

**U.S. Department of Education**  
**2021 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Dr. Sherri Pitchford Archer  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Windsor Oaks Elementary School  
(As it should appear in the official records)

School Mailing Address 3800 Van Buren Drive  
(If address is P.O. Box, also include street address.)

City Virginia Beach State VA Zip Code+4 (9 digits total) 23452-3145

County \_\_\_\_\_

Telephone (757) 648-4120 Fax (757) 431-4637

Web site/URL https://windsoroaks.vbschools.com/home E-mail sherri.archer@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 E-mail Aaron.Spence@vbschools.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Virginia Beach City Public Schools 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. Carolyn Rye  
(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, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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

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Data should be provided for the current school year (2020-2021) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools.)

1. 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. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	51	27	78
1	55	39	94
2	36	35	71
3	56	50	106
4	48	46	94
5	43	39	82
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
<b>Total Students</b>	289	236	525

\*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):
- 1 % American Indian or Alaska Native
  - 5 % Asian
  - 28 % Black or African American
  - 13 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 37 % 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 2019 - 2020 school year: 16%

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

Our school generally serves a significant population of military connected students. During this time period, we had a total of 124 military connected families. Before the end of the year, 13 of the families transferred out of the state, three transferred into home school settings, and eight more families transferred into the school before May 2020.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	54
(3) Total of all transferred students [sum of rows (1) and (2)]	90
(4) Total number of students in the school as of October 1, 2019	577
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Chinese Mandarin, Farsi, Hindi, Malayalam, Marathi, Nepali, Spanish, Tagalog, Tamil, Telugu, Urdu, Vietnamese

English Language Learners (ELL) in the school: 6 %  
32 Total number ELL

7. Students eligible for free/reduced-priced meals: 60 %

Total number students who qualify: 315

8. Students receiving special education services: 12 %  
63 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>11</u> Autism                 | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>18</u> Other Health Impaired                |
| <u>5</u> Developmental Delay     | <u>29</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>3</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: 7
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
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.	3

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 19:1

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	95%	96%	95%	96%
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 2020.

<b>Post-Secondary Status</b>	
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 Windsor Oaks Elementary is to provide all students with quality academic and equitable educational experiences through cooperative efforts of school, home, and the community. By working with our families and community stakeholders, we will provide an inclusive learning environment that supports the physical and mental health of all students, and strengthens their social and emotional skills to be resilient learners.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

On September 8, 2020, Windsor Oaks Elementary began the school year with all students receiving virtual instruction remotely from home. As a school staff, we were very fortunate to have half the instructional staff eager to teach virtually and half the staff excited and comfortable with teaching face-to-face in the classrooms. Students were assigned to teachers based on their instructional school preference of option 1 (face-to-face) or option 2 (virtual/remote). Option 1 Level 2 students with disabilities returned to school on September 22nd for face-to-face instruction. On September 29th, our option 1 kindergarten, first, and second graders returned. On October 6th, our option 1 students in 3rd, 4th, and 5th grade returned to face-to-face instruction. Due to the increased percentages of COVID-19 cases in October 2020, all option 1 students returned to virtual/remote learning on November 17, 2020. All students remained at home and received virtual instruction until February 1, 2021. Option 1 students with disabilities and K-5th grade students returned to face-to-face instruction on February 2, 2021. Currently, we have a waiting list for option 1 instruction in all grade levels. Per health guidelines on socially distancing students, we can provide face-to-face instruction for approximately 20 students in a classroom.

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



## **PART III - SUMMARY**

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Windsor Oaks Elementary is a suburban school located in the Bow Creek area of Virginia Beach. The original school opened July 1, 1968. A new building was constructed and opened on June 4, 2010. The building is one of 14 prototype elementary schools in Virginia Beach and is certified as a Leadership in Energy and Environmental Design School (LEED). Windsor Oaks Elementary was designed as a green school and focuses on the importance of conserving resources and protecting the environment.

Windsor Oaks Elementary is home to 526 students and 45 instructional staff members. The student population is rich with cultural and racial diversity. Sixty-one percent of our student population is eligible for free or reduced lunch. We serve a population of special education students (12%) using the inclusion model. Our inclusion and special education teachers plan collaboratively to meet the general and specially designed instructional needs of students with disabilities. Our gifted students (7%) are provided a cluster model, and the gifted teacher and classroom teachers plan and deliver differentiated instruction to meet their needs. Our military connected population (13%) receives support from our school counselors and our military liaison to meet their unique needs. We have a growing population of ESL students (6%). Twenty-seven classroom teachers serve kindergarten through fifth grade. Instructional support personnel such as the Reading Specialist, Math Coach, Library Media Specialist (LMS), and Instructional Technology Specialist (ITS) assist to build teacher pedagogy and increase student achievement. All additional teachers and staff are highly qualified in their content areas and can relate content to students in an effective manner. All instructional staff members use the shared planning time to collaborate and share best instructional practices to deliver rigorous lessons aligned to the curriculum and unique instructional needs of students.

Windsor Oaks has been recognized for excellence in environmental education, stewardship, and sustainability by the Lynnhaven River Watershed Program. The students and staff have received the Pearl School Award for several years. Windsor Oaks students and staff are committed to being globally responsible. The staff of Windsor Oaks Elementary is committed to providing every child with a quality educational experience that will prepare them to become lifelong learners. The Windsor Oaks “Warriors” lead by example and model positive behavior by being respectful, responsible, and safe at all times.

Windsor Oaks Elementary has always offered students and families a very welcoming environment. The parents and stakeholders are invited to be active members of the Parent Teacher Association (PTA), School Planning Council, and classroom or school environment. Our stakeholders are comfortable with developing positive partnerships with school personnel. Based on our 2019- 2020 School Climate survey, 93% of our parent’s report Windsor Oaks as a welcoming place to learn and we have 40 active participating parents and partners. Windsor Oaks has a supportive and active PTA program that offers parents monthly activities to participate in educational and fun family activities. PTA members volunteer their time to support students and teachers with all aspects of the educational process. Our student success has come from the collaborative effort and teamwork of dedicated families working together to offer the best to our students. We believe our children achieve at high levels through partnerships among home, school, and community.

Positive Behavioral Interventions and Supports (PBIS) strategies are used to strengthen and implement strategies to equitably support prosocial behavior, high quality learning experiences, and social emotional development. We offer three levels of support: Universal support is provided to all students to clearly define expectations with explicit lessons. Small group interventions are provided to students who need more than universal support. And individual interventions are provided to students who need more individualized and intensive support. Our entire school has made great academic, social, and emotional progress by implementing the PBIS strategies with fidelity in conjunction with the support and involvement of our families and stakeholders. Our students enjoy and benefit from the morning meetings and closing circles we conduct daily. During virtual instruction, our parents were able to witness the activities to understand the importance of student choice and voice.

COVID-19 caused school closures but also highlighted the strength and fortitude of teachers, parents, students, and school staff. Our entire community rallied together to ensure the success of students. We learned how to use many digital tools such as Zoom and Seesaw to stay connected to our families in a



positive manner. The Superintendent and School Board of Virginia Beach City Public Schools worked with health agencies, community organizations, teachers, and parents to develop an appropriate plan to open school in the safest method possible. Our Windsor Oaks parents demonstrated tremendous trust in our ability to do what is best and right for their children. As COVID-19 cases have required both face-to-face and virtual instruction, our teaching staff, students, and parents remain flexible and cooperative with pivoting as needed. Although COVID-19 has caused extreme challenges with our ability to be a school family inside the building, the entire school has worked to support one another as much as possible using the appropriate safety mitigations.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

Windsor Oaks Elementary’s core curriculum and pacing guides, provided by Virginia Beach City Public Schools’ (VBCPS) Department of Teaching and Learning, are aligned with the Virginia Standards of Learning (VSOL). The core curriculum challenges all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferrable life skills outlined in the VBCPS Graduate Profile. Our core curriculum consists of literacy, math, social studies, and science. The Elementary Language Arts curriculum is grounded in best practices in literacy and aligned to both the science of reading and the VSOL. The VBCPS Teaching and Learning Framework provides the outline for the components included in all K-5 curricula resources, which support planning, teaching, and assessment, as well as recommendations for responding to student data. The math curriculum is aligned to the VSOL. It builds increasing levels of math understanding focusing on the mathematical process standards. Balanced assessment opportunities are provided, as well as other resources to guide planning and instruction. Conceptual understanding is developed using manipulatives and real-world application, and lessons are infused with problem-based learning, inquiry, critical thinking, collaboration, communication, creativity, and citizenship (5C’s). The social studies curriculum standards in VBCPS are aligned to the VSOL and emphasizes the cultivation of student’s ability to demonstrate history and social science skills and the 5C’s in the contexts of civics, economics, geography, and history. The curriculum features personalized pathways for students, resources for effective planning, teaching, and balanced assessment. It provides students with opportunities to discover, investigate, and experience the world and its history. VBCPS provides all students with science instruction that builds on students’ natural curiosities. The Elementary Science curriculum is grounded in VSOL, framed by authentic performance tasks, and driven by exposure to natural phenomena which leads to student-generated questions. Students engage in science as inquiry as they explore and construct ideas and explanations of the natural world through scientific and engineering practices. This year, we have worked to maintain the integrity of our instruction by remaining on pace with curriculum, unit assessments, growth measure assessments such as Phonemic Awareness Literacy Screening (PALS), Reading Inventory (RI), and math assessments, and use the results to develop effective and meaningful lessons which address student needs. We also provide tutoring after school for small groups with targeted instruction.

Windsor Oaks Elementary has adapted its core curriculum, instruction, and assessment approach to address the issues caused by COVID-19. The current operating schedule is designed to meet the need for both face-to-face and virtual school. Based on the Virginia Department of Education (VDOE) Memorandum: Statutory and Regulatory Instructional Expectations for the 2020-2021 School Year, released August 28, 2020, and Section § 22.1-200.2 of the Code of Virginia and 8VAC20-131-80 of the Standards of Accreditation, we are required to provide: a minimum of 680 hours of the required 990 hours of instructional time to students in elementary school in the four core academic subjects. In grades K-3, reading, writing, word study, and mathematics were identified as the focus of the instructional program. We are required to maintain an early skills and knowledge achievement record in reading and mathematics for each student in grades K-3 to monitor student progress towards achievement on the third grade Standards of Learning tests. The literacy folder and the standards-based report card serve as the achievement records for reading and mathematics. In addition, the required non-core subject areas courses remain part of our students’ educational experience.

Instruction has been adapted to meet the needs of students during virtual lessons. Teachers providing virtual instruction are cognizant of screen time, movement breaks, balancing digital versus non-digital learning opportunities, and developmental considerations of students. Teachers ensure effective virtual instruction by including a wide variety of synchronous and asynchronous learning. Teachers provide daily, synchronous, small group instruction in reading and math, as well as facilitating synchronous morning meetings and closing circles which integrate core content standards. Summative Assessments have been adapted for option 1 and option 2 instructional settings. Every content area offers four versions of the assessments and with pacing guides. These include a standard version and an audio version for all students with audio online testing accommodations for each setting. We used our end of year 2020 student data to homogeneously ability group students in both settings to provide targeted small-group instruction with the support of the Math Coach and Reading Specialists. With a focus on differentiation, we use data from formative

assessments to adapt curriculum and organize instruction based upon learner's readiness, interest, and profile.

The goals outlined in the VBCPS Compass to 2025 Strategic Action Agenda drive our instructional focus. We continue to implement strategies to support the well-being of students and staff through continued emphasis on social-emotional learning, PBIS, and self-care. Mondays serve as professional learning days, where teachers learn culturally responsive practices. General education teachers build their ability to support the needs of students with disabilities during the Individual Education Plan (IEP) process. The instructional specialists meet with grade level teams to align instruction and assessments to the curriculum. Teachers on each grade level work to identify specific student needs and use curriculum resources to plan, teach, and assess. Special education teachers continue to receive weekly professional development to strengthen their pedagogy and knowledge in the core content areas. Our work in these areas help to foster student agency and builds a process for transformational learning.

**1a. For secondary schools (middle and/or high school grades):**

**1b. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

First through fifth grade students, prior to COVID-19, have music once a week for 45 minutes and kindergartners meet weekly for 30 minutes. Music instruction is connected to the standards in other curricular areas using our teachers' Week-at-a-Glance notes linking music to Math, Reading, social-emotional learning, and other content. This year, we have adjusted our schedule to seeing students every other week per district requirements. We are limited in our activities, so we have switched to a more kinesthetic approach to instruction and performance. In lieu of singing, we use body positions to show pitch and use of more body percussion. We have also used technology resources such as Music Play and Flat to create music. This year, in orchestra, our strings teacher meets with interested students twice a week; once virtually for all and once face-to-face for those in the building. Using Schoology and virtual tools, our music teacher has consistently instructed students and provided feedback throughout the year in both virtual and face-to-face formats.

Physical education, prior to COVID-19, has been 30 minutes a day plus an additional 15 minutes a day for recess provided by the PE staff. This year, PE meets with each grade level twice a week. The activities have been altered to ensure students are able to socially distance from one another, and require students to have their own materials.

The library program services all students. The library media specialist (LMS) and the instructional technology specialist (ITS) collaborate with classroom teachers once a month to discuss how they can best support the curriculum with instruction that enhances the content and best meets the needs of teachers and students. For grades K-2, the LMS provides weekly library and information literacy lessons for both face-to-face and virtual students. For grades 3-5, lessons are provided as planned in collaboration with classroom teachers. Prior to COVID-19, students checked out books from the library daily. During the current pandemic, face-to-face students check out books via searching the catalog and completing forms with their request. These books are delivered to students each week. This year, Windsor Oaks received a grant to purchase books to give to our virtual students for their home libraries since virtual students are unable to check out books.

Students are more engaged with technology this year due to COVID-19. The ITS and the LMS have worked together to provide the needed support to families. A parent Zoom session was provided each morning during all virtual learning where parents could come on to ask questions about technology issues, expectations of learning, and navigating the instructional platforms. Some of the additional technology

students have learned this year include: creating an Adobe Spark video for grades 3-5, creating Stop Motion Google Slides for grades 3-5, and utilizing Seesaw to create responses to curriculum, record their thinking, and access links to learning for grades K-2. Within technology lessons, videos are provided giving directions so that students can complete the lessons independently.

### **3. Academic Supports:**

Windsor Oaks Elementary supports the teachers and students in academics in a variety of ways in order to address the gaps among our subgroups. Our instructional specialists collaborate with teachers. We use both small-group and computer-based programs for interventions. For our above grade-level students, we provide gifted instruction and technology opportunities to use their curriculum knowledge in new ways.

Each week teachers, specialists, and administrators meet for collaborative planning. During this time, they receive professional development, plan by units, and analyze data from assessments which may be formative, summative, or district wide assessments. During collaborative planning, discussions are held about interventions strategies for small group instruction, reorganizing student groups based on data, or re-teaching concepts in whole-group instruction. Our special education teachers and their assistants receive multi-level collaborative professional development by participating in grade-level collaborative planning, individualized planning with Math and Reading Specialists, and collaborative team planning within the special education department on a weekly basis.

When looking at achievement gaps and students performing below targeted benchmark, we strive to put meaningful interventions in place. Windsor Oaks has two dedicated PALS teachers that work with kindergarten through third grade students identified as not meeting the PALS benchmark. This assessment is given three times a year to students in kindergarten through third grade. For students in grades 3-5 who did not meet the Lexile benchmark on the Reading Inventory (RI), we use the computer-based program, System 44, that works with students on their identified levels for phonics and phonemic awareness skills. System 44 students are monitored by a teacher or teacher assistant and students record their progress each morning. Before COVID-19, all the students went to the cafeteria after announcements and completed 30 minute sessions of System 44. During virtual learning, students log into a Google Meets to complete their System 44 sessions. The teacher assistant helps with any technology struggles and checks in on their progress daily.

Small-group intervention is also provided by tutors, specialists, and assistants. The reading specialist, LMS, ITS, and Gifted Resource Teacher (GRT), all provide small-group instruction in math or reading daily. Small groups are created using assessment data and teacher anecdotal data. These groups are held face-to-face and virtually to meet all identified student needs. In addition to in-school intervention groups, we provide after-school tutoring in order to ensure all struggling students are getting additional academic support.

The GRT works with identified gifted students, classes that include the identified gifted students, and all kindergarten through first grade classes. The GRT uses the VBCPS provided gifted curriculum, collaborates with teachers to integrate lessons into whole-group instruction, and teaches high-level thinking and rigor lessons weekly. The GRT also collaborates with the LMS and ITS create lessons for students to reinforce and extend their knowledge in the content area using technology.

Windsor Oaks utilizes our staff and resources to ensure all teachers have the necessary tools and knowledge to meet the needs of their students in the classroom. All this has resulted in an overall increase in student achievement across all subgroups.



## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Windsor Oaks teachers and staff understand that strong reciprocal relationships with caring adults are key to keeping students and families connected to school and learning. During the school closure beginning March 2020, our staff immediately worked to provide families with the technology, internet access, and training to access our online learning platforms. We formally implemented Positive Behavior Intervention and Support (PBIS) and Responsive Classroom strategies during the 2018-2019 school year. Both programs are researched-based and use data to drive decisions about student behavior and appropriate adult responses. We work with our students and teachers to establish norms for social and behavioral supports needed for an effective learning environment. Students and teachers work together to develop school-wide behavior expectations. Appropriate behavior expectations are reviewed daily on the morning news show and students are recognized and acknowledged for demonstrating responsible, respectful, and safe behavior. The Windsor Oaks teachers and staff model, reinforce, re-teach, acknowledge, and reward appropriate student behavior. The teachers work closely with the PBIS committee to identify specific behavior concerns and develop tiered supports to teach and reinforce appropriate behavior. Our students learn and live the school motto, “We believe in the Positive Three – Be respectful, Be responsible, and Be safe.” All adult and student actions model the motto. Teachers also encourage social connections among students by using morning meeting and closing circles.

During face-to-face instruction, teachers greet students at the door to welcome them into the class. This Responsive Classroom strategy allows the teacher to build a positive relationship with each student and gives them the opportunity to connect in a positive manner. Prior to COVID-19, teachers began their instructional day with a morning meeting. Teachers used various team building activities that provided students with opportunities to discuss topics related to social and emotional connections. The students worked in whole and small groups. The morning meetings have been adjusted to keep students socially distanced and safe. Face-to-face students and virtual students continue to engage in social and emotional conversations, but do not physically interact with one another. We continue to provide our students with a daily morning message to keep them informed of all school calendar events and positive student and teacher celebrations. Closing circles are used at the end of each school day to provide students and teachers with the opportunity to reflect on their day and set behavioral and academic goals for the next day.

### **2. Engaging Families and Community:**

Windsor Oaks Elementary is fortunate to have a very supportive school community. To support our 2025 strategic framework goals, we cultivate mutually supportive partnerships among families, schools, the division, businesses, military, faith-based, and civic and city agencies to support student well-being, enhance real world learning, and broaden opportunities for career exploration and experience. We have built relationships with a diverse group of organizations to support a variety of learning experiences during and after school. We begin each school year by welcoming our families with a meet and greet to allow them the opportunity to meet the staff in an informal setting. Parents are provided with school information, classroom procedures, and instructional requirements and support. This information is given to help parents and students begin the year successfully. After the opening of school, parents are provided with parent-teacher conferences to review questions and instructional expectations. This activity is normally in the format of an open house, and many parents attend and find it very beneficial in helping them understand how the teacher will partner with them during the school year to educate and support their child. Windsor Oaks teachers, staff, and parents work well together within the many organizations that support the success of students. The school has traditionally had a strong PTA board that provided monthly activities for students, parents, and school personnel. Currently, due to the inability to gather in large groups inside the building, the PTA has provided teachers and students with monetary support to assist with instruction and technology. The PTA has also recognized teachers with tokens of appreciation to motivate them and thank them for all their hard work. Our faith-based organizations remain instrumental and provide students with an online tutoring program. This organization normally tutors kindergarten students once a week, one-on-one, and has been able to provide tutoring virtually with the support of the parents. We continue to engage our stakeholder

community and invite them to participate in school decision making by serving on our Windsor Oaks School Planning Council. This group meets throughout the school year to review school procedures, student data, and to identify obstacles and opportunities. The primary role of the School Planning Council is to create school success from the perspective of the student, parent, teachers, staff, and community. This program has been successful each year in helping to bridge positive connections between school and home. All these organizations work to support the Student Council Association, Battle of the Books Club, Student Patrols, Stem and Robotics Club, and Girls on the Run. Each month, the PTA, along with school personnel, provide parents with monthly programs and activities that engage our families.

### **3. Creating Professional Culture:**

VBCPS uses goal four of the Compass to 2025 Strategic Framework to foster a positive working climate that values and invests in a high-quality, diversified workforce that exemplifies the division's core values. Professional learning in VBCPS is an equitable process by which learners develop knowledge, skills, and dispositions for growth. The professional development is designed to be collaborative, timely, culturally responsive, and personalized. Windsor Oaks teachers are provided with a variety of personalized professional growth strategies to support the health and well-being of all staff. The professional development provided to teachers also helps them foster student agency and growth, engage students and the community, and use restorative practices to ensure a responsive classroom environment.

Each school year, all staff members are provided with curriculum training that is specific to their grade level, job responsibilities, or areas of professional interest. Teachers have additional opportunities to participate in professional development opportunities to build their pedagogy and advance their knowledge. They are also shown their value and encouraged to share their knowledge with other teachers, grade level teams, and staff. Teachers are invited and encouraged to serve as Transformational Learning Lead Teachers (TLLT). TLLTs serve as instructional leaders in their buildings by attending quarterly professional development sessions and returning with strategies and information to share with their grade level teams.

During their grade level meetings, teachers review assessments, unpack standards to identify cognitive level of instruction, and identify instructional strategies to meet the needs of the students to master grade level standards. Instructional Specialists such as the Reading Specialist, Math Coach, LMS, and ITS receive monthly professional development from their departments and share information with teachers during Monday professional development collaboration sessions. This year, we have focused on the science of reading to support reading instruction and intervention for face-to-face and virtual students. Professional development and collaboration give teachers time to identify researched-based best practices for reading and math small-group and whole-group instruction. Teachers are learning to teach phonemic awareness and hands-on math strategies with virtual resources in the curriculum. Windsor Oaks administrators are active participants in the professional development collaboration sessions, and are learning alongside the teachers about the importance of using data to build collaborative learning communities and pedagogy, and to improve student achievement.

### **4. School Leadership:**

The school's leadership philosophy is focused on building trusting relationships to achieve student and school success. The principal has worked as an educator for 26 years and believes all students and teachers can learn and achieve at high levels with the right data-driven decision making, instructional leadership, collaborative learning communities, and meaningful inclusive engagement with stakeholders. The administrative team works to cultivate the success of teachers by hiring, developing, and retaining highly qualified and effective teachers. The role and importance of a loving, caring, and prepared teacher is always placed in high regard and given much respect. Teachers, staff, parents, and community stakeholders work together on various leadership teams to support students.

Windsor Oaks administrators and teachers work together to form an inclusive collaborative learning environment by involving all stakeholders as supportive teams. The school administrators work with the PTA, Student Council Association (SCA), School Planning Council (SPC), Principal Advisory Council (PAC), PBIS Committee, and the instructional leadership team to analyze data, identify professional

development needs, develop creative learning plans using best instructional practices, set high expectations of achievement for teachers and students, and provide unique services to support the overall success of the school. The main priority of each leadership team is to support student success. Each year, student data is used as the driving force and shared with each leadership team to update the Plan for Continuous Improvement (PCI). Each leadership team participates in decision making procedures to develop the instructional goals, focus, and vision of the school. The PCI plan is updated to reflect the collective effort of all leadership teams to ensure student success.

School administrators are active participants in all meetings and encourage risk-taking to address student data, new challenges created by COVID19, and the social and emotional support for students. Student progress is evaluated often, and adjustments are implemented to allow everyone to reflect, learn, and grow in a positive manner. The principal promotes a quest for learning and remains a continuous learner to model the expectation of instructional growth every year. School administrators meet with parents and teachers to develop success plans for individual students to address specific student circumstances.

Student and staff safety are of the utmost importance this school year during the COVID-19 pandemic. The school principal communicates safety mitigations with all community stakeholders during weekly phone call reminders, monthly school newsletters, the fall virtual open house event, weekly virtual lunch bunch activities, and the daily school morning news show. As safety mitigation procedures have changed, the school principal immediately updates school stakeholders to maintain transparency and trust. The school principal, assistant principal, guidance counselors, and school social workers continue to monitor and support student attendance, student achievement data, and families dealing with illnesses related to COVID-19. Student Response Team Meetings are held, attendance contracts are developed, tutoring services are provided, and community resources are shared with parents to assist with student instruction and social and emotional needs.

## **5. Culturally Responsive Teaching and Learning:**

Windsor Oaks values and celebrates the diversity of our school environment. We recognize the diverse needs and backgrounds of students, families, and staff by providing support to ensure school success for all stakeholders. We take many steps to ensure equity, cultural awareness, and respect in the classroom and school. Windsor Oaks provides a welcoming, safe, and inclusive learning environment. Social and emotional learning is integrated into the K-5 curriculum. Responsive practices such as morning meetings and closing circles are conducted to build student relationships and help them reflect on their learning and set academic and social goals. We provide opportunities for students to participate in school activities such as the Student Council Association (SCA), Battle of Books Team, Safety Patrol, Girls on the Run, Stem and Robotics, and Coding Club. We believe when students and parents are connected to the school with an extracurricular activity, they are more likely to engage academically. We develop students' digital wellness by helping students learn to make responsible decisions in their use of technology by providing student and parent training on digital programs. Our physical education team addresses the physical health needs of our students through nutrition and fitness programs. The school guidance counselor, social worker, school administrators, and teachers use Student Response Teams (SRTs) and PBIS to provide social, emotional, and behavioral support to students. The teams evaluate behavioral and mental health needs to seek appropriate assistance.

We address current events and/or social movements that may have a direct impact on students, their families, and their communities in a careful manner. VBCPS provides school leaders with support from our legal team to ensure social concerns are addressed appropriately. Diversity is celebrated throughout the school year, and all cultural diversity events are recognized per the school. It is crucial to the success of students that they see themselves represented in their school environment.





## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Windsor Oaks Elementary closed achievement gaps for students with disabilities and African American students. In Virginia, a Level One quality indicator means meeting or exceeding the state standard or sufficient improvement in our accreditation system. We earned Level One status on the Reading Assessment, Reading achievement gap, Math Assessment, Math achievement gap, Science Assessment, Science achievement gap, and chronic absenteeism accreditation requirements for the 2018 – 2019 school year. We achieved this goal by focusing on the needs of every student and every teacher, encouraging our families to partner with us to achieve student success, and enlisting our school community to be a part of our school to develop future leaders. These strategies have been the most instrumental to the school's continued success. They have been maintained during the COVID-19 school closures and implemented virtually on various digital platforms whenever possible. To meet the needs of students and teachers, we use data to determine specific instructional needs. We analyze division and state data, and partner with our Department of Teaching and Learning to provide teachers with time to plan together weekly using the VBCPS curriculum and resources from the VDOE. During our weekly, shared planning time, instructional specialists in the areas of reading, math, and other content areas build teacher pedagogy using researched-based best practices to differentiate instruction for all learners.

We implement strong, professional development aligned to the written, taught, and tested curricula. Reading instruction is based on an analysis of assessments and integrated reading, writing, and research. Mathematics instruction includes effective mathematical strategies using the cognitive demands of the math standards, math vocabulary, and hands on tools for students to deepen their understanding. We immerse our students in science and social studies by using hands-on science and projects to build problem-based inquiry. Social studies and science are integrated across the curriculum. We have added collaboration time for special education teachers to receive instructional support from the teacher specialist and the special education instructional specialist. This instructional support is valuable in building the instructional pedagogy for teachers serving the special education students. The special education teachers and teacher specialist can review each student's Individual Education Plan (IEP) and specifically identify the needs in using the psychological report. The special education teachers and special education teacher assistants are provided with specific professional development to meet the instructional needs of students with disabilities. This additional collaboration focuses on meeting the instructional needs of the teachers, and has been proven to be very successful in meeting the needs of the students.

Windsor Oaks Elementary recognizes the importance of involving all stakeholders in improving student achievement. To make our stakeholders aware of student needs, we share data and goals each year during Parent Teacher Meet and Greet, Open House, and monthly PTA functions. We invite all stakeholders to join the PTA, School Planning Council and, volunteer with the school. We also invite various community organizations to partner with the school to support reading, academic programs and serve as mentors. By including all stakeholders in the school improvement process, our students can benefit and make great progress.