



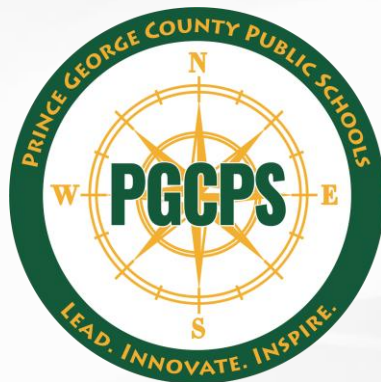


## 2020-2021 Factors for Consideration

The evaluation of the goals and objectives and the accomplishments for the final year of the 2016-2021 comprehensive plan must be weighed against the following:

The following factors are to be considered:

- **Continuum of instruction** (Virtual and In-Person)
- **Navigating new learning management systems** (Google Classroom and Canvas)
- **Multiple methods of state assessments** (SOL Assessments and Virginia Remote Progress Test)
- **Gathering Restrictions** (gathering limits impacted family engagement)



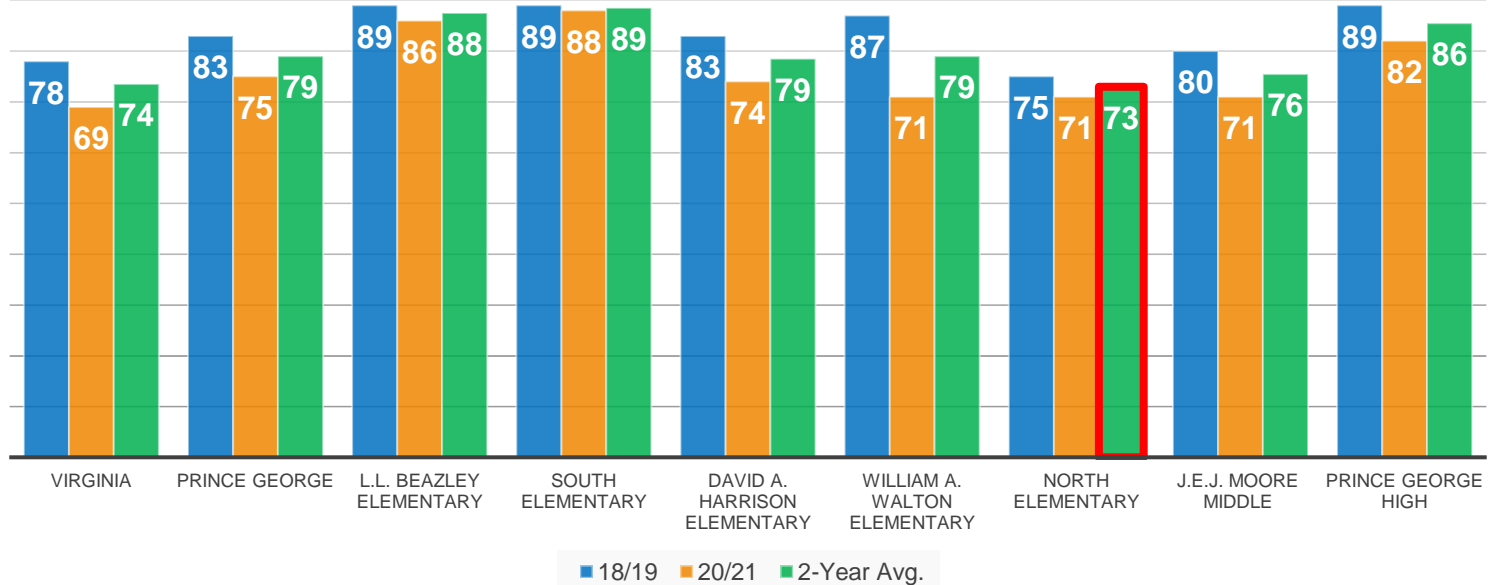
# Student Performance Data

*Federal Accountability*

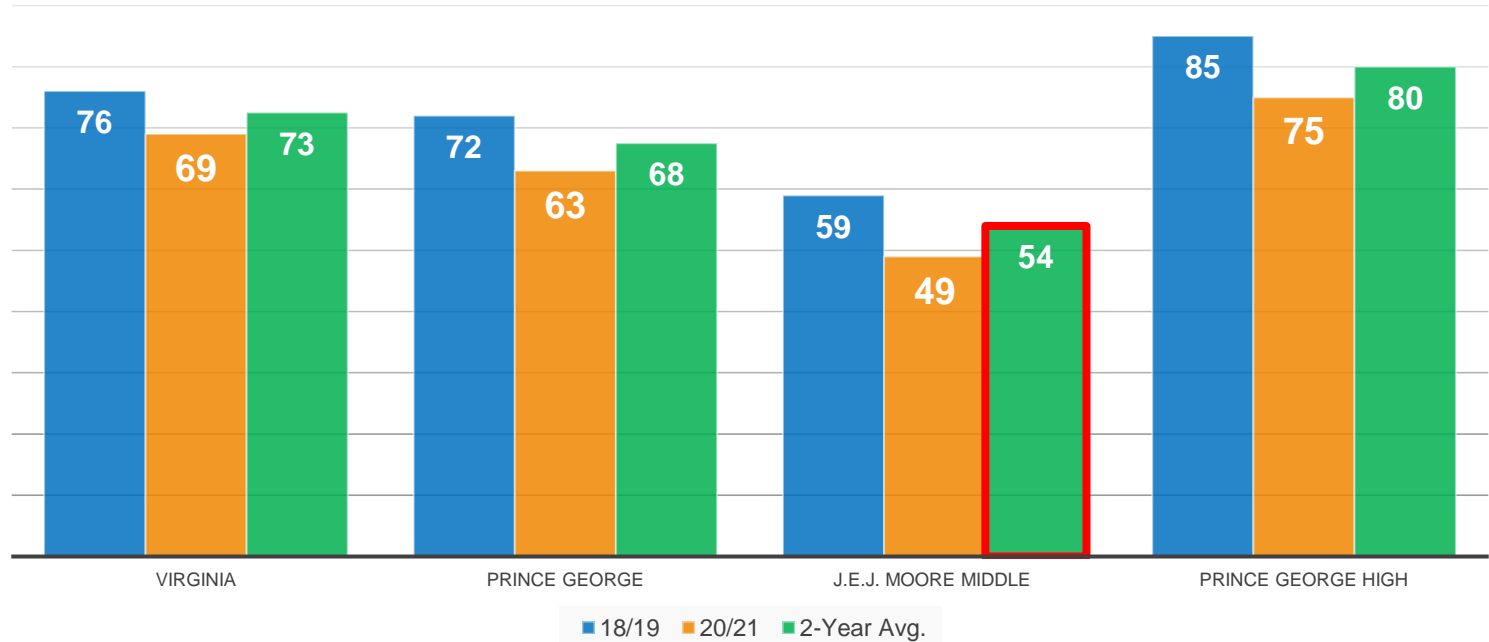




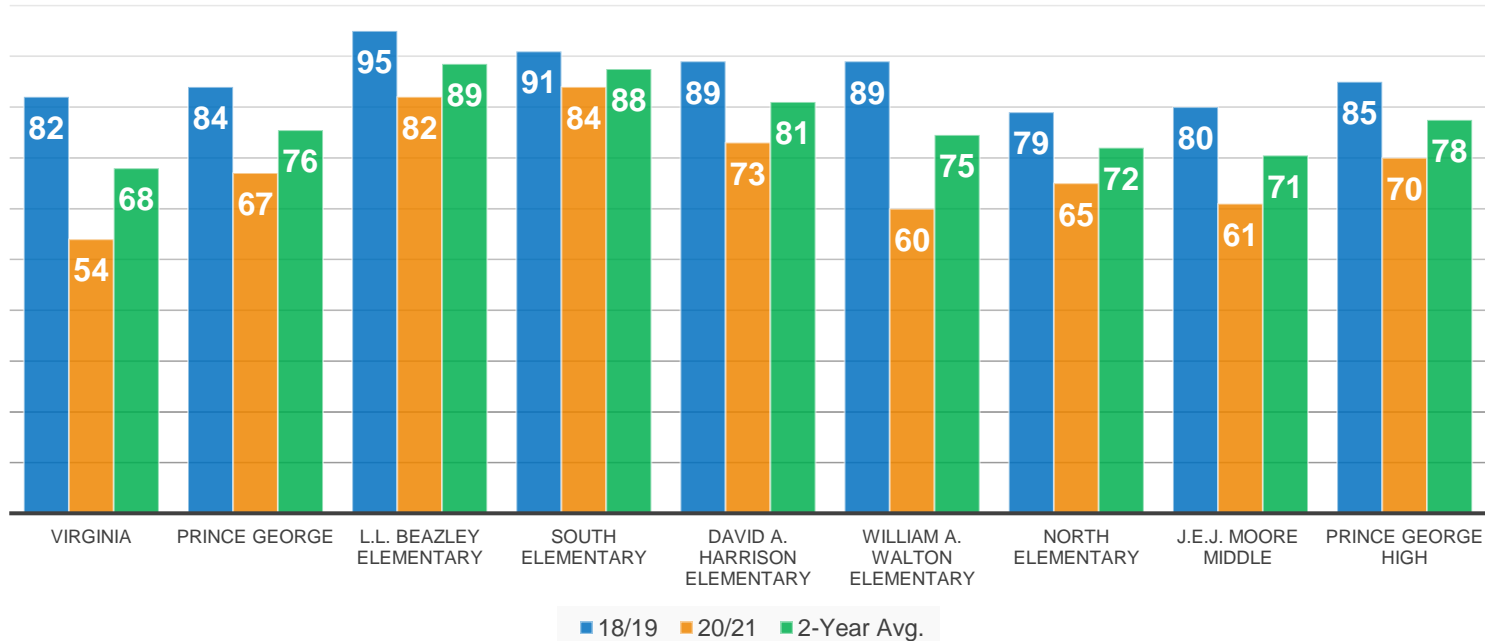
## Overall Reading by School



## Overall Writing by School



## Overall Mathematics by School





# Elementary Updates





## 2016-2021 Comprehensive Plan Objectives

### Objective 1:

- Provide equal opportunities for all students in experiencing a rigorous and comprehensive education

### Objective 2:

- To increase the overall academic achievement of students in the area of Language Arts

### Objective 3:

- To increase the overall academic achievement of students in the area of Math





# Objective 1: ... Rigorous and Comprehensive Education

## 1.1 Tiered Systems of Support (TSS)

- TSS training continues to be provided to all first-year teachers and administrators. 2021-22 sessions were conducted in-person.
- TSS is closely monitored by the administration to ensure the alignment of curriculum, instruction, and assessment.

## 1.2 Remediation

- Remediation is provided during the school day. Additional remediation will be provided to students before and after school as needed based on the data collected.
- Data from the Fall 2021 Growth Assessments will be used to design remediation plans for students in grades 3-5.

## 1.3 Professional Development

- Balanced literacy continues to be a focus at the elementary level. Professional development on the Virginia Tiered Systems of Support (VTSS) was provided to all elementary teachers during the 2020-2021 school year, and will continue to be a focus moving forward.



# Objective 1: Continued

## 1.4 Supportive Learning Environment

- Our elementary schools continue to provide a positive and supportive environment. Additionally, all elementary schools are part of the VTSS Cohort aimed at creating and maintaining positive school climates. Each elementary school developed and implemented their PBIS (Positive Behavior Interventions & Supports) plan to include morning meetings, and school based behavior intervention strategies.

## 1.5 Parent Engagement

- Although gathering restrictions limited the ability to provide large scale parent engagement activities, elementary schools engaged parents virtually through parent-teacher meetings, and drive-up activities. 2021-2022 orientations were in-person and were a huge success.

## 1.6 Social Media

- Traditional social media platforms (Facebook and Twitter) continue to be used at each elementary school to proactively communicate with families.





## Objective 2: Language Arts

### 2.1, 2.2 & 2.3 Writing

- We are continuing to provide training on Writer's Workshop. Teachers continue to maintain writing folders for grades K-5 and each writing sample is evaluated using a rubric. Writing samples were shared and evaluated across the division in fifth grade to ensure interrater reliability.

### 2.4 Leveled Literacy Intervention (LLI)

- The Leveled Literacy Intervention continues to be a highly effective tool to improve reading. Reading interventionists worked with all students in grades 3-5 on skills not mastered. LLI was provided to in-person students both in a push-in and pull-out model and virtual students were provided intervention virtually through Zoom.

### 2.5, 2.6 & 2.7 Balanced Literacy

- A moderate portion of our PD is geared towards Balanced Literacy. In both the spring and summer, teachers received training on various components of balanced literacy to include running records, Fountas and Pinnell benchmark assessments, and mini-lesson.
- Additional professional development was provided to elementary teachers on Friday's during the 2020-2021 school year.



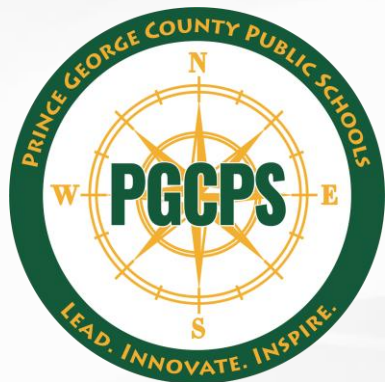
## Objective 3: Math

### 3.1 Math Intervention

- Math intervention was provided to in-person students both in a push-in and pull-out model and virtual students were provided intervention virtually through Zoom.

### 3.2 Enhance Math Pacing Guides

- Math interventionists have worked diligently to enhance k-5 math pacing guides, create curriculum guides, and build common assessments.



# Secondary Updates





# 2016-2021 Comprehensive Plan Objectives

## Objective 1:

- Provide equal opportunities for all students in experiencing a rigorous and comprehensive education
  - Grades 6-12

## Objective 2:

- Provide equal opportunities for all students in experiencing a rigorous and comprehensive education (advancement)
  - Grade 9-12



## **Objective 1:**

### **1.1 Tiered Systems of Support (TSS)**

- TSS training continues to be provided to all first-year teachers and administrators. 2021-22 sessions were conducted in-person.
- TSS is closely monitored by the administration to ensure the alignment of curriculum, instruction, and assessment.

### **1.2 Increase Remediation During the School Day**

- Remediation opportunities were provided to in-person students either by the push-in or pull-out model. Virtual students were provided remediation through Zoom. The math interventionist at Moore not only taught math readiness courses, but also assisted classroom teachers with tier 1 instruction. The interventionist at and Clements assisted in implementing Academic Labs, Academic Tutorials, and Academic Seminars. Additionally, credit recovery courses were offered at PGHS to help students obtain verified credits needed for graduation.



# Objective 1: Continued

## 1.3 Improve Academic Programs for Students with Disabilities

- Learning specialist were provided with professional development geared toward designing tier 2 interventions. Additionally, intervention programs such as Transmath, VMath, and Apex were implemented as tier 3 interventions.

## 1.4 Professional Development

- Fridays were utilized for differentiated and timely professional development. Much of the professional development for the 2020-2021 school year was based on Virtual Virginia, Google Classroom, and Canvas.

## 1.5 Positive & Supportive Learning Environment

- All Principals conduct annual staff surveys, analyze the results, and use the information to develop action steps to promote a positive and supportive learning environment for all. We are currently focused on implementing components of VTSS at the secondary level.





# Objective 1: Continued

## 1.6 Parent & Student Engagement

- Although gathering restrictions limited the ability to provide large scale parent engagement activities, schools engaged parents virtually through parent-teacher meetings, and drive-up activities. The PGHS DECA student organization provided great opportunities for community and family engagement through their drive-in movies. 2021-2022 orientations were in-person and were a huge success.

## 1.7 Social Media

- Traditional social media platforms (Facebook and Twitter) continue to be used at each elementary school to proactively communicate with families.



## Objective 2:

### 2.1 Increase Opportunities for Virtual Learning

- Approximately 40% of our student population was instructed virtually during the 2020-21 school year. Most secondary teachers had the opportunity to teach in a hybrid manner whereas they taught in-person students and virtual students at the same time.

### 2.2 Advanced Placement & Dual Enrollment

- Although challenging, advanced placement and dual enrollment opportunities were provided during the 2020-21 school year. As we enter the 2021-22 school year, we have 9 dual enrollment sections, 8 sections of AP with an enrollment of 171 student combined. Additionally, PGHS has 29 students enrolled full time at Richard Bland College.



## Objective 2: Continued

### 2.3 Increase the Number of Project Based Learning (PBL) Activities

- PBL's continue to be an integral part of our curriculum at Moore. Students at Moore completed 3 PBL's during the 2020-21 school year and were able to present their PBL's during their virtual PBL expo.

### 2.4 Increase the Number of Performance Based Assessments

- Performance based assessments continue to be a focus point in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade English. Teachers are provided interrater reliability training annually and certify to be scorers through the Virginia Department of Education's Understanding Scoring Application. As we move into the 2021-22 school year, we will be mirroring the performance based assessment procedures for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade.

