on the licensure process. Coaching and mentoring programs are structured by central office personnel, and the lead mentor at Sterling Elementary works closely with all newly hired teaching staff. Differentiated professional development is also offered at the school and county level to meet the needs of teachers.

-Needs: Assistance acquiring long-term subs who are highly qualified; retaining quality teachers despite extra demands of serving in a Title I school

*Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the school-wide program:

The Loudoun County Public Schools Head Start and STEP Supervisor provided the following information regarding preschool transition:

Head Start

To transition students from Head Start to kindergarten, the Head Start program schedules visits to the kindergarten classrooms. In addition, the Head Start staff is an integral part of the professional development within the elementary school where the classroom is located. Teachers are evaluated and walkthroughs are performed to ensure fidelity between the instructional programs. During the fourth quarter, Head Start students are prepared to transition though modeling of kindergarten behavior. Head Start uses the PALS assessment which allows students to transition to kindergarten with test scores to assist with identification, intervention and monitoring of students.

Sterling Elementary houses a Head Start program of 17 preschool students. Of the students in STEP and Head Start this year, 7 will attend Sterling Elementary next school year.

STEP

In order to assist with the transition from preschool to Kindergarten, STEP teachers administer the PALS assessments which allows students to transition with test scores to assist with identification, intervention and monitoring of students. The STEP teachers are evaluated by either elementary school principals or the STEP Supervisor to ensure fidelity between instructional programs. STEP teachers also participate in the professional development held in their school to aid in vertical planning and transition preparation. The STEP program sends home end-of-year summer packets filled with instructional activities to help prepare the students for kindergarten. STEP teachers also communicate with parents the importance of attending their home school orientation and open house to help feel prepared for the following school year.

These efforts through the Head Start and STEP Office are in addition to the abovementioned efforts by the school.

Budget Implications:
- Professional reading materials
- Substitutes

- Take-home materials for rising kindergarten students to begin to develop literacy skills and number sense prior to coming to school
- Parent liaison—hours necessary for family involvement and students' academic achievement beyond the county's allotment
    - The funding provided by the county is not sufficient to staff a parent liaison with enough hours to cover needs of our families and their students. Parents' involvement in their child's education, understanding of the educational system and structures needed at home to provide support, understanding of needs of children academically, and a clear understanding of the importance of attendance are important in a child's achievement. Our parent liaison plays a lead role in this.
- Staff member to organize volunteers and after school events
- Book Mobile materials: books, popsicles, incentives, reading comprehension materials
- Case management for newcomers and families in need

Related Indistar Indicators:
- IE06

Evaluation for Effectiveness:

See Appendix E, Instructional Factors

Appendix A: Stakeholder Involvement

The following were members of the Comprehensive Needs Assessment Team:

Name	Position
Jennifer Meres Short	Principal; Parent
Colt Fletcher	Assistant Principal; Parent
Danielle Ward	Kindergarten Team Lead
Kathy Hayden	First Grade Team Lead
Kimberly Blankenship	Second Grade Team Lead
Andrew Holscher	Third Grade Team Lead
Carey Dawson	Fourth Grade Team Lead
Kelly Griffith	Fifth Grade Team Lead
Amanda Hall	ELL Department Lead
Cathe Alongi	Special Education Department Lead
Suzanne Hunt	School Counselor
Jennifer Staples	TRT/Specialist Team Lead
Frances Eroraha	Reading Specialist Team Lead
Angela Tessier	Lead Mentor
Jessica Pineda	School-based Facilitator
Teresa Barth	Parent; Community Member
Stephanie Fletcher	Parent; Community Member

Appendix B: Data

SOL Accreditation Report ~ Adjusted SOL Pass Rates

Subject	2012-2013	2013-2014^	2014-2015	2015-2016
English	75	68	74	80
Social Studies	91	85	73*	89
Math	71	68	82	87
Science	84	71	65*	71

*First year grade 3 social studies and science SOL was not taken and therefore not a part of the data.

State Annual Measurable Objective (AMO) Detail Report ~ English *(%—AMO met/not met/sample too small/R10 growth)*

English	2012-2013	2013-2014^	2014-2015	2015-2016
All Students	62.1—No	59.29—No	69.16—R10	72.34-R10
Gap Group 1	46.77—No	53.69—R10	62.58—R10	64.51-No
Gap Group 2	42.85—TS	60—TS	65.38—TS	72.72-TS
Gap Group 3	46.37—No	52.94—R10	62.63—R10	63.46-No
Asian	84.21—Yes	73.8—No	81.25—Yes	84.21-Yes
Economically Disadvantaged	42.5—No	52.42—R10	58.11—R10	64.16-R10
Limited English Proficient	43.18—No	50.49—R10	63.54—Yes	67.61-R10
Students with Disabilities	21.42—TS	30—R10	48—TS	42.30-TS
White	67.24—No	61.53--No	71.18—R10	79.31-Yes

Gap Group 1: students with disabilities, economically disadvantaged, English Language Learners; Gap Group 2: Black; Gap Group 3: Hispanic

State Annual Measurable Objective (AMO) Detail Report ~ Math *(%—AMO met/not met/sample too small/R10 growth)*

Math	2012-2013	2013-2014^	2014-2015	2015-2016
All Students	60.36—No	58.14—No	76.22—Yes	75.51-Yes
Gap Group 1	50.79—No	50.33—No	67.72—Yes	65.83-No
Gap Group 2	38.09—TS	53.84—TS	73.07—TS	77.27-TS
Gap Group 3	47.14—No	45.23—TS	69.14—Yes	59.63-No
Asian	82.75—Yes	80.95—No	89.79—Yes	91.89-Yes
Economically Disadvantaged	43.2—No	50.48—R10	65—Yes	63.20-No
Limited English Proficient	48.88—Yes	47.52—No	69.69—Yes	62.16-No

Students with Disabilities	25—TS	16.66—No	36—TS	44.00-TS
White	62.71—R10	63.63--No	81.35—Yes	91.66-Yes

Gap Group 1: students with disabilities, economically disadvantaged, English Language Learners; Gap Group 2: Black; Gap Group 3: Hispanic

^: First year of new special permission process

Accreditation Data based on adjusted SOL scores:

Subject	Data Source	Number of Students		Score	Benchmark	Met Benchmark?
		Students Passing	Students Taking			
English	Current Year	185	230	80 %	75 %	Yes
	Previous Year	182	244	75 %		
	3-year average	545	735	74 %		
Mathematics	Current Year	195	225	87 %	70 %	Yes
	Previous Year	210	255	82 %		
	3-year average	546	686	80 %		
History	Current Year	59	66	89 %	70 %	Yes
	Previous Year	55	75	73 %		
	3-year average	224	270	83 %		
Science	Current Year	56	79	71 %	70 %	Yes
	Previous Year	51	79	65 %		
	3-year average	189	274	69 %		

Attendance Rates for students at Sterling Elementary remain at nearly 97% as of February 2017.

Appendix B: Data Addendum (adjusted September 2017)

SOL Accreditation Report ~ Adjusted SOL Pass Rates

Subject	2012-2013	2013-2014^	2014-2015	2015-2016	2016-2017
English	75	68	74	80	86
Social Studies	91	85	73*	89	89
Math	71	68	82	87	88
Science	84	71	65*	71	81

*First year grade 3 social studies and science SOL was not taken and therefore not a part of the data.

State Annual Measurable Objective (AMO) Detail Report ~ English *(%—AMO met/not met/sample too small/R10 growth)*

English	2012-2013	2013-2014^	2014-2015	2015-2016	2016-2017
All Students	62.1—No	59.29—No	69.16—R10	72.34-R10	76.82—Yes
Gap Group 1	46.77—No	53.69—R10	62.58—R10	64.51-No	71.06—Yes
Gap Group 2	42.85—TS	60—TS	65.38—TS	72.72-TS	88.88—Yes
Gap Group 3	46.37—No	52.94—R10	62.63—R10	63.46-No	64.7—No
Asian	84.21—Yes	73.8—No	81.25—Yes	84.21-Yes	83.72—Yes MP
Economically Disadvantaged	42.5—No	52.42—R10	58.11—R10	64.16-R10	69.67—Yes
Limited English Proficient	43.18—No	50.49—R10	63.54—Yes	67.61-R10	67.25—Yes MP
Students with Disabilities	21.42—TS	30—R10	48—TS	42.30-TS	60—TS (Yes)
White	67.24—No	61.53--No	71.18—R10	79.31-Yes	91.07—Yes

Gap Group 1: students with disabilities, economically disadvantaged, English Language Learners; Gap Group 2: Black; Gap Group 3: Hispanic

State Annual Measurable Objective (AMO) Detail Report ~ Math *(%—AMO met/not met/sample too small/R10 growth)*

Math	2012-2013	2013-2014^	2014-2015	2015-2016	2016-2017
All Students	60.36—No	58.14—No	76.22—Yes	75.51-Yes	77.68—Yes MP
Gap Group 1	50.79—No	50.33—No	67.72—Yes	65.83-No	74.21—Yes MP
Gap Group 2	38.09—TS	53.84—TS	73.07—TS	77.27-TS	77.77—TS (Yes)

Gap Group 3	47.14—No	45.23—TS	69.14—Yes	59.63-No	67.32---Yes
Asian	82.75—Yes	80.95—No	89.79—Yes	91.89-Yes	88.37—Yes MP
Economically Disadvantaged	43.2—No	50.48—R10	65—Yes	63.20-No	72.13—Yes
Limited English Proficient	48.88—Yes	47.52—No	69.69—Yes	62.16-No	69.91—Yes
Students with Disabilities	25—TS	16.66—No	36—TS	44.00-TS	54.16—TS
White	62.71—R10	63.63--No	81.35—Yes	91.66-Yes	89.47—Yes MP

Gap Group 1: students with disabilities, economically disadvantaged, English Language Learners; Gap Group 2: Black; Gap Group 3: Hispanic

^: First year of new special permission process

Accreditation Data based on adjusted SOL scores from 2016-2017 school year:

Subject	Data Source	Number of Students		Score	Benchmark	Met Benchmark?
		Students Passing	Students Taking			
English	Current Year	198	230	86 %	75 %	Yes
	Previous Year	185	230	80 %		
	3-year average	565	704	80 %		
Mathematics	Current Year	199	225	88 %	70 %	Yes
	Previous Year	196	225	87 %		
	3-year average	604	705	86 %		
History	Current Year	49	55	89 %	70 %	Yes
	Previous Year	59	66	89 %		
	3-year average	163	196	83 %		
Science	Current Year	62	77	81 %	70 %	Yes
	Previous Year	56	79	71 %		
	3-year average	169	235	72 %		

Number of Benchmarks Met: 4 of 4

Attendance Data

Attendance yearly rate from 2016-2017 school year: 96.32% attendance rate

Chronic absenteeism rate from 2016-2017 school year: 3.93% of all students missed 10-15%; 1.12% missed 15-20%; 0.56% missed 20+% (10+% = chronically absent)

	Percentage of School Year			
Subgroup	0-10%	10%-15%	15%-20%	20%+
American Indian	100.00%	0.00%	0.00%	0.00%
Asian	94.74%	1.32%	2.63%	1.32%
Black	93.02%	4.65%	2.33%	0.00%
Hispanic	95.59%	3.68%	0.74%	0.00%
Multiple	89.66%	6.90%	3.45%	0.00%
Pacific Islander	100.00%	0.00%	0.00%	0.00%
White	92.59%	5.56%	0.00%	1.85%
Subgroup	0-10	10-15	15-20	20+
IEP	98.33%	1.67%	0.00%	0.00%
Subgroup	0-10	10-15	15-20	20+
EconDisadv	94.15%	3.69%	1.23%	0.92%
Subgroup	0-10	10-15	15-20	20+
ELL	95.42%	3.92%	0.00%	0.65%
ALL STUDENTS	94.38%	3.93%	1.12%	0.56%

*Students are considered absent for 15 days before being withdrawn when they return home to their native country or move without withdrawing.

Mobility rate from 2016-2017 school year: 22.72%

Sterling Elementary School
Student School Climate Survey Results Winter 2017

	By Grade			
	03	04	05	Avg
S01 Student Relations.	**3.20**	**2.90**	**3.01**	**3.04**
Q01 Students treat each other with respect.	3.02	2.86	3.14	3.01
Q06 Students get along with each other.	3.10	2.69	2.52	2.77
Q11 Students are friendly with each other.	3.29	2.77	2.90	2.99
Q15 Students care about each other.	3.26	2.94	3.14	3.12
Q18 Students get along with those of other cultures and races.	3.31	3.26	3.33	3.30
S02 Rules and Expectations.	**3.57**	**3.45**	**3.35**	**3.46**
Q03 The school rules are fair.	3.69	3.46	3.24	3.46
Q05 The rules in this school are clear.	3.60	3.66	3.71	3.66
Q08 The consequences of breaking school rules are fair.	3.10	3.51	2.90	3.17
Q10 Students know how they are expected to act.	3.76	3.23	3.52	3.50
Q14 Students know what the rules are.	3.69	3.40	3.38	3.49
S03 School Safety.	**3.73**	**3.24**	**3.57**	**3.51**
Q04 This school is safe.	3.79	3.34	3.76	3.63
Q17 Students feel safe in this school.	3.67	3.14	3.38	3.40
S04 Teacher-Student Relations.	**3.71**	**3.71**	**3.74**	**3.72**
Q02 Teachers treat students of all cultures and races with respect.	3.79	3.89	3.71	3.80
Q07 Teachers care about their students.	3.88	3.94	4.00	3.94
Q12 Adults in this school care about students of all cultures and races.	3.86	3.91	3.90	3.89
Q16 Teachers listen to students when they have problems.	3.67	3.66	3.71	3.68
Q19 Adults in this school treat students fairly.	3.76	3.66	3.67	3.70
Q20 Teachers let students know when they are being good.	3.29	3.23	3.43	3.31
S05 Behavior Problems.	**1.71**	**2.29**	**1.79**	**1.93**
Q09 Students threaten and bully others in this school.*	1.55	1.94	1.57	1.69
Q13 Students worry about others hurting them in school.*	1.88	2.63	2.00	2.17
S06 Punitive Techniques.	**1.75**	**1.96**	**1.86**	**1.86**
Q21 Students are sent out of class for breaking the rules.*	1.60	1.51	1.90	1.67
Q24 Students are yelled at by adults.*	1.38	1.60	1.14	1.37
Q26 Students are punished for bad behavior.	2.29	2.77	2.52	2.53
S07 Positive Techniques.	**3.36**	**3.19**	**3.08**	**3.21**
Q22 Students are given rewards for being good.	3.21	3.11	2.76	3.03
Q23 Classes get rewards for good behavior.	3.43	3.31	3.43	3.39
Q25 Students are complimented for good behavior.	3.43	3.14	3.05	3.21

* Scored in reverse order ("Never" is a positive response).

	03	04	05	Avg
Other.				
7 Since the beginning of the school year, I have been bullied in this school.	.4%	5.7%	4.8%	11.2%
8 Since the beginning of the school year, I have bullied someone in this	.4%	7.1%	0.0%	7.1%
9 I know an adult at school that I feel I can talk to.	0.0%	8.6%	0.5%	93.9%
0 I was taught the word or phrase that my school uses to stop bullying or	0.0%	0.0%	0.5%	98.0%
1 I have seen bullying or teasing at my school.	8.8%	7.1%	7.6%	40.8%
2 I have stopped bullying or teasing when I've seen it.(Answered if 'Yes' to	0.0%	5.0%	0.0%	76.7%
3 I needed to talk with an adult about a problem with bullying or teasing.	1.0%	0.0%	7.6%	44.9%
4 Did the adult help you with the problem?(Answered if 'Yes' to Q33)	2.3%	0.5%	0.0%	93.2%
5 I feel like I belong at this school.	5.2%	0.0%	0.0%	90.8%
6 I want to learn as much as I can at school.	7.6%	4.3%	5.2%	95.9%

Appendix C: Contributing Factors

Reflections on Contributing Factors

	What's Working Well	What We Need
Learner Factors • Involvement/engagement of students in their learning • Language barriers • Interrupted schooling • Issues related to poverty • Mental health • Social/emotional issues	• Aware of student situations/needs • High Yield Strategies with consistency • Support families in need (food, coats) • Morning Meetings • School Psychologist/Social Worker- used as resources to support student needs	• Behavior Supports- trained (strategies) • Equipped with tools to support students with trauma
Instructional Factors • Culture of high expectations • Empowerment of learners as active participants • Implementation of a continuous improvement process • Use of a response to intervention system • Appropriate student grouping • An aligned instructional system • High-quality learning opportunities within and beyond the school day • Grade level teaming • Advisory	• Morning Meetings • Common Planning-shared responsibility • JAW • Discussions/Collaboration- class placement-class make-ups	• JAW (intervention/ power up time)- skills to support students across grade levels (common language and understanding of interventions- continuum) • Specialists- include during class placement (possibly 1 specialists at each grade level)
Climate/Culture Factors • Professional development • Coaching and teacher supports • Recruitment/retention of effective educators • Coordinated and comprehensive supports for the whole child • Cultivation of parent leadership • Integrated and aligned interventions • Two-way communication with variety of stakeholders • Safe, orderly, engaging, challenging	• Strong PD (SIOP, CLT's, Pathways) • Coaching- a lot of resources • WATCH DOGS- volunteers • Awareness of teacher retention concerns • JAW Interventions (research based)	• Recruit Spanish speaking volunteers • Professional Development- to support the whole child (i.e. behavioral supports)

Family and Community Factors		
Family and Community Factors • Coordinated and comprehensive support system for learners' families • Authentic partnerships with a variety of stakeholders • All activities managed towards student outcomes	• Encourage families to get involved (parent connection night, Community Table of Loudoun, WATCH DOGS) • Parent Paperwork Assistance • Donuts for Dads, Muffins for Moms • Multicultural Night • PEP • Parent Liaison- additional hours	• PTA- increase involvement • Partnerships- awareness of our business partners (community into the school) • Case Managers- newcomers

Appendix D: Professional Development

Professional Development Plan ~ Sterling Elementary School

School Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Book Studies	-Text Savvy+ -What Really Matters for Struggling Readers+	-Teach Like a Champion* -Guided Math^ -Learning by Doing' -Reading Intervention in the Primary Grades+	-The Will to Lead, the Skill to Teach' -Catching Readers Before They Fall~ -Engaging Students with Poverty in Mind~ -Test Talk~ -No More Independent Reading Without Support+	-Engaging Students with Poverty in Mind+ -Conferring with Readers+ -The Literacy Teacher's Playbook+ -Tools for Engagement+ -Reading Intervention in the Primary Grades+ -Failure Is Not an Option'	
Professional Development Offerings	-Pathways K-2 Cohort- -Math Rigor*# -PLC/CLT* -Teaching students in poverty*# -HYIS; setting objectives/specific feedback; non-linguistic representations*^ -Math communication* -Guided Reading~ -Shared Reading+ -Google Apps*# -Data analysis* -Using HYIS to improve student performance*	-Pathways K-2 Cohort- -Lesson planning* -Alignment between written, taught, tested curriculum* -HYIS+ -Co-teaching*# -Data analysis*# -iReady- -Independent reading with conferring~ -Shared reading~ -Blooms^ -Scaffolding* -Spiral review of shared reading and independent reading/conferring	-Pathways K-2 Cohort- -Pathways 3-5 Cohort~ -OTTW* -HYIS+ -Balanced Literacy~ -Utilizing ACCESS reports+ -Number talks~ (grade 5) -Vertical alignment -Best Practices Workshop series+ -SIOP 101+	-Pathways K-2 Cohort- -Pathways 3-5-~ -Personalized Learning* -Engaging Hispanic Families+ -Flexible Seating+ -Growth Mindset+ -Morning Meeting+ -Twitter+ -PBL in Reading+ -PBIS*- -Using Images for Writing+	

| | | -HYIS: similarities/differences; key vocabulary; non-linguistic reps
-Student engagement in math*
-Guided reading~
-SIOP Cohort+
-Guided math*
-Three-part objectives | -SIOP102+
-Phonemic awareness, moving readers*
-Technology integration in literacy* | -Setting Objectives (three-part)-
-Co-teaching*
-Number Talks-+
-HYIS overview based on audit*
-SIOP 101+
-SIOP 102+
-Vocabulary~
-iReady~
-Reading~ (reluctant readers; progress monitoring)
-Math conferences* | |

*full certified staff   ^CLT format   #classified included   +teacher choice   ~differentiated   -new staff   `SLT

SIOP 101 Trained Staff 2014-2015:	SIOP 102 Trained Staff 2015-2016:	SIOP 101 Trained Staff 2015-2016	GWRC 2015-2016
Kathy Hayden (prior year's training) Angela Tessier (prior year's training) *Jessica Beshaw* Valarie DiCarlo Kim Blankenship *Pina DiSavino* Kate Henretty Stephanie Flaherty *Daniel Schroll* Amy Davenport Tanya Williams *Christine Contreras* Jeanine Wavelet Jen Meres	Kim Blankenship Kate Henretty Stephanie Flaherty (Hawkins) Tanya Williams *Christine Contreras* Jeanine Wavelet Jen Meres	Danielle Ward *Jennifer Rosier* Cathe Alongi Brandtin Holscher Kelly Griffith Bonnie Palmer Sarah Ajima Suzanne Hunt Sarah Scarboro Lisa Weiner Colt Fletcher	Danielle Ward Kelly Griffith *Christine Contreras* Angela Tessier Kate Henretty Lori Hancock Valarie DiCarlo Jessica Corniffe
SIOP 101 Trained Staff 2016-2017:	SIOP 102 Trained Staff 2016-2017:		
Jessica Pineda Lauren Gunther Amy Allegra Julia Duncan	Sarah Ajima Cathe Alongi Katie Fabian Colt Fletcher		

Nancy Funston	Kelly Griffith		
Jessica Corniffe	Lauren Gunther		
Dana Campo	Brandtin Holscher		
Carey Dawson	Suzanne Hunt		
Sandy Loynaz	Bonnie Palmer		
Courtney Munro	Jessica Pineda		
Stephanie Sasse	Stephanie Sasse		
Katie Fabian	Sarah Scarboro		
Danielle Ward	Danielle Ward		

Appendix E: Academic Goals and Measurement Tools

	Needs Identified	Our Reality	Goal	Tool(s) for Measurement
Instructional Factors	-**Reading:** achievement of students with disabilities	-**Reading**: In 2015-2016, 80% (adjusted) of students passed the SOL test. This is 6% growth. Students with disabilities had a 42.3% pass rate.	-**Reading**: By June 2018, we will continue to grow in our SOL pass rate to 84%. Students with disabilities will grow to a 50% pass rate.	-DRA to monitor continual growth and inform instruction -Power School SGA and quarterly assessments -SOL tests -Walkthrough data to determine high yield instructional strategies implemented, co-teaching practices, and active student engagement
	-**Math**: select subgroup populations (gap group 1, black, ELL, economically disadvantaged)	-**Math**: In 2015-2016, 87% (adjusted) of students passed the SOL test. Gap group 1— 64.51%, black— 72.72%, ELL— 67.61%, economically disadvantaged— 64.16%.	-**Math**: By June 2018, we will continue with math accreditation. Gap groups and identified subgroups will improve by 5%.	
	-**Science**: overall achievement	-**Science**: In 2015-2016, 71% of students passed the SOL. This is 6% growth.	-**Science**: By June 2018, 77% of students will pass the SOL.	
	-**Learner Factors**: tools and/or professional development to support students with trauma -resources to ensure quality instruction for student body whose needs continue to increase			
	-**Climate/Cultural Factors:** continue climate of ongoing learning and professional development			

	-increase volunteerism of Spanish-speaking volunteers **-Family/Community Factors:** case management for newcomers -homework support			