



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

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Stakeholders:

Name of Stakeholder	Title
Remus James	Principal
Tanya Elliott	Assistant Principal
Jamie Young	Title I Reading Teacher
Kam Williams	Title I Math Teacher
Jessica Moody	Parent
Amy Bales	Parent
Steven Neece	Parent
Tereasa Wade	PALS Paraprofessional
Sherry Finch	PALS Paraprofessional

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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:

Tussing Elementary School has grades Pre-Kindergarten through fifth grade in Colonial Heights, Virginia. The current enrollment on 10/3/22 is 618 students (317 males and 301 females). The ethnicity of the student population is as follows: White (347) 56%, African American (105) 17%, Hispanic (79) 13%, Multi-Racial (61) 10%, Asian (21) 3%. TES currently has students 85 (14%) receiving special education services (not including speech only). In the 20-21 school year we had 341 students. 59% of students that received free and reduced lunch and were considered economically disadvantaged. During the 22-23 school year all students are eligible for free breakfast and lunch. Each grade level receives art, music, technology exploratory, library, and physical education instruction weekly.

Tussing Elementary has 88 staff members. Our current reading support staff consists of one Title I reading specialist, reading support of two PALS paraprofessionals, and two literacy extension teachers. Students in kindergarten through fifth grade utilize one-to-one Chromebooks that they are able to take home. Pre-kindergarten students have access to iPads in the classroom. Students have access to different educational software programs that enhance learning like IXL 3-5, Study Island 3-5, Reading Eggs, Five Ponds Press, Dreambox and Epic.

The schedule allows for an intervention/enrichment (i/e) block every day to assist students in all grade levels for both reading and math. This year, as in previous years, we have a before and after school tutoring program. Many of our students also participate in Kids After School Program (KAPS), an after-school program that offers remediation as well as guidance and support to meet the needs of each student at Tussing Elementary. Our district is a member of the Comprehensive Instruction Plan Consortium (CIP), which consists of 42 school divisions across Virginia that work together to develop pacing guides, benchmark assessments and instructional resources.

Tussing Elementary School utilized a comprehensive needs assessment this year. All stakeholders were represented: Parents/guardians and all staff members were surveyed about the various aspects of school such as: communication, safety, instruction, climate, virtual learning, social & emotional well being, and professional development. The results of this needs assessment will help facilitate a more comprehensive plan.



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Tussing Elementary 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
- 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.

Through the support of the community we are able to offer a weekend backpack program designed to feed underprivileged children. We also receive financial and volunteer support from many local businesses and organizations such as Chick-fil-A, Walmart, Staples, BMUU Auto, Patient First, Kiwanis Club (Terrific Kids Rewards Program), local faith based organizations and the Delta Omega Chapter of Omega Psi Phi. Through this community support, we are able to provide our students and staff with school supplies and other resources to enhance their academic experience.

We are fortunate to have a School Resource Officer (SRO) assigned to Tussing Elementary. He teaches our fifth grade students the D.A.R.E. (Drug Abuse Resistance Education) Program. We also have Colonial Heights High School students that come to our school to teach our fourth graders through S.O.D.A. (Students Organized for Developing Attitudes). Both of these programs help to prepare our students for the challenges they will face throughout their lives.

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For the past twenty years, excluding 19-20 when SOLs were not given due to closure because of COVID-19, Tussing Elementary has been accredited.

SOL	SOL Benchmark 18-19	Pass Rate 18-19
English	75%	89.54%
Math	70%	93.14%
Science	70%	82%
History	70%	88.5%

During the 2019-2020 school year we had school closure due to COVID-19, so there is no new data to report.

2020-2021 SOL Data

Count	AVG Fall "TSS"	Fall "Pass"	AVG Spring TSS	Spring Pass	Pass Diff
144	397.76	43.06%	414.22	59.72%	-16.67%
144	420.12	66.67%	426.12	72.22%	-5.56%

PALS	2019-2020 Fall Below Benchmark	2020-2021 Fall Below Benchmark (Fall)	2021-2022 Fall Below Benchmark (Fall)	2021-2022 Fall Below Benchmark (Spring)	2022-2023 Fall Below Benchmark (Fall)
Kindergarten	20	30 (43%)	25 (30%)	17 (20%)	Data not available
First	7	23 (39%)	21 (22%)	29 (30%)	19 (22%)
Second	17	31 (44%)	41 (50%)	37 (45%)	42 (47%)
Third	17	22 (45%)	34 (35%)	36 (36%)	41 (48%)

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Fall 21-22 Growth Assessment	Reading Below Benchmark	Math Below Benchmark
Third Grade Level Benchmark Reading1407 Math1401	70%	91%
Fourth Grade Level Benchmark Reading 1407 Math 1401	40%	67%
Fifth Grade Level Benchmark Reading 1454 Math 1397	34%	45%

2021-2022	Spring SOL
Math	72.26%
Reading	73.80%
Science	56.41%
Va. Studies	89.19%

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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.

For the past several years our master schedule has allowed us to have a highly structured daily intervention and enrichment block. During this time teachers as well as specialists are able to pull students and provide each student additional intervention instruction. We have also implemented a tutoring program (Sunrise Academy, before school and Tiger Academy and After School Remediation (ASR), after school) that operates throughout the year. During this tutoring time teachers work with students on targeted skills identified by assessment data. Additionally all students that receive instruction from our Title I reading specialists are given the Phonological Awareness Skills Test which allows the reading specialist to see the progress.

Due to COVID-19, Tussing Elementary was forced to physically close on March 13, 2020 for the remainder of the 2019-2020 school year. To meet student learning needs, 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 and guardians to participate in five day-a-week in-person instruction or fully virtual instruction. At the beginning of the school year, 356 students were enrolled in in-person instruction in grades PreK-5. By February 2021, that number had increased to 406 students. Students whose families 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 elementary schools in combined classes. A Virtual Academy administrator manages the day-to-day operations of those classes. Tussing Elementary staff, school counselors and administration maintained contact with these students and families through phone calls, Zoom meetings, and home visits as necessary. A review of data has shown that the rate of students receiving below average grades is greatly increased for students in the virtual program. Tussing Elementary has set up tutoring and recovery programs for these students to help close learning gaps.

Due to COVID-19 we were unable to have our typical family involvement activities in 2020-2021. In the past we have had: Back to School Night, Title I Family Night, which we did this year in a drive-thru version, Family STEAM Night, Parent/Teacher Conferences, which we have done via Zoom or conference call, ESL Family Night , Kindergarten Literacy Night and numerous PTO events.

This year 2022-2023 we were/are able to offer Back to School Night, Title I Family Night, which we did last year in a drive-thru version, STEAM Day, Parent/Teacher Conferences, will be a hybrid model via Zoom, conference call or in person, ESL Family Night , Kindergarten Literacy Night and numerous PTO events.

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Based on the analysis of the student achievement data and a comprehensive needs assessment survey, Tussing Elementary School, with the assistance of our Title I team and School Leadership Team, plans to:

- Continue the use of intervention/extension block in the daily schedule to allow teachers as well as other interventionists to work with students
- Continue to provide Sunrise and Tiger Academy, before and after school tutoring
- Continue to offer parent involvement programs to help inform and educate parents
- Continue to offer an in person learning option for students
- Continue to increase the technology options available
- Continue to utilize Principal's Leadership Team (PLT) meetings to help administrators
- Utilize Grade Level PLT+ Meetings
 - Led by grade level activator
 - Assisted by school administration
 - Assisted by division Instructional Coaches
- Hold quarterly data meetings at each grade level to analyze progress and discuss areas for improvement
- Hold quarterly Classroom Learning Walks
- Review Lesson Plans to determine accurate pacing

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.

Shift the allocation of tutoring funds 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:

- DSA fall, mid-year and spring

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- QRI - fall and spring
- Instructional Reading Inventory - fall and spring
- Formative and summative classroom assessments using Performance Matters
- State Growth Assessment, fall
- SOL, spring
- The Phonological Awareness Skills Test
- PALS Kindergarten through third grade
- Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten Students
- CIP Benchmarks

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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 analyzing the longitudinal SOL testing data the subgroups that are concerning are students with disabilities, economically disadvantaged students and black students.

To help close the learning gap of these subgroups Tussing Elementary has implemented a before and after school tutoring program (Sun Rise Academy & Tiger Academy). We will also offer a Summer Learning Academy. The Summer Learning Academy will be a four week half day program where students will receive breakfast and lunch daily. Class sizes will be kept small so students can receive targeted instruction in the areas of reading and math. Teachers will utilize spring data from PALS, State Growth Assessments and SOLs to determine areas of need.

SOL: Students with Disabilities	2016-2017	2017-2018	2018-2019	2021-2022
English	71.88%	81.82%	80.70%	70.97%
Math	62.50%	74.42%	86.21%	75.76%
Science			62.5%	9.09%
History			75%	70.00%

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SOL: Economically Disadvantaged	2016-2017	2017-2018	2018-2019	2021-2022
English	84.78%	77.46%	88.31%	85.63 %
Math	77.86%	81.82%	91.95%	90.45%
Science			80.39%	55.10%
History			88%	89.13%

SOL: Black Students	2016-2017	2017-2018	2018-2019	2021-2022
English	76.47%	80.0%	80.0%	82.86%
Math	75.0%	80.0%	89.36%	81.25%
Science			76.19%	28.57%
History			83.33%	57.14%

Tussing Elementary plans to use these strategies to increase student achievement in these subgroups:

Strategy 1: Data Disaggregation - Data was analyzed by the leadership team, PLT, grade level teams and building administrators during quarterly data meetings.

- PALS data - Kindergarten through third grade
- DSA data - Kindergarten through fifth grade
- Previous SOL scores to determine trends
- 2021-2022 fall growth scores and spring SOL scores
- Attendance data
- Grade distribution
- Grade distribution balanced to SOL pass rates

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Strategy 2: Instructional Strategies and Support

- Utilize with fidelity Structured Literacy - *The Science of Reading*
- Continue to use DSA to determine word study levels for students to better address specific needs
- Continue to integrate an intervention and enrichment block in the master schedule to be able to target students' needs with specific focus on students with disabilities, economically disadvantaged and black students
- Utilize instructional coaches to assist teachers in implementation of small group strategies and best practices
- Continue professional development on structured literacy to enhance the teachers' ability to use best practices in phonemic and phonics instruction
- 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 teachers (2)
- Utilize quarterly Learning Walks
- Weekly Professional Learning Communities (PLC)

Strategy 3: Professional Development - Teachers attend scheduled professional development throughout the school year based on areas of weakness, classroom observations, quarterly learning walks, and staff needs assessment surveys.

- Structured Literacy - *The Science of Reading*
- Sound walls
- Technology training to include Promethean boards and integration
- Social Emotional training
- CANVAS training
- Virtual Instruction
- Planning
 - Planbook - pacing, unpacking standards alignment
 - Standardized template
- Utilize peer observations
- Cross curricular planning
- CIP training

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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.

Shift the allocation of tutoring funds to provide more in-school tutoring/remediation opportunities in reading and math as opposed to before and after school tutoring sessions. Continue to offer professional development opportunities.

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:

- DSA fall, mid-year and spring
- Formative and summative classroom assessments using Performance Matters
- State Growth Assessments fall
- SOL spring
- QRI - fall and spring
- Instructional Reading Inventory - fall and spring
- PALS Kindergarten through third grade
- The Phonological Awareness Skills Test
- Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten Students fall and spring

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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:

Tussing Elementary provides all students with opportunities to develop thinking and life skills that help prepare them for the next academic level as well as help them to become good citizens. The class expectations in each class/course are high and the activities are individualized in order to support the growth and development of each student. There are many opportunities for the students to explore and delve deeper into their learning with technology, field trips (both in-person and virtual), reading and math supplemental materials, computer programs and more that all align with the SOLs as well as the teacher/school goals.

Teachers keep each student's needs in mind when developing their plans. They are very systematic and intentional about creating lessons that allow the students to collaborate, self-reflect, and develop critical thinking skills. 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. 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, research-based and proven effective to meet the individual needs of each 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 the continuous guidance from the reading and math instructional coaches.

Tussing Elementary School utilizes an intervention/enrichment block at every grade level for targeted one on one and small group remediation and intervention sessions as well as enrichment opportunities. This period has allowed our core area teachers, Title I support, special education teachers, gifted resources (Promise & Create) and support staff (ESL, Speech, OT) to work with our students.

To help close the learning gap of these subgroups Tussing Elementary has implemented a before and after school tutoring program (Sunrise & Tiger Academy). We will also offer a Summer Learning Academy. The Summer Learning Academy will be a four week half day program where students will receive breakfast and lunch daily. Class sizes will be kept small so students can receive individualized, targeted instruction in the areas of reading and math. Teachers will utilize spring data from PALS, DSA and SOLs to determine areas of need.

To continue to provide extended learning services Tussing Elementary School plans to:

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- Provide continuous support and feedback to teachers by Administration and Instructional Coach
- Continue to utilize our intervention and enrichment time to allow for greater flexibility for teachers in order to offer needed instruction for students
- Weekly Professional Learning Community meetings
- Several dedicated Professional Development Days within the calendar for staff and teachers
- Continuous funding available for teachers to participate in professional development - conferences, workshops, webinars, etc.
- Implementation and differentiation of Science of Reading - Structured Literacy based curriculum in English Language Arts instruction
- Use of Title I, ESL, Literacy Extension and SPED teachers and tutors for small group instruction
- PALS remediation (30 minutes daily) for identified students
- Five Ponds Press online reading materials
- Use of IXL, Dreambox, Study Island, Five Ponds Press, Epic 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 facilitate daily instruction
- School counselors to 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 daily support
- Before and after school tutoring program for identified students
- Differentiated instruction and ongoing staff development in the *Science of Reading*
- Utilize instructional coaches to assist teachers in development and implementation of small group strategies and best practices

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- 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:

Continue to use tutoring funds to provide more in-school tutoring/remediation opportunities 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:

- DSA fall, mid-year and spring
- Formative and summative classroom assessments using Performance Matters
- State Growth Assessments fall
- SOL spring performance rates
- QRI - fall and spring
- Instructional Reading Inventory - fall and spring
- The Phonological Awareness Skills Test
- PALS Kindergarten through third grade
- Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten Students fall and spring
- CIP Benchmarks

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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:

In order to address the academic needs of our sub-groups in greatest need, students with disabilities, economically disadvantaged students and black students Tussing Elementary School plans to:

- Continue to use performance on SOL testing, DSA, classroom achievement, and The Phonological Awareness Skills Test to determine intervention needs
- Continue to utilize Child Study process
- Continue to use quarterly data analysis breakdown, grade level meetings, and principal's analysis to target areas of strength and weakness

In order to address the social and emotional needs of our students Tussing Elementary School plans to:

- Continue our daily Social Emotional Lessons using the Positive Action Program.
 - This year we (Tussing will pilot a SEL program: Character Strong - Purposeful People)
- Focus our school counselors' services on at-risk students
- Continue to use our Career Wax Museum to explore careers through research and presentations skills for our fifth grade students while our younger students are able to explore the museum to learn about different careers
- Utilize attendance incentives for classes as well as individual students with perfect attendance

Tussing Elementary School, in conjunction with Colonial Heights Public Schools, will address professional development needs in the following ways:

- Offer a number of summer learning opportunities
- Continue to offer access to Comprehensive Instruction Plan Consortium website resources, grade level support in each subject area and discussing materials at grade level meetings
- Continue to offer professional development opportunities scheduled throughout the school yearContinue to provide small group reading instruction based on Structured Literacy Instruction Continue to use grade level meetings to focus on pacing and individual instructional needs
- Utilize division level academic coaches to provide additional support and professional development to instructional staff

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- Utilize staff surveys to receive input on professional development needs and professional development sessions provided by CHPS

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.

TES will continue to use tutoring funds to provide more in-school tutoring/remediation opportunities 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:

Professional development will be evaluated by:

- DSA fall, mid-year and spring
- Formative and summative classroom assessments using Performance Matters
- Fall State Growth Assessment
- SOL spring
- PALS Kindergarten through third grade
- The Phonological Awareness Skills Test
- Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten Students

Student social and emotional needs will be evaluated by:

- Behavioral surveys
- Student discipline data and threat assessment data
- School Counseling referrals
- School counselor assessments
- Attendance reports