

Winchester Campaign for Grade-Level Reading

Community Solutions Action Plan

Submitted to the Campaign for Grade- Level Reading on January 10, 2022

Part 1: Cover Sheet

Geographic Name: Winchester, Virginia

Branded Community Name: Winchester Campaign for Grade-Level Reading

Geographic Boundary: City

Population: 28,120 (2020)

Total number of school districts (and names):

One school district - Winchester Public Schools, 4 elementary schools:

Frederick Douglass Elementary School

Garland R. Quarles Elementary School

John Kerr Elementary School

Virginia Avenue Charlotte DeHart Elementary School

Additional schools include:

Daniel Morgan Intermediate School

Daniel Morgan Middle School

John Handley High School

The Emil & Grace Shihadeh Innovation Center (which empowers students with 21st century readiness skills through an integrated, project-based learning approach that will connect with local industry to develop life ready graduates that are highly skilled, self-directed and community minded.)

Total number of students (K-3) in district: 2020-2021 school year: 1201 (1312 including pre-k)

Total number of students (K-12) in district: 2020-2021 school year: 4158

Percent and number of K-12 students on free and reduced-price lunch (or child poverty rate):
67% FRL

Designated Learning and Data Partner: Andy Gail

Social links: will add to CLIP when available

Community Lead: Andy Gail, Literacy Volunteers Winchester Area

Philanthropic/funding info:

The John & Janice Wyatt Foundation (J2W) is committed to the Winchester Campaign for Grade-Level Reading for a minimum of 5-10 years and will reevaluate at key milestones to assess performance and outcomes. J2W is currently acting as the facilitator to bring CGLR to Winchester. J2W will continue to provide both a level of funding support as well as steering committee oversight and governance to the Winchester Campaign for Grade-Level Reading. The lead organization, Literacy Volunteers Winchester Area is providing support for the Dolly Parton Imagination Library as well as other in-kind supports.

Part 2: Community Overview

Winchester is a city in transition. It has a population of 28K; it is an independent city located in the northwest corner of the Commonwealth of Virginia; its 9.3 square miles surrounded by Frederick County; and it lies approximately 75 miles from Washington, DC and 100 miles from Baltimore, Maryland. While Winchester is nestled in the Shenandoah Valley, the expansion of Northern Virginia is directly and indirectly reshaping the city. Improvements in the city came in 2008 due to the federal stimulus package, and business continues to enter Frederick County, accounting for much of the employment in the area. From the public sector (FBI records, FEMA, USACE) to the private (Amazon Fulfillment Center, P&G, Valley Health, Shenandoah University) to manufacturing (HP Hood, Rubbermaid, Kraft Heinz, Trex, Monoflo, and Continental), job growth has been expanding. Talent and population are also reaching Winchester, primarily from Northern Virginia. The arts and music scene are growing, and there is overall momentum within the city.

On the other hand, there are several major challenges facing Winchester. These include rising housing costs, stagnant wage growth, changing demographics, mental illness, and increased substance abuse. The nexus of I-66 and I-81, coupled with the proximity to DC and Baltimore, have allowed easy movement of drugs into the community over the last decade. Approximately 67% of the city's children live in poverty, with more than 25% of their families requiring Social Service benefits. In addition, the demographics in the city are shifting. The city's Hispanic population – in fact, its overall immigrant population in general – is growing at a rapid rate, particularly with children entering the school system.

Winchester was historically built on an agricultural economy. The population was predominantly white and rural. Today, the population remains a Caucasian majority, but that population is aging compared with the influx of immigrants into the community. That can be seen in the school system. While the white population for the city is approx. 60%, in the school system, Winchester now has a “majority minority” population, with a fast-growing Hispanic population that is over 39%; and growing by an additional 40 English Language Learners (ELL) per school year. The economy has been shifting to manufacturing, with the future of tech, healthcare, and trades being seen as the next phase in the city's economic future. The city has transitioned to an elected school board for the first time in its history, beginning in 2021.

Thus, moving forward, Winchester will need to balance this new demographic shift with a shift in the overall region's economy while concurrently waging war against the influx of drugs in the community. These changes and challenges are directly impacting the city's children. Therefore, the school system, city government, and nonprofits operating in this space will have to work harder than ever to continue to prepare kids academically for the future job market while also

addressing the issues surrounding poverty and home instability to ensure all Winchester kids have a level playing field in which to seek success in life.

Part 3: CSAP

Assurance #1—The Problem

Data

High School Graduation

The 2021 on-time graduation rate for all students for the city of Winchester was 91.40% (see Figure 1). This is a slight increase from the past three years. Disaggregated data shows that for disadvantaged students, trends have been similar to all students with the rate being 87.82% slightly higher than in past years but lower than the rate for all students. Similarly, the rate for Hispanic students has increased from the previous three years and is lower than the percentage for all students, although the increase from 2020 to 2021 was over 5%. For African-American students, the rate of on-time graduation has been higher than the rate for all students most of the four years shown here including in 2021.

Figure 1

Winchester City Schools - On-time Graduation Rates				
	2018	2019	2020	2021
All	89.07%	89.49%	89.18%	91.40%
Disadvantaged	84.48%	86.19%	85.41%	87.82%
African American	90.91%	93.18%	83.78%	92.86%
Hispanic	85.90%	85.47%	84.91%	90.08%

(taken from Cohort Graduation Build a Table, Virginia DOE website)

Figure 2 below illustrates the difference between Winchester’s graduation rate and that of the entire county (Frederick County) and neighboring county, Clarke County. For the sake of comparison, Winchester’s rate is higher than the county average, but not as high as the neighboring county.

Figure 2

On-time Graduation Rates					
	All Students	Economically Disadvantaged	Disability	Male	Female
Clarke	97.0%	92.7%	88.2%	93.8%	100.0%
Frederick	83.3%	76.0%	83.3%	83.2%	83.4%
Winchester	89.2%	85.4%	88.6%	89.0%	89.4%

Virginia Department of Education. 2020 4-Year Cohort Report

Grade-Level Reading

Grade-level proficiency in reading by third grade is critical as this is the time when students transition from “learning to read” to “reading to learn.” Struggling readers will fall farther and farther behind and have difficulty mastering the content they are assigned. The grade-level proficiency data for Winchester third graders, based on the Standards of Learning End-of-Course Assessments has been decreasing over time, starting at 66% in 2016-2017 to 57% in 2018- 2019. No assessments were given in the 2019-2020 school year and unsurprisingly— given the disruption due to the COVID-19 pandemic, the rate in 2020-2021 was 54% (see Figures 3 and 4).

Figure 3

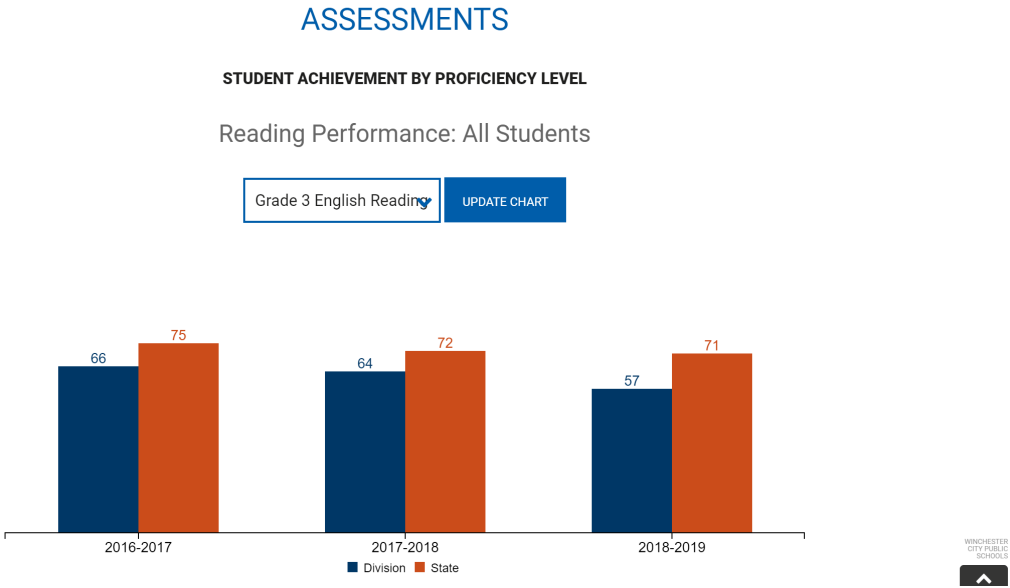
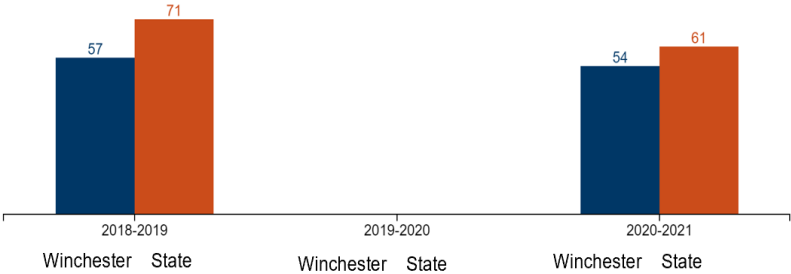


Figure 4

3rd Grade Reading Proficiency Rates for All Students in Winchester Compared to the State



When looking specifically at young people from disadvantaged families, the percentage who are reading proficiently has also declined overall in three school years with these students about 10% lower each year in comparison to all students—55% reading proficiently in 2016-2017, 56% in 2017-2018 and 46% in 2018-2019. During the school year 2020-2021, 43% were reading proficiently (see Figures 5 and 6).

Figure 5

ASSESSMENTS

STUDENT ACHIEVEMENT BY PROFICIENCY LEVEL

Reading Performance: Economically Disadvantaged

Grade 3 English Reading [UPDATE CHART](#)

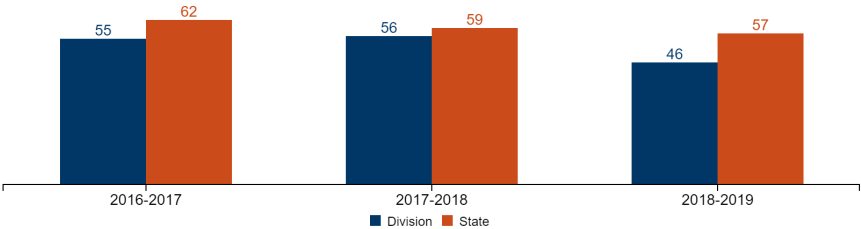
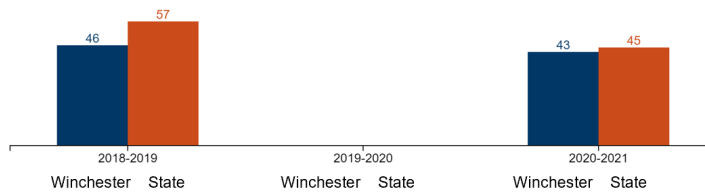


Figure 6

3rd Grade Reading Proficiency Rates for Low-Income Students in Winchester Compared to the State



Similarly, for English Learners, the percentage of children reading proficiently in 3rd grade was 57% in 2016-2017, dropped to 36% in 2017-2018 and 33% in 2018-2019. Again, no tests were administered in 2019-2020 and the rate in 2020-2021 was 29% (see Figures 7 and 8).

Figure 7

ASSESSMENTS

STUDENT ACHIEVEMENT BY PROFICIENCY LEVEL

Reading Performance: English Learners

Grade 3 English Reading

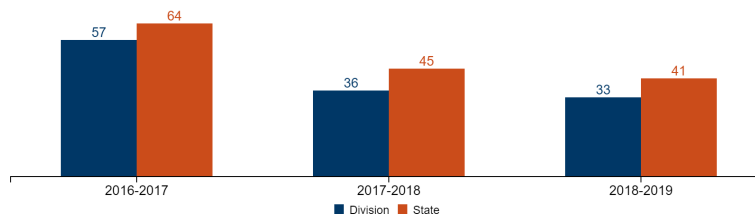
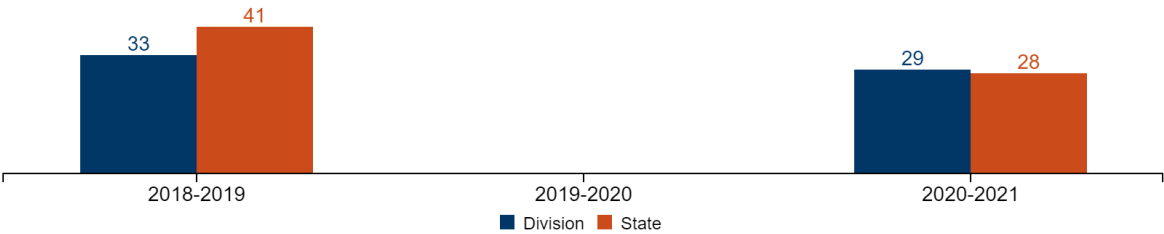


Figure 8



<https://schoolquality.virginia.gov/divisions/winchester-city-public-schools#desktopTabs-2>

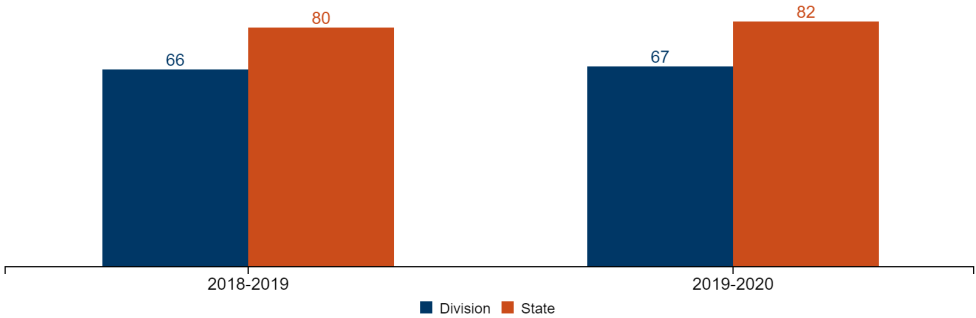
School Readiness

Recent brain science research indicates that the first five years of life are critical learning years for children. The work the parents and early educators do to prepare children for school is essential as the learning gap between children from low-income families and those from more affluent families starts long before they even start school. One important way to address school readiness is through pre-k programs.

All kindergarten students are assessed with the PALS-K assessment. As shown in Figure 9, the percentage of children meeting fall literacy benchmarks when entering kindergarten was 66% in 2018 -2019 and 67% in 2019-2020.

Figure 9

Kindergarten Students Meeting Fall Literacy Benchmarks



When looking at each school, the rate in the fall of 2019-2020 ranged from 75% meeting the benchmark at Frederick Douglass Elementary School to 54% at Virginia Avenue Charlotte DeHart Elementary School (see Figure 10).

Figure 10

Year	Frederick Douglass	Quarles	John Kerr	Vir. Ave. DeHart*	District	State
2019 - 2020 Fall						
PALS K	75%		68%	?	54%	67%
						82%

<https://schoolquality.virginia.gov/divisions/winchester-city-public-schools#desktopTabs-9>

(PALS—Phonological Awareness Literacy Screening)

The Fall 2021 data is also available now and shows that the percentage of kindergarteners ready is now 56% for all Winchester City Public School students. Similarly, each elementary school has seen a similar dip as illustrated in Figure 11.

Figure 11

	Kindergarten Fall PALS 2021	
	Meeting Benchmark	Below Benchmark
Winchester City Public Schools:	56%	44%
Frederick Douglass Elem.	67%	33%
Garland Quarles Elem.	53%	47%
John Kerr Elem.	68%	32%
Virginia Avenue Charlotte DeHart	36%	64%

Winchester Public Schools also uses the Pre-K PALS assessment. Pre-COVID, this assessment showed 71% of children ready for kindergarten, while in the fall of 2020, the percentage was 56% and the spring 2021 assessment showed 67% of children ready for kindergarten (see Figure 12).

Figure 12

Year	School Readiness Score
Pre-COVID	71%
Fall 2020	56%
Spring 2021	67%

In addition to the overall school readiness information, the following chart (Figure 13) shows the mean, median and mode of scores by task which can help identify which tasks in particular may need additional focus—whether through strategies used by programs or families.

Figure 13

Division: Winchester City Public Schools							
Students with Required Tasks Completed (Standard Administration): 130							
Students with Partial or No Tasks Completed (Standard Administration): 1							
Total Students (Standard Administration): 131							
TASK	Number of Students Assessed	Maximum Score	Spring Developmental Ranges	Division Range	Division Mean (Average)	Division Median	Division Mode(s)
Name Writing	130	7	5-7	0 - 7	3	3	4
Upper-Case Alphabet Recognition	131	26	12-21	0 - 26	8	3	0
Lower-Case Alphabet Recognition	98	26	9-17	0 - 26	6	2	0
Letter Sounds	80	26	4-8	0 - 20	2	0	0
Beginning Sound Awareness	130	10	5-8	0 - 10	3	2	0
Print and Word Awareness	130	10	7-9	0 - 9	4	4	4
Rhyme Awareness	131	10	5-7	0 - 10	4	4	3

Student Attendance

Chronic absenteeism is defined as a student missing 10% or more of the school days in a year to include excused and unexcused absences. When a child is chronically absent, they miss critical

instruction and opportunities to learn and practice what they've learned which generally leads to that child falling behind. Chronic absence rates by school in school years 2016-2017, 2017-2018 and 2018-2019, shows chronic absence slightly decreasing at Frederick Douglass and Quarles Elementary Schools and increasing by about three points at John Kerr Elementary School and over six points at Virginia Avenue Charlotte DeHart Elementary school (see Figure 14).

Figure 14

Year	Frederick Douglass	Quarles	John Kerr	Vir. Ave. DeHart*
2018 - 2019	9.78	8.99	13.79	13.47
2017 - 2018	8.93	11.9	11.55	10.14
2016-2017	10.34	9.42	10.82	7.08

Data provided by the school district

Summer and Afterschool Learning

Winchester Public Schools offer some afterschool and summer programs, including Camp Read-A Lot at Quarles Elementary (elementary students are paired with university students for 1:1 tutoring) and Adventures with Authors at four Title 1 Winchester City schools. Both programs are implemented with Shenandoah University’s Center for Literacy.

Since the pandemic The Kids Club has served about 75–100 young people for summer and afterschool, but prior to the pandemic, the number was closer to 125-140 young people so it has the potential capacity to more again.

Winchester Parks and Recreation Department offers the HIVE Child Care afterschool program as well as summer programming for young people for a fee.

In addition, the city has a number of fee-based, week-long camps (including the Discovery Museum and Little Gym) that require families that are seeking programming for the entire summer to “sew together” multiple camps, with various times and price structures, throughout the course of the summer. There are also very inexpensive one-week faith-based Bible study camps run by several local churches. In addition, many of these camps are available to other children in the county so slots can be limited.

The Handley Regional Library has a robust Summer Reading Program. Not surprisingly, participation decreased during COVID. 2018 - 2,268 children, 2019 - 2,450 children, 2020 – 1,047 children (virtual).

Existing and New Programs, Services and Supports

Winchester has a number of organizations that have been focused on school readiness, family literacy and supporting children's learning. In addition, the J2W Foundation has supported several initiatives in partnership with the school district that are addressing quality coaching for child care as well as pre-k access. These new initiatives as well as work at existing organizations serve as a base for the plans in Winchester as the coalition finds new programs to enhance what's already happening and creates more linkage and partnership to make it easier for families to access a continuum of supports for their children from birth through 3rd grade (and beyond).

Programs:

Quality Coach Pilot Program

In July of 2021, the Virginia Department of Education became responsible for child care licensing and the child care subsidy program. Included in this transition is a new measurement and improvement system—the Unified Virginia Quality Birth to Five System (VQB5). By the fall of 2023, all publicly-funded programs will have to participate in VQB5—but this transition includes two practice years with some funding supports including training and resources being tied to the move toward quality improvement. In conjunction and parallel with this work, the J2W Quality Coach program provides the funding to cover a WPS Quality Coach over a three-year period. This coach is employed by WPS; however, the coach is restricted to operate in a mixed-delivery model generally outside of WPS and works directly with center-based, formal early childhood education programs that have a clear pipeline of students eventually moving into WPS pre-kindergarten or kindergarten. The quality coach is implementing the CLASS Assessment Tool and action plan. Each classroom will be measured individually for improved teacher/student performance, and the program will measure overall aggregate improvements in PALS and VKRP testing at WPS.

Virginia Pre-K Initiative Expansion

The J2W Foundation has provided the local match to a Virginia Pre-K Initiative (VPI) grant to support an additional pre-kindergarten classroom to further reduce the number of low-income students who would not otherwise have the ability to attend a high-quality program. Through this VPI Pre-K Classroom Expansion, Winchester Public Schools (WPS) has moved from serving

144 to 162 low-income, pre-kindergarten children annually. The program will be monitored and evaluated over the three-year J2W Foundation grant.

Some of the organizations providing services and supports in Winchester—that have been involved so far in the work and planning for the Winchester Campaign for Grade-Level Reading) include:

Handley Regional Library

The Handley Library Youth Services Department is an active collaborator in the community, which consistently provides free family literacy engagement and enrichment through diverse collections, services, programs, and initiatives. The library continues to adapt to be a more relevant and connective destination that educates and inspires families to be strong readers and school ready. Focusing most on early literacy and school readiness, we strive to be a parent/caregiver model for how to enrich children’s lives through imaginative storytelling and playful learning in age-based weekly story times and STEAM programming. Additionally, through equitable checkouts of diverse materials we have increased family engagement and continue to bridge the gap of disadvantaged youth in their access to quality materials, homework help, and free early childhood and after school programming.

The following few services, programs, and initiatives currently having the most influential impact on families through the Handley Library Youth Services Department:

- **1,000 Books Before Kindergarten Reading Program:** This year-round reading program for children birth-5 promotes the value of reading during the critically formative early years. Since 2019, we have had 238 active participants that have logged up to 43,763 books at the Handley Library branch. Additionally, this supports the Every Child Ready to Read Campaign of talking, singing, reading, writing, and playing that the library follows as directed by the Association for Library Service to Children.
- **Community Story Walk Initiative:** Four (4) Story Walks currently exist in the Winchester City and Frederick County service areas through outside partnerships that promote movement literacy, good health, and a lifelong love of reading.
- **New Baby Lit Kits:** With Healthy Families NSV, we have begun a preliminary partnership to strive towards guaranteeing every baby born through the Valley Health Winchester Hospital receives a literacy kit that sets them on the path to being developmentally on

target and school ready. To date, 30 kits have been handed out since this project creation in 2020.

- **Story Box Outreach Program:** Since its initial creation in 2016, we have connected roughly 600 preschoolers to key early literacy components and quality take-home materials through outreach efforts with local preschool and daycare facilities.

Healthy Families NSV

Healthy Families NSV is to provide education and support for all families to promote healthy births and continued nurturing to ensure children can reach school age emotionally and physically healthy. Winchester Medical Center-Healthy Families NSV was recently awarded \$396,691 in funding for the Maternal Infant and Early Childhood Home Visitation Grant. This will secure funding for the next 5 years and will bring in \$1.98 million in direct home visitation services to vulnerable children and families in the service region. The funds from this grant will pay for over 250 assessments for pregnant and new parents in our community as well as family support/home visitation services to 88 families residing in the City of Winchester, Frederick County and Warren County.

Shenandoah University's Center for Literacy

Shenandoah University's Center for Literacy provides several enrichment and tutoring programs at Winchester elementary schools during the summer. Camp Read A Lot is a three-week half-day camp for below-grade-level readers at Quarles Elementary School. The Literacy Center also co-sponsors Rockin the Library during the Children's Literature Conference. During the conference, students at Virginia Avenue Elementary participate in "Adventures with Authors" where several of the authors who attend the conference present sessions for the school summer program. The Rockin the Rooftop event at the Discovery Museum includes a preschool event as well.

Shenandoah Valley Discovery Museum

The Shenandoah Valley Discovery Museum's mission is to spark curiosity & inspire learning through exploration & creative play. In recent years the museum has worked to become even more accessible to the community, offering opportunities for free admission and family passes. The Museum also offers educational summer programs with some scholarships available through the United Way of Northern Shenandoah Valley. The Museum also has a Museums for

All program that allows families with active EBT cards to enter at the reduced cost of \$2 per person up to 4 guests.

The Kids Club of Northern Shenandoah Valley

The Kids Club provides affordable afterschool and summer programming for young people in the community. Over the past two summers, The Kids Club has provided a very successful academic boot camp where teachers work with young people three days a week for three weeks to help address summer learning loss. In 2020, this program was funded by the J2W Foundation. If resource-unlimited, The Kids Club could expand to serve 200 children at a time based on the size of its building.

Conclusions Drawn From the Data

Based on the data presented here it is clear that the need is significant in Winchester. The grade-level proficiency levels have been declining over the last five years and the COVID-19 pandemic has exacerbated the problem. The data also shows that there are approximately 320-350 births yearly in Winchester. Using a 67% free/reduced lunch figure, the number of children that are in the low-income grade band is about 200. Using this number will be critical to determining what gaps need to be filled and how. For example, with the number of Head Start slots, those in the local day care/childcare centers and the pre-k slots at Winchester Public School (including the recent additional classroom), the community is getting close to closing the gap for pre-k access.

Many services and supports are in place in Winchester but the potential benefits that could be derived from both a more coordinated approach as well as the addition of key targeted programs, services and interventions are clear. The strategies the Winchester Campaign for Grade-Level reading propose in Assurance #3 of this CSAP are focused on addressing the needs made clear in the data presented here. The coalition will also concentrate on bringing additional resources--both fiscal and human to this work.

Assurance #2: Destination

The Winchester Campaign for Grade-Level Reading has thought carefully about the goals they want to set and believes that the goals outlined below are ambitious yet achievable and aligned with the goals of the school district as much as possible. As additional data becomes available in the next year to better illustrate the effects of the COVID-19 pandemic on children's education,

some goals may need to be tweaked, but with the efforts at the state and district level to strengthen early education as well as the work outlined in the strategy section of this plan, the coalition is optimistic that the community effort will see success with these goals.

Grade-Level Proficiency

Winchester's overarching vision is to increase the percentage of 3rd graders reading at or above the proficient level from 52% to at least 75% in the next 10 years based on the Virginia Standards of Learning (SOL) ELA assessment.

School Readiness

By 2025, increase the number of children ready for kindergarten by at least twenty percentage points. We envision moving from 67% (2019 -2020) to at least 80% of children being ready based on their performance on the PALS-K.

School Attendance

Reduce chronic absenteeism and achieve rates at or below 10% among K-3rd graders at all four elementary schools by 2025.

Summer and Afterschool Learning

Increase by 100% the number of K-3rd grade students who have access to summer and afterschool opportunities that focus on literacy-related learning and enrichment.

Assurance #3: Strategy (Integrated and Intertwined)

The Winchester Campaign for Grade-Level Reading has formed working groups for each community solutions area. These groups have met regularly to develop strategies to guide their work. The working groups will continue to meet to refine and expand their plans as well as begin implementation of these strategies.

School Readiness

Improve Early Childhood Access and Quality

- Develop coalition and align PDG (pre-school development grant) ECE programs
- Understand capacity and gaps within the ECE landscape
- Establish Coordinated Enrollment strategy for ECE programs
- Institute Developmental Screening Initiative to expand/scale use of ASQ:3 and ASQ:SE-2
- Expand VPI access
- Improve Quality of PDG ECE programs through instructional coaching

Increase Kindergarten Readiness

- Develop a summer “Bridge to K” program within ECE programs
- Launch an Increase Registration initiative to grow registrations for VPI, Head Start, and Kindergarten
- Host a Readiness Fair every summer as a one-stop activity to raise awareness, do physicals/dental care, vaccinations, register for school, sign up for DPIL and library cards, etc.

Grow Family Engagement at Home

- Scale Dolly Parton Imagination Library for all 0-5 22601 residents
- Establish a city-wide, comprehensive Free Library box system (standardized, within x feet or miles of neighborhoods, branded, approximate ratio of adult and children’s books, consistently refilled, etc.)

The Smart Beginnings work in Virginia that started in 2005 is undertaking a transition. The Virginia Early Childhood Foundation (VECF) is leading this transition to create a statewide network of 10 Ready Region hubs that will cover the entire state of Virginia. A major focus of this initiative is “assertive and consistent delivery of equitable early childhood opportunities - smart beginnings - for all families with young children in the Commonwealth.”

<https://smartbeginningsrva.org/wp-content/uploads/2021/02/Introducing-Ready-Regions-01.15.21.pdf>

The United Way of the Northern Shenandoah Valley (UWNSV) will represent Winchester (and surrounding counties) in the Ready Region work and will bring many school readiness resources to the community. This work is still in the early stages of conversation, but UWNSV representatives and the CGLR School Readiness work group will stay in close communication throughout the process. Both the work around coordinated enrollment for early care (clearinghouse) and the ASQ developmental screenings are likely to be part of the work of the Ready Region hub.

School Attendance

Establish an “early warning and response system” that supports identification and follow-up with the families of all children who miss at least two days of school each month. Establish school-based attendance review and action teams and data-sharing agreements with community partners. Gather data from the school district on a monthly basis to track and report progress.

Launch a city-wide messaging and mobilizing campaign (in partnership with the non-profit, faith, and business community) about the importance of attendance and “showing up” for school every day. Use a variety of media and spokespeople who will reinforce the message.

Begin documenting barriers and testing various solutions to improving attendance by addressing health-related absences, transportation obstacles, and other challenges.

Summer and Afterschool

Complete analysis of current capacity levels for high-quality afterschool and summer learning programs in Winchester and investigate ways to increase literacy opportunities. Expand slots and access opportunities so that young people who need these programs are able to attend.

Identify the young people in K – 3rd grade who are not progressing toward grade-level reading proficiency, who have the greatest need for additional support and are not currently involved with afterschool, summer or tutoring programs and connect with their families to see what best supports can be offered.

Use the afterschool Being a Reader: Early Reading Instruction (formerly known as Kidzlit), program (a reading enrichment program for grades K–5 that is designed for out-of-school settings) at The Kids Club to add enriching literacy activities right away. Work with afterschool and summer programs to support literacy enrichment (or additional literacy enrichment) activities and programs.

Identify community organization(s) that can support a tutoring program for children who need it most.

Explore expanding the Camp Read-A Lot summer program at Quarles Elementary, implemented by Shenandoah University’s Center for Literacy, and incorporate lessons learned from the program into other summer programs.

Increase the number of slots available for low-income elementary school students to attend OST programming.

Alignment and Coordination

Each community solution has a work group focused on implementation. These groups have reported back to the larger coalition and will continue to do so to ensure alignment and coordination. As plans and activities continue to develop, this will become even more critical. The steering committee will also be ensuring alignment and coordination. In addition, the coalition will be tracking activities, data and progress in smart sheets that will be reviewed in steering committee and coalition meetings.

Assurance #4: Connecting for Synergy

As community organizations have come together to talk about writing the CSAP and joining the Campaign for Grade-Level Reading, relationships have continued to strengthen. Several members of Winchester Public Schools have been involved with the planning committee and others will likely become more involved in some of the CGLR working groups. All partners are seeing ways to work together more closely, communicate intentionally and better align work.

In particular, the coalition is paying attention to and involved with the work around early childcare—both the transitions with early child care licensing responsibilities moving to the Virginia Department of Education and the establishment of Ready Regions (through the Virginia Early Childhood Foundation) throughout the state to focus on equitable early childhood system building—in order to ensure that the CGLR work is happening collaboratively with the Virginia Department of Education and the Virginia Early Childhood Foundation, avoiding duplication, and building on other work underway that will help accelerate and scale activities and programs.

Assurance #5: Data

The Winchester Campaign for Grade-Level Reading understands the importance of collecting, analyzing and driving with data. The coalition will also continue to use disaggregated data to better identify where needs are greatest. Similarly, when necessary, the coalition will look to focus groups, surveys, etc. to gather more informal and real-time data and information. The coalition is currently completing a data dashboard that members will be able to access and use

to track progress. Members of the coalition from the school, health department, etc., will contribute data as needed.

Grade-Level Reading

The data on grade-level reading is based on the Virginia Standards of Learning test administered by the school system. It is available publicly on the Virginia Department of Education website.

School Readiness

Kindergarten students are assessed with the PALS-K assessment. The school has this data and it is available on the Virginia Department of Education website.

The school readiness working group has a goal to identify and build the capacity of providers to provide a common assessment tool such as the Ages and Stages Questionnaire to guide more universal access to developmental screening, referrals and intervention. Head Start and Healthy Families currently use the Ages and Stages Questionnaire.

School Attendance

The Winchester Public Schools has agreed to provide monthly attendance reports for K-3 students that Winchester CGLR can use to track chronic absence.

The school attendance work group will continue to identify data that will be helpful in addressing any barriers to school attendance.

Summer/Afterschool

The coalition continues to collect data on attendance and capacity numbers for programs/organizations who are currently providing afterschool and summer programs. As these programs continue/begin to track education outcomes, they will submit that information to the coalition. This group will be making decisions about how and what they will collect in order to ensure that the coalition has the data it needs to understand how children are doing and how programs are helping move the needle. Ultimately, the coalition is looking at the possibility of using a quality improvement tool such as the ones developed by the Weikart Center for Youth Program Quality.

Assurance #6: Success and Sustainability

Throughout the process of developing the CSAP, the Winchester Campaign for Grade-Level Reading has worked to include a wide range of stakeholders in the process and the coalition will continue to invite and welcome partners. The coalition currently has representatives from the school district, the business community, community organizations and nonprofits focused on young people and their families, funders, the health care sector, university and museum institutions, funders and the public library

The coalition held a kick-off event in October to share their plans with the broader community. It was also designed to reach out to additional key constituencies and get more buy-in and involvement from individuals and organizations that will be important to the success of the work of the Winchester Campaign for Grade-Level Reading. The coalition will continue to host similar events and use other strategies to mobilize the community around grade-level proficiency by third grade. The coalition is designed to use collective action to achieve its goals.

Key members of the coalition have been involved with publishing op-ed pieces in the local newspaper, *The Winchester Star*, to continue to inform and excite residents about this work and provide opportunities to become more involved in the work of the coalition.

The coalition is also well-positioned to seek additional funds and support to sustain its work. The J2W Foundation has committed to on-going support over ten years. In addition, the lead organization, Literacy Volunteers Winchester Area has deep roots in the community and the buy-in of its board to support this work is an important vote of confidence in the city.

Part Four: Overview of the CSAP Development Process

The J2W Foundation contracted with Smarter Learning Group (SLG) to provide support for developing a CSAP for Winchester. SLG conducted numerous one-on-one interviews with key thought leaders and stakeholders. These stakeholders were invited to an informational session held in February and monthly coalition meetings focused on the work of developing a CSAP followed. The coalition formed work groups for school readiness, school attendance and summer and after school that have also been meeting regularly with partners continuing to join throughout the process. Representatives from J2W have visited CGLR communities in the Suncoast region of Florida and Dodge and Jefferson Counties in Wisconsin to learn more about best practices to inform the CSAP. Similarly, a team from Winchester spent a day and a half with Star City Reads in Roanoke, Virginia to learn from the team there and incorporate best practices into their plan and work. The trip was affirming to members of the coalition that they are headed in the right direction with many of the pieces in place. Many felt that using the

Campaign for Grade-Level Reading to better align and coordinate their work, along with including new initiatives in an intentional way will lead to more focused work on this issue among all stakeholders. The coalition now has a steering committee in place and a regular schedule for meeting of the steering committee, work groups and coalition as a whole which will help the group stay on target with their goals, activities and initiatives and all are pivoting from planning to implementation.