

U.S. Department of Education
2022 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 Mrs. Mary Lugo
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 3711 Big Bethel Road
(If address is P.O. Box, also include street address.)

City Yorktown State VA Zip Code+4 (9 digits total) 23693-3812

County York

Telephone (757) 898-0372 Fax (855) 201-1464
Web site/URL https://ycsd.yorkcountyschools.org/TES E-mail vshandor@ycsd.york.va.us,
C Skinner@ycsd.york.va.us

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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Victor Shandor Ed.D E-mail vshandor@ycsd.york.va.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name York County School District Tel. (757) 898-0300

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Laurel Garrelts
(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.

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

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

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 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 19 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	23	24	47
K	52	53	105
1	49	57	106
2	61	49	110
3	63	40	103
4	62	51	113
5	54	52	106
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	364	326	690

*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):
- 0.3 % American Indian or Alaska Native
 - 6.2 % Asian
 - 11.8 % Black or African American
 - 11.7 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 55.4 % White
 - 14.2 % 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 2020 - 2021 school year: 25%

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

Our student population is approximately 50% military, therefore, we typically have a high mobility rate as families receive military orders throughout the year. Additionally, during the 2020-2021 school year, we saw students withdrawn from our school due to a desired change in educational settings, such as homeschool and private school, as COVID restrictions and mitigation strategies fluctuated.

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, 2020 until the end of the 2020-2021 school year	68
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	91
(3) Total of all transferred students [sum of rows (1) and (2)]	159
(4) Total number of students in the school as of October 1, 2020	631
(5) Total transferred students in row (3) divided by total students in row (4)	0.25
(6) Amount in row (5) multiplied by 100	25

6. Specify each non-English language represented in the school (separate languages by commas):
Turkish, Urdu, Amharic, Farsi, Arabic, Akan, Spanish, Korean, Hindi, Russian, Mandarin Chinese, Northern Pashto, Japanese, Creole, Burmese, Twi, Gujarati, Hebrew, Vietnamese, Telugu

English Language Learners (ELL) in the school: 8 %
52 Total number ELL

7. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 86

8. Students receiving special education services with an IEP or 504: 11 %
73 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|------------------------------------------------|
| <u>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>13</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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: 5
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.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	32
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.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 22:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	98%	97%	97%	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 2021.

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.

We dedicate ourselves to the challenge of creating a community of learners who value and participate in lifelong learning experiences that will enable success in a global society.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://yorkcountyschools.org/privacyPolicy.aspx>

The York County School Division does not discriminate on the basis of race (Title VI), color, religion, national origin, sex, gender (Title IX), age or disability (Section 504) in its educational programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups.

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

PART III – SCHOOL OVERVIEW

Tabb Elementary School is nestled in the Tabb community of York County, Virginia, where our Tiger Cubs have been roaring with pride since opening in 1976. Part of the Virginia Historic Triangle of Williamsburg, Jamestown, and Yorktown, our school sits just 17 miles from the historic battlefields of Yorktown where our nation’s freedom was won during the Revolutionary War. Many of our families are associated with one of five local military installations, NASA Langley Research Center, or generational connections to the area. Our reputation for being a welcoming and inclusive school has also brought an increase of families with English as their second language, and we are proud to serve students who represent over twenty different native languages. We warmly welcome, on average, 700 students in pre-kindergarten to grade 5 who live in the greater Tabb community as well as the Jamestown Landing neighborhood, which is off-base housing for Langley Air Force Base. Currently, we have 694 students of which 340 are military-connected students, making us the second largest military-connected elementary school within the school division. Being that we are a school comprised of a 49% military student population, we are particularly proud of the connections, achievements, and culture of our school. The mission of Tabb Elementary is to create a community of learners who value and participate in lifelong learning experiences that will enable success in a global society. We ensure that every student and family member feels the warmth of our community and finds a home at Tabb.

Part of what makes Tabb Elementary unique is our highly transient population paired with our academic success. Our students come to us from all over the world, and from schools of varying accountability levels. Tabb teachers waste no time getting to know our students and families and assessing our students’ skills and knowledge with screening tools to appropriately place students in leveled literacy and math groups where they can learn and achieve with proficiency. Once our students are settled into their classrooms, the work begins. Part of our success can be attributed to ongoing staff collaboration, data-driven decision-making, and targeted use of instructional strategies which contribute to high student achievement. Daily lessons are designed based on the Virginia Standards of Learning and the work of each Professional Learning Community (PLC) team. During weekly PLC meetings, data is disaggregated and analyzed. PLCs provide opportunities for staff strengths to be honored, ideas to be shared, and new and innovative instructional strategies to be sought. The result, a high-quality instructional program for all students that promotes students’ social and emotional health, wellness, and connectedness to the school. We fully believe students need to feel loved and respected before they can reach their full potential. Our principal’s mantra is, “Students can’t Bloom until they Maslow,” which refers to the cognitive model of Bloom’s taxonomy and Maslow’s hierarchy of needs.

We pride ourselves on academic excellence, most recently being recognized by the Virginia Board of Education with the “Highest Achievement Exemplar Award” in 2020 for demonstrating high levels of success across all school quality indicators and narrowing achievement gaps. We believe in ensuring our students feel strongly connected to our school, and that kindness, friendship, and respect are part of our school culture. In 2019, we received the Virginia Department of Education (VDOE) Purple Star Designation. This designation is awarded to military-friendly schools that have demonstrated a major commitment to students and families connected to our nation’s military. Purple Star schools are noted for providing resources and programming on relevant issues to military families such as academic planning and transitions between schools, districts, and states. This year, we have also added the distinction of being welcomed into the “Anchored 4 Life Program” sponsored by the United States Navy. This program is a peer-to-peer club focused on strengthening resiliency life skills for youth facing transition. This is especially important since our students may relocate with their service member parents every 1-4 years, which is considerably more frequent than their civilian counterparts. The program is led by our school counselors and selected students who serve as team leaders. These team leaders support each classroom and are integral in ensuring all students feel welcome and are acclimating to the Tabb Elementary community. Since the “Anchored 4 Life” program has been established, it has successfully provided additional support for students who are dealing with the deployment of their loved ones. The program also provides support for students who are transitioning into the school as a new student or dealing with other challenges familiar to the military lifestyle. While this began as a way to help our new military students feel at ease as they acclimate to our school, it has evolved into something much greater, and it has given all new students a connection on

their first day of becoming a Tabb Tiger.

It is an honor to be nominated as a National Blue Ribbon School. If selected, this award will provide us an opportunity to showcase the hard work of our students, educators, families, and community as we continue our pursuit of creating a safe and welcoming school where students engage in rigorous educational experiences that will serve them well throughout their educational journey.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The York County School Division’s (YCSO) mission is to engage all learners in acquiring the skills and knowledge needed to make productive contributions in the world. At Tabb Elementary, we support this mission by providing a broad range of curricular and instructional experiences that support all students in realizing their potential and reaching academic success. While developed at the division level to align with the Virginia Department of Education (VDOE) Standards of Learning (SOL) and YCSO instructional models, our content area curricula provides grade level teams opportunities to integrate a variety of valuable learning experiences that are rigorous and engaging. We believe all children can learn, and we are committed to high levels of achievement for all students. In every content area, teachers apply research-based instructional methods that promote students’ overall character development and the 5Cs, which include creativity, critical thinking, collaboration, communication, and citizenship. We aspire to encourage students to become lifelong learners by engaging them in learning experiences that make content both meaningful and relevant while building upon students’ prior knowledge. We are committed to providing student-centered instruction that recognizes and adapts to students’ individual needs. Both our administrative and instructional staff utilize assessment data to make timely and informed instructional decisions that directly impact student academic performance. By providing tiered instructional supports and interventions, we are able to meet the diverse needs of students as they acquire new skills and learn new content.

1b. Reading/English language arts curriculum content, instruction, and assessment:

In Reading/English language arts, Tabb Elementary students in kindergarten through 5th grade receive literacy instruction based on the “literacy-learner diet,” which includes grade-level and differentiated instruction in the areas of word study, phonics, fluency, reading comprehension, and writing. The YCSO Literacy Model lays the foundation for balanced literacy instruction and provides expectations for curriculum, instruction, and assessment that are directly aligned to the VDOE SOLs and research-based instructional methods. The literacy model also provides an instructional framework for the literacy block giving teachers time with students for sustained and uninterrupted periods of time on their respective standards and skills. Within the literacy block, teachers create environments for learning so that students are engaged in reading, writing, and word study every day. Our teachers use available resources and technology to create engaging lesson plans in the areas of reading and writing, while building interdisciplinary connections.

Resources such as Benchmark Universe, decodable texts, Reading A-Z, Science Fusion, Word Journeys, word sorts and more allow teachers to create engaging and differentiated instruction for all students. At Tabb Elementary, we are immensely proud of our K-5 teacher’s implementation of Writer’s Workshop. Writer’s Workshop is designed to emphasize the act of writing where students have multiple opportunities to spend time developing their own topics, managing their own writing development, and creating written pieces based on topics of importance. These opportunities allow students to spend most of their time practicing the skills learned through application rather than just learning about them in isolation. Our teachers provide models throughout instruction and they provide regular feedback as they engage students in writing as a recursive process. Additionally, our teachers use rubrics aligned to state standards to evaluate students’ writing throughout each Writer’s Workshop unit. At Tabb Elementary, we believe students should be given opportunities to use reading and writing experiences as a means for interacting with and impacting local, state, national, and global communities. As such, our teachers incorporate authentic audiences into their reading and writing instruction. For example, parents are invited to “Author’s Night” or other writing celebrations throughout the year to view and discuss students’ writing. Students enjoy sharing their writing with real audiences and receiving feedback from the audience. To assess student learning, our teachers use a variety of assessment types to measure student growth and performance. Our grade-level teams create unit

assessments to assess VDOE reading comprehension standards. Our teachers conduct regular formative assessments to 1) assess mastery of spelling features and determine next steps for instruction, and 2) assess reading behaviors and provide immediate and targeted feedback to individuals and small groups of students. Our students in grades K-2 (and select grade 3 students) complete the Phonological Awareness Literacy Screening (PALS) assessment while our students in grades 3-5 complete the NWEA MAP Reading Assessment and the VDOE State Growth assessments. Our teachers and administrators utilize the data from these literacy assessments to inform instruction, track student progress over time, and provide feedback to students and their families.

1c. Mathematics curriculum content, instruction, and assessment:

The mathematics curriculum for all grade levels is developed locally under the direction of the division's coordinator of mathematics. At Tabb Elementary, each grade level professional learning community (PLC) adapts the division created curriculum and pacing guide to provide tiered instruction based on frequent formative assessment data. The curriculum is written in alignment with the Virginia SOLs at the core and is supported by division resources that personalize learning for students.

Our teachers follow the YCSD K-12 Math Model that was implemented division-wide in 2019-2020. The model serves as a set of guidelines and expectations for instruction that supports effective, engaging, and rigorous mathematics. Teachers are required to incorporate the mathematical process goals of communication, connections, problem-solving, reasoning, and representations into daily lessons. Additionally, teachers are expected to provide opportunities for students to explicitly learn the 5 Cs through a variety of planned classroom activities. YCSD creates common unit assessments for students in grades 2-5, and our teachers utilize these assessments throughout their instruction. Using the Mastery Connect assessment platform that is integrated with the Canvas Learning Management System (LMS), our teachers and administrators disaggregate data and identify students who need to further their knowledge of math skills and standards. YCSD also provides teachers common pre-assessments in Mastery Connect as well; however, our teachers have the flexibility to use these or create their own.

Our teachers determine what is best for their students based on their assessment data, and they work collaboratively in PLCs to identify assessment items to include on teacher created assessments. Formative assessments are a vital part of lesson development for our teachers. Many of our teachers utilize the "Just in Time Quick Checks" created by the Virginia Department of Education that are aligned to the curriculum framework by standard. The use of these formative assessments has been instrumental in identifying student needs due to unfinished learning and led to their academic growth. Additionally, the math model offers teachers a solid plan for classroom instruction. The model outlines the minimum expectation of instructional minutes for a mathematics block for the various grade levels. The division does not require a standardized lesson plan structure; however, our teachers are required to incorporate the key components that support a balanced instructional approach. These components include: sense making routines, learning target, mini-lesson or math task, formative assessment, tier 2 and 3 instruction, and math centers. Our school-based grade level PLCs collaborate to design lessons and units that meet the needs of their specific population while following the division curriculum framework. Our school supports math instruction by providing educational resources that are specifically aligned to the division math curriculum and the VDOE framework. Each teacher is provided a curriculum-based collection of manipulatives that align to each essential skill in the framework. Additionally, the division provides a digital toolkit of online tools to support math instruction. At Tabb, we include number talks in our day as a way to help students think about problem solving with flexibility and meaning. Number talks help students make mental math connections as well as connections with each other. Our grade-level PLCs collaborate to design instructional plans that incorporate these resources to support students in developing a deeper understanding of mathematics through concrete, representational, and abstract approaches.

1d. Science curriculum content, instruction, and assessment:

The science curriculum for all grade levels is developed at the division level and is written in alignment with the Virginia SOLs and curriculum framework for the respective courses. The division provides a wide variety of instructional resources to support the implementation of the curriculum. At Tabb Elementary, our

teachers use the division science curriculum and pacing to design their science units and assessments. Our K-5 teachers utilize Science Fusion leveled readers, inquiry lessons, and hands on science practices to enhance instruction. We believe students benefit from hands-on science instruction that also integrates literacy skills developed during reading instruction. To support STEM instruction, our school is home to a Makerspace which provides interdisciplinary hands-on activities such as Legos, coding, robotics, and 3D printing. Additionally, in partnership with 4-H Schoolyard Habitats, we are home to a Monarch butterfly habitat that allows our students to observe the butterfly life cycle and track migration.

Each grade level PLC creates common unit assessments to measure mastery of the essential understanding and skills as outlined in the science curriculum framework provided by the VDOE. Our teachers review and act on student performance data to provide tiered instructional support/remediation. As the VDOE has moved away from assessing science SOLs in specific courses over the years, our teachers are required to implement Local Alternative Assessments (LAAs) in grade 3 science. The LAAs require grade 3 teachers to integrate the use of performance assessments throughout each unit and reporting category. Teachers have been trained to develop and implement valid and reliable science performance assessments. At our school, teachers have implemented STEM activities into the LAA process. For example, students have created models of aqueducts, and they have designed and created chariots as an integrated social studies performance task to assess critical thinking and creativity skills. As part of the LAA process, the division uses the state Common Scoring Rubric and incorporates the 5C's. Students in grade 5 complete the spring SOL assessment for their respective science course.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The social studies curriculum for all grade levels is developed locally under the direction of the coordinator of history/social science, and it is written in alignment with the Virginia History/Social Science SOLs and curriculum framework for the respective courses. Our K-5 teachers use the division curriculum and pacing guide to design their unit plan and daily lesson plans. In PLCs, teachers monitor instruction through formative checks to adjust the pace and differentiate instruction.

Since York County has a historically rich background, our teachers are able to infuse a variety of local historical experiences and perspectives into their instruction. For example, as our 4th grade students study Virginia history, they participate in a visit to Colonial Williamsburg and Jamestown Settlement. Additionally, our school partners with the Jamestown-Yorktown Foundation to provide all K-5 students opportunities for onsite, outreach, and virtual experiences that are aligned to the 2nd and 4th grade social studies SOLs.

Throughout the social studies curriculum, our students engage in learning experiences that develop the skills needed to analyze and interpret notable events and ideas in history. Specifically, our goal is to ensure that our students become proficient in analyzing, interpreting, comparing and contrasting, and making observations through their engagement with historical information, texts, images, and other relevant resources. To assess student learning, our K-5 grade level teams create common unit assessments to measure mastery of the essential understanding and skills. In PLC teams, our teachers review and act on student performance data in order to provide tiered instructional support/remediation. In grade 3, teachers implement a performance assessment for each social studies SOL reporting category. Additionally, grade 3 teachers utilize the state common scoring rubric which incorporates the evaluation of the 5Cs to score student work and provide feedback on progress.

1f. For secondary schools:

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

At Tabb Elementary, we offer both a Pre-K3 and a Pre-K4 program. Our preschool students meet for a half-day Monday through Friday. In both our 3- and 4-year-old preschool classes, our teachers work to build students' confidence, creativity, and critical thinking skills through hands-on, project-based investigations of

relevant and interesting topics in the classroom. Our teachers implement the VDOE approved Virginia Foundation Blocks for Early Learning and the Creative Curriculum. The Creative Curriculum, which was selected at the division level with input from preschool teachers across the division, provides stimulating and engaging learning experiences which are proven to promote school readiness. As they implement the curriculum, our Pre-K3 and Pre-K4 teachers provide engaging instructional activities that strengthen student's language and literacy skills as well as their mathematical and motor skills. Our teachers also include a variety of sensory activities throughout instruction to engage students.

Students also have opportunities each week to participate in fine arts instruction to include music, art, and physical education. Our teachers enjoy implementing this curriculum because not only is it research-based and aligned to the VDOE early learning standards, but it also improves kindergarten readiness and supports the whole child. We have seen great success as our students' transition from our preschool program to kindergarten. Our preschool program ensures students are engaged in developmentally appropriate, student-led and adult guided activities that promote their school readiness skills. In the four-year old classroom, the Phonological Awareness Literacy Screening (PALS) program is used to assess student progress in early literacy. We utilize this data to inform instructional practices and to provide students timely, targeted, and skill specific support as needed so that they are better prepared for kindergarten.

2. Other Curriculum Areas:

Tabb Elementary School offers all students additional curriculum areas to include art, music, and physical education. These curriculum areas are integrated into our daily schedule and include a combination of teacher-directed lessons and exploration opportunities. Students attend art, music, physical education, and library/media science classes once every four days as a way to develop an understanding and appreciation of the arts.

The art, music, and physical education classes follow the VDOE SOLs for each course in grades K-5. Our resource teachers provide standards-based instruction to ensure students acquire the skills and knowledge required for their respective grade-level, and they meet weekly as a PLC team to align their instruction and plan for class and school activities. The art class provides students opportunities to participate in the exploration of visual arts mediums and the craft of well-known artists. Our students beam with pride as they share works of art from pottery pieces to pencil sketches and oil paintings. Our students' artwork has been displayed at local airports, museums, and shopping centers, and students have been recognized for numerous art awards both inside and outside the division.

The music class inspires our students to sing, dance, and play instruments all while developing an appreciation of various genres of music. Our students are immersed in music appreciation as they hear and play music and learn the historical context and background of the genre of music they are studying. Our students engage in a variety of school performances throughout the year as well as local performances including community holiday gatherings, televised performances, and other special events. Our physical education classes engage the body, mind, and spirit. Students participate in activities that encourage them to be physically active and aware of healthy lifestyle choices. To align with the SOLs for the respective grade levels, every student receives health and nutrition instruction as well as instruction on physical activity. Students are taught to monitor how they feel as they exercise and to recognize signs of distress. Our students engage in an annual field day experience that allows them to interact with family and community members as well as their peers. Students enjoy a variety of physical activities that promote their overall wellness. Our school community participates in the annual American Heart Association's "Jump Rope for Heart" fundraiser. For the past several years, students, staff, and families have raised approximately \$15,000 annually in support of this fundraiser.

Our school also provides all students with library/media science learning opportunities. Our library/media specialist provides instruction to students on a variety of topics including cyber safety awareness, how to conduct credible internet searches, use tools such as the Office 365 Suite and presentation platforms to create final projects. Above all, our library/media specialist encourages a love of reading and will often poll students to find what they want to read and make these titles available in the library. Books of all genres and topics are available, with subject-focused books on display. In the past few years, we have increased the

number of culturally relevant titles. We are proud to have such a culturally rich and diverse library that represents our students' backgrounds in a positive and relevant light.

3. Academic Supports

3a. Students performing below grade level:

Teachers tailor instruction to student needs and our diverse population by unpacking the Virginia Standards of Learning and creating lessons aligned with standards. Pre-assessments provide teachers with valuable data to determine students' current understandings, and instruction is planned to best support the needs of students. In reading, texts are chosen to represent our diverse population and student interest. Multiple strategies are provided to students in math, and students can practice various methods to find what works best for them. Students performing below grade level are provided additional support and remediation based on areas of weakness.

Students performing below grade level in reading receive instruction from the reading specialist in daily small groups. These groups focus on building students' skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading specialists use PALS (Phonological Awareness Literacy Screening) results, Developmental Spelling Assessments, and Oral Reading Records to generate interventions for students. Interventions are targeted to students' needs based on data, and progress is continuously monitored throughout the school year. Students performing below grade level in math are provided additional support and intervention using teacher and para educator led intervention groups. Math skills are continuously reviewed during instructional "what I need" WIN time which includes 30 minutes daily to review essential skills. Teachers work with para educators to identify students who need additional support based on classwork, quizzes, and unit assessments. Teachers use a variety of formative and summative assessments to provide multiple measures for students to demonstrate mastery. Formative assessments include various modalities to demonstrate understanding of content and skills to include performance assessments, projects, group collaboration activities, visual representations, and student practice with teachers. Summative assessments are created by grade level teams and are aligned with Virginia SOLs.

3b. Students performing above grade level:

At Tabb Elementary, we have identified a gifted-cluster teacher at every grade level who is paired with our identified gifted education students. By keeping students with their intellectual peers, we foster an atmosphere of academic rigor and engagement that may not be possible without careful consideration of peers. The academic needs of students who are performing above grade level are met through differentiated instruction and enrichment.

Our teachers meet in weekly PLC teams to review data and plan for instruction. Our teachers provide targeted instruction in math and literacy for students through small group and 1:1 instruction. Students who are performing above grade level are challenged through differentiated lessons where they are engaged in meaningful work that enhances their critical thinking skills. Math activities, including number talks and exemplars, encourage diverse thinking and expands the minds of all students, not just those who are performing above grade level.

In literacy, teachers provide guided reading instruction at students' respective reading level, and they include close reading strategies to enrich students' understanding and engagement with text. The Socratic Method can also be seen throughout our classrooms as students engage in academic discourse about texts or other relevant topics. Teachers utilize Junior Great Books to engage students in the Socratic Seminar. We believe in maximizing students' academic growth, and for our advanced students to continue to grow, our instructional delivery must support extension. We understand that some of our most talented and academically advanced students learn differently and may have different ways of demonstrating mastery. As such, we have embraced additional means of assessing learning, and we encourage the demonstration of knowledge through oral recitation, skits, and projects. We believe in the power of motivation, and we

encourage our students to push harder and grow deeper, often showing them that they are skilled beyond what they believe possible.

3c. Special education:

Our special education team utilizes the evidence-based practices and the inclusion model to provide daily services and supports to special education students. The team works to build standards-based IEP goals for students, and they provide timely, targeted, and skill specific tier 2 and tier 3 instruction. The special education teachers and related service providers work collaboratively with classroom teachers to plan for and deliver instruction that supports the diverse needs of our students with disabilities. Our co-teaching teams prioritize aligning instructional practices to ensure consistency of delivery.

Students who have disabilities in reading receive a variety of interventions including structured literacy which supports phonics development and leveled literacy which supports reading comprehension. The structured literacy and leveled literacy interventions are included as part of students' daily reading instruction. The structured literacy intervention prepares students to decode words in an explicit and systematic manner. The leveled literacy intervention supports students' reading comprehension through the use of leveled texts and comprehension-based supports.

Students who have disabilities in math are provided direct supports by the special education staff who reteach content and skills using manipulatives, hands-on activities, and real-world mathematical experiences. Students also engage in meaningful mathematical discourse that promotes their understanding of essential math skills. Our team strives to provide each student with educational experiences that encourage curiosity, engagement, and higher order thinking. We focus on a growth mindset and setting short term attainable goals to support long-term objectives. Our team strives to provide each student educational experiences that encourage curiosity, engagement, and higher order thinking. We focus on a growth mindset and setting short-term, attainable goals to support long-term objectives. We do this by emphasizing the use of 1:1 and small group interventions in addition to best instructional practices that target students' specific learning needs to address achievement gaps in this area.

3d. English Language Learners, if a special program or intervention is offered:

Tabb has the second highest population of elementary English Learners (EL) in the school division, therefore we are able to staff two full-time EL teachers to provide direct services to students. EL teachers provide progress monitoring through each student's English Learner Plan and provide ongoing feedback to parents as the students' progress toward their goals. ELs receive additional support within the classroom during content area instruction.

In recent years, our EL teachers have begun attending all literacy professional development sessions provided at the school so they may provide wrap-around services to EL students in tandem with classroom teachers. Our goal is to ensure literacy instruction provided to ELs during their intervention time mirrors that of the general education class and services provided by the reading specialist. Additionally, EL teachers are provided direct support and professional development by the school division EL coordinator to support staff in meeting the needs of students. EL teachers collaborate with classroom teachers to plan instruction based on current grade level content and skills, and they push into the classroom to provide additional support. In some cases, EL teachers also pull students out of the classroom to provide intensive supports based on individual students' needs.

Students are given support in accessing tier 1 instruction through vocabulary building, visual representations, writing, and language fluency. To assess students' English language development, we utilize the World-Class Instructional Design and Assessment (WIDA) Access test to assess annual progress. To screen all kindergarten and all new students, we utilize the WIDA Screener which provides baseline data to assist us with student placement. Our staff also utilizes the Phonological Awareness Literacy Screening (PALS) assessment, the Developmental Spelling Assessment (DSA), and the Oral Reading Record (ORR) data to group students and provide tiered instruction. In addition to in-school support, our EL teachers provide resources to families throughout the year which may include groceries, household goods, and

clothing. They also work to build relationships with families and students by offering an EL family engagement night that provides engaging STEM and literary activities and resources for families to support students.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We believe students who attend schools with a positive school climate have increased self-esteem, reduced behavior concerns, and increased desire to participate in their learning. While our school was recently renovated and is now a beautiful 21st century school, the beauty of Tabb Elementary is the people inside of our building. Our school culture is built on the premise that relationships matter, and the relationships we cultivate provide a positive school culture. We do not underestimate the importance of simple things such as each staff member participating in arrival and dismissal and greeting students by name as they enter our building. It is not uncommon to see staff members receiving morning updates from a student about a loose tooth, a birthday celebration, or an invitation to a weekend baseball game. Through student interest inventories, classroom Morning Meeting discussions, and informal conversations, we get to know our students and emotionally invest in each child.

Students are our staff's first priority. During the COVID-19 school closures, we engaged students and their families so they never felt disconnected from their school. For example, in the spring of 2020, we conducted home visits to deliver instructional materials to students. We also visited the home of every 5th grade student to celebrate their promotion to middle school by giving them a promotion certificate and a celebratory sign for their front yard. We also held a parade at our parking lot in honor of the last day of school. Families drove through and said their goodbyes to staff as we welcomed the summer break. When we returned the following school year in a hybrid learning environment, our teachers continued to conduct home visits and virtual meetings with students. Some teachers hosted virtual "Good Night Stories" to engage their students by reading aloud a picture book before bed. When critically important, our staff provided opportunities for in-person learning to individual students based on need.

Our students love to show their school spirit. We engage students in a variety of school spirit activities to include the crowd favorite, Pajama Day. Each day, our student led school news team engages students by providing updates and reminders and celebrating student and staff birthdays. The news team also announces positive office referrals on the daily morning announcements. Additionally, we engage students by celebrating other Board and nationally recognized events such as "The Great Kindness Challenge," Read Across America Month, Purple-Up for Military Kids, and Bully-Prevention Week.

2. Engaging Families and Community:

Engaging students' families and our community members is one of the most important things we can do to support our students. It is important for our students to witness the circle of support that involves the school community, family support, and community outreach. Although the past two years have altered the mode and frequency by which we engage families and our community, we have evolved in our engagement of families and the community by incorporating innovative strategies that support our students. Our families receive the biweekly Tiger Times Newsletter that provides updates on all school activities so they may stay up to date on current events. Our staff manages school social media accounts to provide families additional school related information, updates, and highlights throughout each week. Our staff utilizes the Remind app and the Canvas Learning Management platform to provide families with important information and additional learning resources. We invite families to participate in a variety of school activities to include end of year celebrations, science labs, presentations, and performances as well as other volunteer activities.

Our community partners are invaluable to us, and we are grateful for all the support they provide to our students and staff. We receive a tremendous amount of support from our school PTA and other volunteers. Our PTA conducts a variety of fundraisers and community activities. This past year, our PTA organized an outdoor walk-a-thon to raise money for additional technology for our school Makerspace. They have also hosted family engagement activities to include "Movie Night under the Stars," which was highly attended and provided a free movie and snacks for all families. The PTA hosts an annual spring carnival that provides fun activities, games, and food for families to enjoy. We are honored to have such an amazing group of parent volunteers who serve our school and community. We are proud to partner with the Virginia

Cooperative Extension and 4-H Schoolyard Habitats which support our school in maintaining our outdoor Monarch Butterfly learning garden and native plant habitat. These outdoor learning experiences enrich the content and skills students learn in the classroom and provide opportunities for further inquiry and exploration. The York County Master Gardeners support our school by maintaining our outdoor learning garden by weeding the garden, tagging butterflies, and partnering with our teachers to deliver outdoor learning activities for students. Next Level Church, a church in the Tabb community, hosted a book drive in support of our school. They have also provided school supplies for teachers and students and donated lunches and refreshments for staff events. Bethel Baptist Church, another church in the Tabb community, also supports our school by distributing motivational goodie bags to teachers when they return in the fall, contributing to teacher appreciation week, and helping us create blacktop games (e.g., hopscotch, four-square court, etc.).

3. Creating Professional Culture:

Creating a warm, energetic environment where teachers feel valued and supported is essential in leading a high-quality school. Apart from having an open door policy and being visible and available to staff during the day, administrators provide staff various opportunities to share their thoughts by participating in team discussions, committee meetings, and informal surveys. Our teachers' voices and their input are essential to our overall success. Our teachers are key stakeholders, and we involve them in such things as new hire interviews, creating the master schedule, and our school operating budget. Staff also participate in more formal surveys such as the Virginia School Survey of Climate and Working Conditions, which we delivered most recently in March of 2021. This survey was given to measure school climate and working conditions and provide school and division leaders with a tool to monitor and ensure all staff have access to a healthy and positive working environment. Feedback from the survey was used by our leadership team to guide professional development offerings at the beginning of this school year and included in our School Improvement Plan (SIP).

During our time with distance learning, our administrators did not pause opportunities for professional development. We continued to provide a variety of professional development offerings and conduct organizational leadership meetings throughout the year. It would have been easy for us to suspend these critical trainings to "lessen the workload;" however, we feared that if we began removing familiar support structures our teachers might feel less supported and less prepared to teach in a virtual environment. Therefore, continuing to support the professional culture of our building during this unprecedented time proved to be beneficial as we saw academic growth for our students. Above all, maintaining meaningful communication with staff members during our distance learning made a significant difference in their overall outlook and ability to manage the flux of professional and personal responsibilities. During this time, we also continued to conduct celebrations and socially-distanced team activities so staff could maintain personal connections with one another. We committed not only to our staff's professional well-being, but also to their personal well-being by reiterating the importance of self-care and mental health. Once those elements were supported and honored, instructional success was certain to be accomplished.

4. School Leadership:

The leadership philosophy of our building administrators plays a significant role in fulfilling the mission of Tabb Elementary School. Our leaders believe that every child can learn and deserves to attend a safe school where they can grow academically, socially, and emotionally. Our administrators believe in shared leadership and empowering teachers to lead. Coaching is an integral part of our leadership mission, and we have put practices in place that allow teachers to have the support of coaching separate from evaluation. Our administrative team provides training, coaching, and support to staff to ensure the goals of the division's Strategic Plan as well as the goals of the SIP are implemented with fidelity.

Our school leaders serve in different roles based on the needs of our staff and students. Our primary goal is to be instructional leaders and support the school in achieving high levels of learning and continuous growth. The present administrative team of Tabb Elementary is comprised of our principal, assistant principal, and accountability, compliance, and intervention coordinator (ACI). Together we have made the commitment to make student-centered decisions, set high expectations, and communicate a common vision.

We believe it is our responsibility to be our staff's biggest supporters, often clearing obstacles in their way so they can continue to teach our students.

Our larger leadership team is comprised of a representative from each grade level, one member of the resource team, school counselors, special education teacher, reading specialists, and innovative instruction coach (IIC). The team meets throughout the school year and makes shared decisions on topics such as building schedules, professional development plans, and school-wide events. The team has recently begun using the TregoED Decision Analysis process as a way to make informed decisions and involve more stakeholders in the decision-making process.

Our principal begins every day with an early morning message email outlining events for the day, potential shifts in staffing due to substitute vacancies, and a motivational quote or story. This simple message sets the tone for every school day and connects the staff in a simple way. Our administrators make it a priority to visit to each classroom to welcome the students to school and check-in with staff. Throughout the day our administrators conduct classroom walkthroughs, provide feedback to teachers, extend support in disciplinary matters, meet with grade level teams, and monitor the cafeteria. Our administrators can also be found joining in with a class morning meeting, listening to a student read aloud, or giving a pep-talk to someone needing extra support. Teachers need to know the work they do matters and the administrators at Tabb Elementary work tirelessly to give the teachers the support, the tools, and the knowledge to make a difference in the lives of children.

5. Culturally Responsive Teaching and Learning:

Integrating Culturally Responsive Teaching and learning into our school is a priority for staff at Tabb Elementary. We are fortunate to work with a widely diverse student population, and we know that getting to know our students and the elements that make up their personal lives help teachers become more responsive to students' needs. The more we know about our students, the better we are able to personalize learning experiences. Our students and their families bring a wealth of experience and their own knowledge of the world to our classrooms. Culturally responsive teaching honors their differences and encourages teachers to be more intentional as they support students. In recent years, we have made a substantial effort to increase our classroom libraries and ensure books are culturally diverse and representative of the students in our building.

To respond to students' diverse backgrounds, knowledge, and experiences, we provide a robust character education program. We believe character education plays a significant role in our school and is a key to our success in maintaining a safe and welcoming school. Our character education program is interwoven into the instructional program, school procedures, and the school environment. Resources for character education instruction are aligned to the Virginia Standards of Learning for History and Social Science and provided as part of the school division curriculum. Our teachers and school counselors are trained to implement this curriculum throughout the year. We work collaboratively to cultivate a positive learning environment and promote positive experiences for students in our school. Recognizing the importance of inclusion, we give our students opportunities to share their language, culture, and traditions. It is not unusual for staff members to be invited into the home of our students for dinner in order to experience their families' customs, culture, and food. We honor our students' diverse backgrounds, and we welcome all opportunities to intertwine our lives and provide support for our students.

We prioritize our students' social and emotional needs, and we provide multiple opportunities for them to share their thoughts, feelings, and ideas by implementing morning meetings, whole-group counseling classes, small group counseling sessions, and 1:1 conversations focusing on academics as well as social and emotional learning. Positive Behavior Interventions and Supports (PBIS) is practiced in our school as a way to support every child and promote school safety and good behavior. We make it a point to honor the good we see in our students and celebrate their success with positive office referrals. So far this school year, we have recognized 512 instances of positive behavior. This practice has increased our students' awareness of being kind, respectful, and helpful in our school and greater community.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Tabb Elementary is a high-performing school that has seen much success over the years. Our staff is dedicated to the continuous improvement of our school, accordingly in the fall of 2018, we evaluated how we could become even stronger. In reviewing our data, we recognized that tier 1 instruction needed to be better aligned so that our tier 2 and tier 3 supports could be more effective. Additionally, we recognized that we were missing critical pieces of our school division's literacy model, and noticed inconsistencies in our instructional delivery. To support these areas, our administrative staff developed a professional development plan to address tier 1 instructional delivery. With the help of our instructional leadership team, to include our two reading specialists, we committed to participating in professional development with more frequency and intention. We also fine-tuned our PLCs to include rich, data-driven conversations and strategic planning. Through focused PLC conversations we determined that student engagement during literacy instruction is essential for understanding, attention, and focus. Our teachers identified instruction that includes higher level thinking skills as well as multi-modality, hands-on learning would encourage deeper learning. From these powerful conversations, "Tier 1 Tuesdays for Literacy Instruction" was created at Tabb Elementary School.

The professional development plan and vision for "Tier 1 Tuesdays" began with a whole-group session led by our reading specialist. During the session we outlined the purpose and direction for the professional development plan as well as the method by which we would be delivering the PD throughout the school year. The sessions took place every Tuesday during grade level planning time, and alternated between direct PD facilitated by our reading specialists and in-classroom coaching and collaboration. The teachers learned high-yield strategies and best practices to use in the classroom to include setting objectives and providing students feedback, nonlinguistic representations, phonemic awareness, and close reading techniques. We selected and shared activities teachers were currently using and identified ways to make them more rigorous in order to deepen students' understanding. We also unpacked the standards and reviewed instructional activities to ensure they were aligned. Teachers were able to create whole group and small group resources together with our reading specialists and go directly into the classroom and implement. All this critical work dramatically increased our teacher's knowledge of the alignment of curriculum, instruction, and assessment, and our teachers became more confident in their instructional delivery and expertise. This in turn led to more substantial gains in student engagement and achievement. Our model of professional development is job-embedded, relevant, ongoing and pairs nicely with our school division's goal of providing ongoing feedback to our teachers. While our delivery of PD has taken many forms over the past two years due to COVID restrictions, we are proud that we are getting back to our TES-developed practice this year. Our model continues to develop more confident teachers who are armed with relevant instructional strategies.