

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Tamika Singletary-Johnson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Tallwood Elementary School

(As it should appear in the official records)

School Mailing Address 2025 Kempsville Road

(If address is P.O. Box, also include street address.)

Virginia Beach VA 23464-6805
City State Zip Code+4 (9 digits total)

County Virginia Beach City

Telephone (757) 648-3840

Fax (757) 502-0308

E-mail Tamika.Singletary-

Web site/URL https://tallwoodes.vbschools.com/

Johnson@vbschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Aaron Spence

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail Aaron.Spence@vbschools.com

District Name Virginia Beach City Schools District Tel. (757) 263-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Beverly Anderson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 56 Elementary schools (includes K-8)
 - 14 Middle/Junior high schools
 - 12 High schools
 - 0 K-12 schools

82 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
- Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	45	85
1	40	67	107
2	43	42	85
3	45	57	102
4	48	63	111
5	48	54	102
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	264	328	592

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 12 % Asian
 - 24 % Black or African American
 - 13 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 35 % White
 - 15 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 21%

If the mobility rate is above 15%, please explain.

Virginia Beach City Public Schools is home to the United States Navy, United States Air Force, United States Army, and the United States Marine Corps. Students move when parents receive deployment information and duty assignments.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	59
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	61
(3) Total of all transferred students [sum of rows (1) and (2)]	120
(4) Total number of students in the school as of October 1, 2017	581
(5) Total transferred students in row (3) divided by total students in row (4)	0.21
(6) Amount in row (5) multiplied by 100	21

6. English Language Learners (ELL) in the school: 4 %
26 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Telugu, Tagalog, Turkish, Urdu, Korean, Spanish, Malayalam, Chinese, Mandarin, Arabic, Tamil, Japanese

7. Students eligible for free/reduced-priced meals: 42 %
Total number students who qualify: 246

8. Students receiving special education services: 13 %
77 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>17</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>14</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	95%	96%	96%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of Tallwood Elementary School, in collaboration with the family and community, is to educate students by promoting life-long learning through a variety of methods and utilizing a transformational, hands-on approach.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Built in 1989, Tallwood Elementary School has a proud tradition of commitment to the educational needs of our students. Located on the Virginia Beach and Chesapeake, Virginia border, Tallwood serves a diverse population of 600 students. Tallwood serves students of multiple cultures including African American, American Indian, Asian, Caucasian, Hispanic, and Native Hawaiian / Pacific Islander. The mission of Tallwood Elementary School, in cooperation with the families and community, is to educate students by promoting life-long learning through a variety of methods and utilizing a transformational, hands on approach. Our multidisciplinary approach addresses various learning styles and individual needs of students.

The staff of Tallwood is committed to the highest standards of excellence in providing superior education for all of our students. We are dedicated to promoting respect for individual differences and recognizing the diverse cultural backgrounds of our students. We are committed to providing educational opportunities that will ensure our students develop talents and processes necessary for continued acquisition and use of knowledge. Our changing world requires that all students possess a common body of knowledge. Our challenging program enables children to explore and express their individual creativity and achieve their fullest potential in becoming contributing members of society.

At the start of the 2015-2016 school year, Tallwood applied and was selected to be a member of a cadre that would serve as model digital learning schools within the school division. As a proud “Anchor School”, Tallwood studied the efficacy of utilizing a variety of digital devices and resources for positively impacting student learning. We believe that focusing on both the meaningful integration of instructional technology and the system needed to support this digital transformation enables us to identify ways to effectively support personalized learning for all of our students. Academically, Tallwood continues to be an accredited school by the State of Virginia with a distinguished record of student achievement. In 1999, Cox Communications awarded Tallwood with a Literacy Award. Meeting all state criteria, Tallwood Elementary School is performing at or above the state standards on all standards of learning tests from the Virginia Board of Education. On the national level, Tallwood Elementary School has met the Elementary and Secondary Education Act (ESEA) accountability of Federal Accountability Indicators requirements approved by the United States Department of Education. Tallwood received the Commendation of Distinction Award in 2001 and 2003 for outstanding performance on the Virginia Standards of Learning test resulting in full accreditation.

To promote a sense of kindness in our students, Tallwood has dedicated this current school year to the responsive classroom model and positive behavior to support the educational program. Twice a month, a student in each homeroom class is recognized by their teacher to receive a Principal’s “Pawsitive” Referral Award. Tallwood also is recognized for our work in the community. Tallwood has received the Pearl School Award annually since 2014 for excellence in Environmental Education. Last year, Tallwood received the Virginia Beach City Public Schools (VBCPS) Model Partnership Award for our community partnership with Tallwood High School. Tallwood has also received the Virginia Beach City Public Schools Sustainable School Award since 2014 for promoting environmental sustainability throughout the school and for increasing public awareness of sustainable practices, as well as promoting involvement in environmental programs throughout the school division.

As a National Blue Ribbon School Nominee, Tallwood epitomizes diversity of education in public schools. We believe in education excellence for all students. We believe that every student should receive transformational learning based on their own personal needs. We believe in providing hands-on instruction through technology and problem-based learning. We hold students responsible for their learning and assist them with goal setting to ensure every student is victorious. Tallwood Elementary School’s affirmation, “I am willing, I am wise, I am well-mannered,” became our theme for the school year. With an “all hands-on deck” approach, we are able to inspire each student to do his or her best.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Tallwood’s reading instruction is derived from VBCPS locally developed curriculum, which focuses on high standards of academic performance and growth. We address gaps between these expectations and the students’ performance data for our student subgroups. Reading instruction at Tallwood is a balanced representation of reading, writing, speaking, listening and viewing. Teachers provide lessons that include objectives, learning progressions, resources, assessments, rubrics, word study, and progress monitoring through whole group, small group and personalized learning opportunities.

To ensure all Timberwolves are successful, teachers at Tallwood provide additional support through the use of paraprofessionals and specialists, including our Gifted Teacher, Guidance Counselor, Librarian, and Instructional Technologist, who instruct small reading groups under the direction of the reading specialist. Teachers collaborate with the reading specialist weekly for eighty uninterrupted minutes. During these meetings, teachers and the reading specialist collaborate using the VBCPS Teaching and Learning Framework: plan, teach and assess. Teachers, under the direction of the reading specialist, examine how they will check for students’ understanding, collect and analyze data, and discuss how the data will be used to support personalized learning. At Tallwood, we design clear, standards-based learning targets that are communicated to students. Teachers incorporate resources, including technology, to foster engagement, critical thinking, communication, creativity, and other globally-competitive skills.

Instructional resources and problem-based learning are incorporated into all areas of the language arts curriculum. The reading routine includes short reads, shared reading books, anecdotal note taking, word study, progress monitoring checks, and small group instruction in order to meet each student’s individual needs. Our curriculum encompasses research-based methods and developmentally appropriate assessments such as Developmental Reading Assessments, Reading Inventory, division wide benchmarks, Phonological Awareness Literacy Screening (PALS), Developmental Spelling Assessment (DSA), common assessments and running records. The data gained from these assessments are used to guide instruction.

1b. Mathematics:

Learning experiences must develop from a process-oriented approach. We design our mathematics instruction around problem-based learning, inquiry, critical thinking, collaboration, communication, creativity and citizenship. Tallwood utilizes the VBCPS Curriculum, which is guided by the VDOE 2016 Standards of Learning Framework. As we plan, teach and assess students, we use three basic components that are crucial to the teaching and learning of mathematics: Equity, Instructional Technology and Algebra Readiness.

Tallwood leverages technology as an integral part of mathematics instruction. Our classrooms incorporate blended learning opportunities during small group mathematics. Online programs assist with preparing students to be proficient in problem solving, mathematical reasoning and computational fluency. Students learn a variety of techniques to understand the process of mathematics including mental arithmetic, estimation, graphic utilities, and charts. Students are engrossed in a cross-curriculum, problem-based learning environment to explore and visualize mathematical relationships and number patterns. Beginning in Kindergarten, students are exposed to algebraic thinking. This process progresses over the students’ elementary years. Students at Tallwood are well prepared for mathematics courses beyond elementary school.

Whole class lessons and small group instruction provide students with an opportunity to immerse themselves in hands-on learning and create activities focused on real-world problems. Data from these activities, along with quarterly benchmark data, is used to provide appropriate support and interventions to students. Teachers respond to students’ unique needs by utilizing well-planned, standards-aligned lessons

that include incorporating manipulatives, vocabulary, and independent practice to advance students along the continuum of concrete, representational, and abstract. Teachers attend monthly eighty-minute collaboration meetings with a district mathematics specialist. During these collaborations, teachers review assessment data in order to examine, align and identify student needs. Tallwood teachers are provided quarterly professional development to instruct algebraic content by using patterns, symbols, tables, and graphs. Mathematics learning experiences are authentic and meaningful.

1c. Science:

Our focus for science instruction is obtained from the Virginia Department of Education's focus of five key components: goals, safety, instructional technology, investigate and understand, and application. The VBCPS science curriculum uses scientific inquiry to study scientific concepts through authentic experiences. Science at Tallwood is facilitated through cross curricular, hands-on learning and experimentation. Tallwood utilizes technology to allow for further exploration and reinforcements.

Tallwood teachers emphasize the importance of accommodating the different learning styles of our various learners. Community programs and field trips to the Planetarium, Botanical Gardens, Bergey's Dairy Farm, Norfolk Zoo, Hunt Club Farm, Virginia Beach Society for the Prevention of Cruelty to Animals, and the Museum of Contemporary Arts are often used to integrate real world experiences into academics. Students participate in virtual field trips and engage in Makerspace opportunities to support inquiry-based learning experiences. Evidence of student mastery of unit objectives are standards based and evaluated through formative and summative assessments, as well as project-based learning.

Foundation to create an innovative and creative learning program for students. With the assistance of this grant, a classroom was transformed into a science lab that is used by teachers and students of all grade levels. The science lab is complete with tables, stools, microscopes, experimental materials, goggles, and scientist lab coats, along with other science materials. In the grant, Tallwood highlighted the importance of students learning science through a hands-on exploration and investigation approach. Students at Tallwood utilize the Science Lab weekly for projects and experiments. To extend learning outside of the classroom, Tallwood students in fourth and fifth grades are able to participate in the Science, Technology Engineering and Mathematics (STEM) Robotics program and the Green Team after school initiative.

1d. Social studies/history/civic learning and engagement

Tallwood curriculum is derived directly from the Virginia Beach City Public Schools strategic framework, which is known as the Compass to 2020: Charting the Course. Our five-year framework charts the course for teaching and learning to occur throughout the division. The curriculum ensures that every student is challenged and supported to reach his or her full potential. Our curriculum is based on VBCPS goal one: high academic expectations for all students. The VBCPS social studies curriculum is designed to incorporate inquiry skills to develop students understanding of history, economics, civics, and geography. Our comprehensive continuum is rigorous and focuses on instruction needed for 21st Century learners. The VBPCS social studies curriculum expects scholars to understand the changing relationship between people and their environments in the past, present and future. Scholars receive an in-depth study of human interactions and conceptual understandings of the world. Inquiry serves as the stimulus to develop the skills necessary to demonstrate scholars' understanding of the world. Tallwood scholars partake in instruction from community programs including field trips to Nauticus, Yorktown, Jamestown and Colonial Williamsburg. Scholars are assessed through authentic performance-based tasks, various academic activities, pre-assessments, post assessments and district benchmarks.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Tallwood scholars participate in visual and performing arts weekly. These subjects reinforce the students' personal interests and allow students to interpret the world through art. Tallwood students receive the history of art, along with art production, criticism, and aesthetics. Students are encouraged to be creative, analytical, and critical thinkers. Students develop an appreciation of the differences among individuals and cultures. Art at Tallwood is often integrated with other subjects. For example, the art teacher and guidance counselor co-taught a schoolwide lesson to celebrate the character trait of "kindness". Students read the book, "The Judgmental Flower" by Julia Cook. Students conversed about differences and respect. Afterward, students painted two rocks: on one rock, students were asked to write a kind message and display it throughout the community, and on the other rock students left a kind message for other Tallwood students to view.

Tallwood's performing arts music class gives students an understanding of music through experiences in singing, playing instruments, listening and moving. Students make connections between music and other subject areas. Tallwood students in 4th and 5th grade may participate in chorus, while 5th grade students may also participate in the orchestra strings program. Students develop the ability to read and notate music. Students in 4th grade also attend the Virginia Symphony annually.

The Physical Education program at Tallwood supports instruction in the classroom by integrating fitness education into various subjects. Students study mathematics through counting and science concepts of human anatomy, healthy heart and healthy eating. Tallwood participates in the Healthy Heart Challenge and yearly physical fitness assessments. Tallwood links with the community and participates in the Operation Smile Shamrock Race.

Tallwood students receive instruction using technology daily. The Instructional Technology Specialist (ITS) supports the learning of all students by effectively integrating technology as a tool for teaching and learning. Through modeling and coaching, the ITS helps to foster competence in technology and allows students to become creative thinkers and problem solvers. Students are familiar with coding robots, designing objects on the 3D printer, using technology for virtual learning, and creating in our Makerspace. The ITS collaboratively plans with teachers and administrators monthly to design lessons that foster effective use of 21st century skills.

The Library Media Specialist (LMS) supports the integration of technology as well as integrating information literacy skills in the curriculum. Tallwood scholars utilize technology to retrieve information to complete research and evaluate resources. The Learning Commons is extended to the classroom. The LMS provides training to students on the effective use of information skills, electronic resources, and audio-visual equipment. Several proposals were written throughout the year to support the educational curriculum. During the 2017-2018 school year, Tallwood LMS submitted a proposal that was fully funded to modernize the Learning Commons. During this renovation, Tallwood received new furniture, painted walls, and new carpet to create a learning space that is flexible and collaborative. The LMS and ITS each wrote a grant through a technology company that inspires interest in the field of computer programming. The school was awarded 30 app-enabled robotic balls that provides endless opportunities for fun and learning, valued at \$6,000. The LMS wrote another grant to the Virginia Beach Education Foundation for \$1,820.00 to purchase additional robots along with technology equipment to support the robots. This effort was to support innovative projects and learning programs to equip Tallwood students with skills necessary to succeed.

Tallwood's school counseling program provides academic and emotional development to students and their families. The school counselor collaborates with all stakeholders to promote the standards of learning and assist students with goal setting, academic and career planning, and character development. Tallwood's school counselor regularly meets with students in small groups and in a regular classroom setting to promote the principles of American citizenship as well as the VBCPS profile of a graduate. The School Counselor works in collaboration with staff to maintain the Positive Behavior Interventions and Supports system. The School Counselor wrote a \$650.00 grant that was fully funded for a calm down box in every classroom. The calm down box consists of tools to encourage students to self-regulate their behaviors.

3. Special Populations:

A data-driven, student-focused, proactive approach is provided to every student at Tallwood Elementary. Through the use of interventions, collaborations, and adjusting strategies, Tallwood teachers monitor and track progress over the school year. Each teacher is responsible for collecting data to ensure all students are successfully demonstrating progress. Teachers at Tallwood use a tiered system approach to provide differentiated instruction on students' readiness levels. Tiered supports are governed on the VBCPS Teaching and Learning Framework "plan, teach, assess" model, which allows teachers to respond to formative data on a daily basis. Assessments are created as a team to provide feedback on students' proficiency levels. When students are not responding, a team of teachers collaborate using a systematic process of interventions. Data is collected using screenings, assessments and classroom strategies. Interventions provided to students are monitored and reviewed to gauge the success of each intervention and follow-up collaboration meetings are held.

Students with disabilities (SWD) are instructed in an inclusive setting with same aged peers. Students with disabilities receive accommodations and specially designed instruction (SDI) to scaffold their learning on multiple levels. Specially designed instruction follows the Inquiry Cycle Model of tuning in (prior knowledge), finding out (learning experiences), going further (individual research), reflection (self-assessing), and action (taking action). This model promotes personalized learning by focusing on the present level of academic achievement and functional performance of each student. Students who qualify for a 504 plan through the Americans with Disabilities Act are provided accommodations both academically, physically and/or social-emotionally in order to ensure access to academics.

English Language Learners (ELL) instruction is tailored to each learner's English proficiency level. The ELL instruction is adapted for each individual student's learning style as well. By differentiating instruction and building upon the students' language and culture, we are able to increase English language development and student achievement scores in core content areas. The ELL teacher instructs students based on collaborative plans created with the general education teacher.

Tallwood continues to close the achievement gap for students with disabilities. In third grade reading and mathematics, there was no comparable data due to having less than ten students with a disability. From 2016-17 to 2017-2018, SWD who took the 4th grade Reading SOL's had an 11.9 percent gain in the pass rate. SWD also showed a double-digit pass rate increase in mathematics, with an increase of 19 percent. The science pass rate for fifth grade SWD increased by 19.26 percent. The Virginia Studies SOL pass rate for students with disabilities increased in proficiency by 20 percent. Tallwood showed a decrease in the gap pass rate of non-disabled students and students with disabilities by 17 percent. Tallwood has consistently closed the gap group pass rate of non-disabled students and SWD. Overall, we closed the gap group pass rate in reading by 37.25 percent. SWD have shown consistent growth from 2014-2018 with an overall increase of 52.7 percent. Lastly, in mathematics, the gap between students with disabilities and their peers has decreased by 10 percent.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Tallwood Elementary School engages and motivates students and teachers through the Positive Behavior Intervention Support Program (PBIS) and Responsive Classroom. Both Responsive Classroom and PBIS are research based, data-driven decision-making frameworks for establishing norms for social and behavioral supports needed for an effective learning environment for students and teachers. Students develop and learn school-wide expectations. We also teach appropriate behaviors to support the students. We use the reinforce, reteach, acknowledge and reward method according to student behaviors. The Responsive Classroom approach empowers teachers and students to engage in learning communities where students feel safe and significant.

Each morning, students gather together to start their day with a morning meeting which consists of sharing time and a group activity. After lunch, students transition back into the classroom by using the Responsive Classroom approach of “quiet time”. This is a way for students to relax prior to afternoon activities. Students are asked to sit quietly for ten minutes. They may read, write, or draw. This time assists students with being fully engaged in their afternoon academics.

Teachers end the day using the closing circle approach. During this time, students and teachers reflect on their day and discuss their classroom goals. Teachers can also use this as a time for celebration. The purpose of morning meetings and closing circles is for students to begin and end their day with positive affirmations while fostering social and emotional learning. We celebrate with students in several ways. Twice a month, a student in each homeroom class is recognized by their teacher to receive a Principal’s “Pawsitive” Referral Award. At this award ceremony, students are recognized by the Principal and receive pictures with the Principal for parents to view and share. Students also sign a school poster.

Tallwood teachers are supported and valued in various ways. Teachers fill out a form to the Principal monthly as a way to communicate needs and wants. The administrative team, along with the PTA, recognize teachers monthly during teacher appreciation days. This year, teachers have received an ice cream sundae social, pretzels during staff meetings, a pizza party, trail mix, along with a host of other goodies to show them how special they truly are. Administrators also have an open-door policy for teachers to communicate.

2. Engaging Families and Community:

The Virginia Beach Strategic Plan, Compass to 2020, Goal 4 states: “VBCPS will purposely partner with parents and community to support student achievement, aspirations, and social-emotional development.” Tallwood, in collaboration with the Virginia Beach School division, appreciates our school community. We start off each year with a Meet and Greet, an annual meeting where teachers are able to meet students and parents. Classroom routines, procedures, and curriculum needs are also introduced during this event. Later in the quarter, students and parents celebrate the school year with a Fall Festival attended by hundreds of families. There are several opportunities for parents to participate in events at Tallwood. We have an active Parent/Teacher Association, with events such as our Reading Trunk or Treat, Winter Wonderland, Muffins with Mom, Doughnuts with our Hero, Grandparents breakfast and our Family Dance. We also have an annual Book Fair night to address literacy needs and bridge the gap between home and school. Parents are invited to this event to select books with their children. We partner with Barnes and Noble for our Reading Connection and Musical. Parents are able to read books with their children, purchase books, and listen to our chorus performs for the community.

Parents, guardians, and community members are encouraged to volunteer through our Volunteers in Education program. Individual parents and guardians volunteered for a total of 1307 hours during the 2017-2018 school year. This same year, our Parent/Teacher Association logged 1044 volunteer hours for a total of 2351 volunteer hours. Community members and parents were invited to participate in our School Planning Council. This council meets annually to review the plan for continuous improvement and to

identify areas of need within the school. The administrative team sends parents a monthly Wolf Tales Newsletter to explain monthly curriculum needs and activities.

We work closely to bridge the gap between elementary and high school to ensure students are successful. Tallwood Elementary School was recognized and awarded the 2018 Model Partners Award for our outstanding partnership with Tallwood High School. This award recognizes beneficial relations between schools and business/community organizations that exemplify positive community engagement. Each year, Tallwood Elementary partners with Tallwood High School students through the high school's Be A Reader (BEaR) Program and the Latin Honor Society to mentor and remediate elementary students. We also partner with the high school to provide work experience for students with special needs.

3. Professional Development:

VBCPS' professional development goal is to boost student engagement and transform learning through the use of technology. Each year, the division has a strategic action agenda. The agenda ensures that each school continues to foster student agency, engage students and the community, foster growth and excellence, and use restorative practices to address conflict. As part of the strategic action agenda, Tallwood implemented Positive Behavior Intervention Support (PBIS), continued to expand our knowledge of online learning platforms, as the learning management system. In addition, the administrative team, along with the guidance counselor, received professional development in mediation as a restorative practice.

In order to implement our strategic agenda throughout the division, teachers are given valuable professional growth opportunities. Designated teachers attend quarterly curriculum professional developments including Transformational Learning Lead Teachers meetings (TLLT), Collaborative Learning Community (CLC), and Special Education Meetings. At these sessions, teachers discuss instructional strategies, content connections and curriculum resources aligned to transformational learning. Teachers from Tallwood use the VBCPS Teaching and Learning Framework to engage students in digital learning by attending technology professional developments. For the past five years, selected Tallwood teachers attended the Future of Education Technology (FETC) professional development in Florida. Teachers have also attended and/or presented at the Virginia Standards of Technology Education (VSTE) conference and the International Society for Technology Education (ISTE) convention.

The first week of each school year is dedicated to professional development. Our schoolwide professional development revolves around our yearly book study. Teachers at Tallwood have read schoolwide books such as, "Teach Like a Pirate" by Dave Burgess and "The Power of our Words" by Paula Denton. Each year, teachers are given a book prior to their summer vacation and are asked to read the book to gain a better understanding of how to incorporate the 5 C's of critical thinking, creativity, collaboration, communication, and citizenship, as well as culturally responsive practices in the classroom. Teachers are asked to reflect on classroom practices related to student engagement using the Teaching and Learning Teacher disposition rubric. Teachers are given eighty minutes weekly to have collaborative planning time with their teammates. This is an additional planning time. During collaborative planning, teachers receive weekly professional development sessions on small group reading, phonemic awareness, incorporating technology into the lesson, as well as hands-on mathematics instruction. The administrative and leadership team also attends professional development activities yearly to increase curriculum impact on student growth and success.

4. School Leadership:

Servant Leadership is vital to the success of students at Tallwood. We use an "all hands-on deck" approach to assure all of our students are growing and learning. The Tallwood School principal has ten years of administrative experience, with five of those years as a Principal. She utilizes the skill set of a strong instructional staff and resilient specialist to foster and encourage a transformational academic curriculum. The assistant principal also plays an important role in the growth of students. As a veteran assistant principal, she ensures students with specialized needs receive adequate instruction and identifies personnel to assist students. Tallwood's leadership team consists of the Principal, Assistant Principal, Reading

Specialist, Instructional Technology Specialist, Gifted Resource Specialist, Librarian, and Guidance Counselor. The leadership team meets monthly to discuss academic data, professional development needs, and important school matters. The Principal Advisory (PAC) Committee meetings, which consists of grade level chairs, specialists and the administrators, are held bi-weekly. During these meetings, we discuss the strengths and growth opportunities of the school, areas of concern, and upcoming events.

The school's annual strategic action agenda is also formed and monitored. The Leadership Team meets twice a year with the VBCPS Department of School Leadership to present the school's strategic agenda and growth of students. The Principal and Assistant Principal are visible throughout the building to ensure students are thoroughly engaged in learning. All teachers are responsible for ensuring students succeed yearly, but the process in which teachers prepare students relies on the school and district leaders. At Tallwood, our focus is on building positive, cohesive relationships with teachers and students. We embody the "One Team, One Dream, One Vision" as our school motto for success. The Leadership Team closely examines our school data to determine proficiency around every academic domain. Everyone is held accountable for our data, which is used to create strategic and differentiated instruction. Each person on the leadership team, including the administrators, tutors' students who are having academic concerns.

The administrative team shares the responsibilities of the school with the teachers and encourages teachers to build special relationships with students. Meetings concerning student achievement are held with teachers quarterly to discuss individual student progress. During these meetings, data concerns are addressed, and strategies are put in place to meet the needs of individual learners. The success at Tallwood is a collaborative effort in which everyone is a leader.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Tallwood's student data is the focus of every strategic action agenda. Emphasis has been, and will always be, on student success. We believe data indicates strengths, weaknesses, common trends, and areas of need for each classroom and student. Teachers are held accountable for their students' data. Teachers begin the year with classroom academic goals, and students create personalized goals across all academic domains. The Principal meets with each student in 3rd – 5th grade to discuss academic goals and plans for successfully meeting those goals. Teachers conference with students to ensure goals are attainable and realistic. Students consistently receive positive affirmation when goals are met.

Each quarter, teachers are required to review current data and to create an improvement plan based on classroom and individual students' needs. Teachers meet with the administrative team, including the School Improvement Specialist and Academic Coordinator, to discuss student data and classroom needs. Additional assistance is placed inside identified classrooms based on needs as well. Data is used to provide professional development to the staff. When addressing areas of weakness, teachers receive additional planning sessions to create differentiated and strategic learning plans. Leaders from VBCPS Teaching and Learning assist with providing the staff professional development in all academic areas. In these sessions, teachers review grade level data and take on a shared responsibility approach. Teachers are trained to disaggregate their data and apply skills and strategies to their instruction in order to meet individual needs.

The teachers and staff are also held accountable for meeting the goals identified in our strategic action plan. The Leadership Team meets yearly with parents and the community to examine the school data and converse on the strategic action plan goals needed to address strengths and areas of need. The team also meets with the VBCPS Department of Teaching and Learning and the VBCPS Department of School Leadership to present our data, along with our goals for addressing the data. By including parents, leaders of VBCPS and the community, Tallwood facilitates a partnership between the school and its stakeholders and ensures all students are successful. This vested, cohesive approach to student data is what makes Tallwood a stand out elementary school.