

Virginia Department of Education

Title I Schoolwide Plan Template

Division Name: Dinwiddie County Public Schools

School Name: Sutherland Elementary School

Date: 4-20-16

Select One: X **Initial Plan** **Revision**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Elementary and Secondary Education Act of 1965* (ESEA). Guidelines for plan development include the following:

- The comprehensive plan should be developed during a one-year period;
- The plan should be developed with the involvement of parents and other members of the community to be served;
- Individuals who will carry out the plan, including teachers, principals, administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school, should be involved in the development of the plan;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public;
- Information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate, the plan should be developed in coordination with programs under Reading First, Early Reading First, Even Start, the *Carl D. Perkins Vocational and Technical Education Act of 1998*, and the *Head Start Act*.

The ESEA requires ten components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the ten required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that related to the schoolwide components.

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Directions: Complete each of the ten components by following these steps:

Using Indistar® (available fall 2014):

- Access the Title I Schoolwide Plan template from the “Complete Form” tab of the Indistar® dashboard.
- Provide a narrative response that describes how the school has addressed the requirements for each component;
- Where applicable, identify the indicator(s) and task number(s) from the school’s Indistar® plan that align with each required component;
- Click “Save” at the bottom of the form to save your responses; and
- Submit the plan to your LEA Division Contact by returning to the dashboard. Under the “Submit Forms/Reports” tab, go to the Title I Plans section, and select the Title I Schoolwide Plan “Submit” button.

Not Using Indistar®:

- Access the Title I Schoolwide Plan template on the Title I web site
http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml,
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

Schoolwide program resources, including a *Schoolwide Plan Peer Review Rating Rubric*, United States Department of Education (USED) guidance on *Designing Schoolwide Programs*, and USED guidance on *Title I Fiscal Issues* (including supplement/supplant and consolidating funds in schoolwide programs), can be accessed at the following Web site:

http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at:

http://www.doe.virginia.gov/federal_programs/esea/index.shtml.

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Component 1 - §1114(b)(1)(A): A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in §1309(2)) that is based on the information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in §1111(b)(1).

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A summary of data analyses must be included. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative: SUTHERLAND

- Sutherland Elementary services students in grades Kindergarten through Grade 5.
- Sutherland services 570 students with 53% of these students coming from low income families.
- Sutherland has 3 Title I teachers and 1 Highly Qualified Title I aide.
- Sutherland has 185 Title I students currently being served with 25 students on the Title I Waiting List.
- Sutherland services 86 PALS students.
- Sutherland’s comparability status for 2015-2016 reflects:
 - FTE staff of 51.8
 - The average student teacher ratio is 11.3
- The Highly Qualified Status of Sutherland is 97.8%.
- The average teaching experience at Sutherland is 13.6 years.
- Sutherland has 1 principal and 1 assistant principal.
- State Accreditation Results for All Students for 2015-2016 indicate that Sutherland has “Met Accreditation” status with Spring 2015 SOL Scores as:

	<u>YR. 1</u>	<u>3 YR. AVG.</u>
➤ English	83	69
➤ Math	83	78
➤ History	88	86
➤ Science	70	77

- The overall benchmark scores for the 2nd 9 weeks show an overall pass rate of:

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<u>Grade Level</u>	<u>Reading</u>	<u>Math</u>
K	92	91
1	86	90
2	70	84
3	50	64
4	82	48
5	93	67

- Reading and math scores show a continued need for remediation and cumulative reviews. The reading and math teams continue to collaborate with teachers on their planning to develop meaningful differentiated plans and activities for all learners.
- Sutherland staff participates in *Division-Wide Professional Learning Communities* (PLCs) that pull all grade levels together to collaborate, share, and plan together using data from each 9 weeks. PLCs are designed around school and county need. The need expressed from the June Needs Assessments showed a need for Word Study, Guided Reading, additional Math and Science curriculum enhancements, and Reading curriculum updates.
 - Summer, 2015 focused on Curriculum updates for Reading, Math, and Science.
 - August, 2015 – training sessions in the above mentioned areas
 - October, 2015 – common assessment county-wide training to assist teachers with developing assessment tools to mirror pacing and disaggregating data
 - On-going – meetings and planning sessions with all stakeholders as described below:
 - documented grade level planning meetings are held weekly, bi-weekly faculty meetings with school improvement discussions, monthly central office continuous improvement meetings, monthly central office train the trainer meetings with reading and math facilitators, semester grade level lead meetings with central office, monthly division staff meetings with principals, principal monthly collaboration meetings
- Title I Parent meetings are scheduled each 9 weeks with an emphasis on parent support and input on school needs. Student progress reports go home each 9 weeks in report cards. Division wide parent meetings are scheduled each semester where parents from Sutherland have the opportunity to share across the county and gather information that can benefit each Title I school. Agendas and sign-ins are a part of this documentation.

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- Title I parent/student events (Title I Family Night, Bingo for Books, Breakfast with books, etc.) are held each semester. These events are a platform to recognize our families for their team support, offer families assistance for working with our struggling readers, and ask for input on the Title I program. Agendas and sign-ins are a part of this documentation.
- Each school has designated a Parent Resource area in their Title I labs for parents to collect and sign out resources to use at home to assist with strengthening their child's phonics skill, literacy, and comprehension skills.
- Sutherland teachers and administrators, central office staff, and School Board members are included in grant planning and school wide discussions as is evidenced through agendas and sign in sheets.

Related Indistar® indicators (if applicable):

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Component 2 - §1114(b)(1)(B): Schoolwide reform strategies that—

1. Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in §1111(b)(1)(D);
2. Use effective methods and instructional strategies that are based on scientifically-based research that—
 - a. Strengthen the core academic program in the school;
 - b. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
 - c. Include strategies for meeting the educational needs of historically underserved populations;
 - d. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - i. Counseling, pupil services, and mentoring services;
 - ii. College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - iii. The integration of vocational and technical education programs; and
 - e. Address how the school will determine if such needs have been met; and
 - f. Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

- Many of the scientifically based assessment tools currently in place are on a *Student Tracking Roster* that is maintained on each student at Sutherland. These rosters include pre and post test data generated from Interactive Achievement assessments, QRI and DRA levels, ARDT levels, PALS scores, benchmark data generated from Interactive Achievement assessments, report card grades, and K screening assessment scores. This roster will be revised summer, 2016 to add Alternate Assessment columns for the upcoming year. Rosters will drive summer remediation efforts.

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- Assessment data is used to determine eligibility for the Title I program and drives all remediation in the school for Title I, PALS, Special Education, and all other before and after school remediation sessions.
- All teachers county-wide were trained in Guided Reading and Word Study in August of 2015. The power points and resources from these trainings became a part of the county curriculum that Sutherland follows. Plans are in place to continue these trainings throughout the summer and fall of 2016.
- Each August, DRA and QRI trainings are held to re-train current staff at Sutherland on these tools to assist with readability leveling and teaching students on their instructional level.
- Title I and Title II funds are used to send Sutherland teachers to trainings. Participants are required to bring back information and insights to share with their staff. This documentation is housed at the school and division offices.
- Professional Development opportunities for 2016-2017 include:
 - Scholastic Summits
 - Interactive Notetaking
 - NCTM Math Institutes
 - Dan Mulligan
 - VASS
 - DOE English Institutes
 - NCTE, Promethean trainings
 - William and Mary Institutes – *The Joy of Literacy and Literature*
 - Virginia Reading State Conference
 - Region, State, and National Federal Program Meetings and Conferences
 - SURN opportunities
 - VSU Summer Institutes
- 2016 summer planning is on-going for sending groups of teachers from all schools, including Sutherland, to attend Wilsons and LindaMood Bell Visualizing and Verbalizing training.
- Lesson plans are monitored by both the principal and assistant principal. They look for evidence of instructional lessons that incorporate solid strategies, technology, and the use of data to drive instruction.
- Lesson planning is a part of the data discussions that are conducted quarterly. The central office team meets with Sutherland administration and selects school leaders to review planning tools and offer support for enriching classroom instruction.

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- Curriculum writing is an on-going across the division. Resources are continually added and utilized by the staff at Sutherland as we grow. When teachers bring back valuable tools from professional development trainings, they are added to the curriculum link that is located on the parent and staff divisional websites.
- Sutherland teachers are a part of all regularly scheduled curriculum planning and assessment writing meetings.

Related Indistar® indicators (if applicable):

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Component 3 - §1114(b)(1)(C): Instruction by highly qualified teachers.

Evidence: Efforts to retain highly qualified staff to better meet the individual needs of all students.

Narrative:

- Human Resources monitors the efforts of hiring and retaining our highly qualified staffing.
- Our Highly Qualified rate for Sutherland is 97.8%.
- Our Title I paraprofessional at Sutherland is Highly Qualified and is currently working on her Bachelor's of Education teaching degree with an added endorsement in Special Education.
- The Title II Part A "Teacher Quality" grant includes goals to assist with ensuring all teachers in the division meet the Highly Qualified requirements:
 - Division assumes costs for all required assessments (Praxis).
 - Division reimburses for courses necessary for licensure.
 - All new teachers to Sutherland are included in the Dinwiddie mentor program.
 - Monthly mentor sessions run the entire school year.

Related Indistar® indicators (if applicable):

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Component 4 – §1114(b)(1)(D): In accordance with §1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

Evidence: Ongoing professional development planning that supports administration, teachers, and paraprofessionals to serve students and their needs.

Narrative:

- Staff development offerings align with the goals of our School Improvement plan at Sutherland. Reading and math are continued areas of focus and opportunities for summer trainings and trainings for 2016-2017 will concentrate on Word Study, Guided Reading, and differentiating for the lowest achieving students. The Needs Assessment has indicated that more training is needed in understanding high poverty schools. Our teachers have been afforded the opportunity to receive training in this area and we will continue to offer professional development in this area for 2016-2017.
- Our needs at Sutherland differ from year to year and from quarter to quarter. Our regular instructional team meetings dictate our continued focus.
- Our teacher evaluation tool dictates our needed efforts. Any teachers in improvement are offered improvement institutes and professional development opportunities within the school year specific to their area of need.
- There is 1 staff member on Improvement at Sutherland. The school and central office are working together to offer support, mentoring, and targeted professional development opportunities to this staff member’s needs.
- Paraprofessionals are encouraged to attend professional development trainings, conferences, and meetings alongside our teachers at Sutherland. They are an active part of the instructional planning and curriculum writing efforts at Sutherland. The Title I paraprofessional at Sutherland coordinates the division wide Needs Assessment on-line survey and works with the central office Title I director to disaggregate data/need.

Related Indistar® indicators (if applicable):

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Component 5 - §1114(b)(1)(E): Strategies to attract high-quality highly qualified teachers to high-needs schools.

Evidence: Efforts to recruit highly-qualified staff to better meet the individual needs of all students.

Narrative:

- Our Highly Qualified rate for Sutherland is 97.8%.
- Our Title I paraprofessional at Sutherland is Highly Qualified and is currently working on her Bachelor's of Education teaching degree with an added endorsement in Special Education.
- Incentives to assist Sutherland and our division with maintaining our highly qualified status include assessment reimbursement and tuition reimbursement.
- We are currently assessing our numbers to work towards making every effort to maintain and move positions to reflect our highest poverty school needs.

Related Indistar® indicators (if applicable):

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Component 6 - §1114(b)(1)(F): Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

Evidence: Parent/community involvement; compact development and implementation; parent policy and other required activities to involve parents.

Narrative:

- Parents are an integral part of Title I discussions and planning.
- PAC meetings are held quarterly at Sutherland.
- Title I Parent events are held each semester at Sutherland.
- Sutherland Title I parents are a part of the division PAC meetings that are held each semester.
- Sutherland parents are included in division grant collaboration and Needs Assessment generation each spring.

Related Indistar® indicators (if applicable):

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Component 7 - §1114(b)(1)(G): Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Evidence: The school assists and supports children in their transition from early childhood programs to elementary school through activities that are planned, implemented, and assessed. If the school is a middle school, address how the school will assist students in their transition to high school.

Narrative:

- Upcoming kindergarten students are screened each April. Once screened, assessment scores are shared with parents and K teachers work with parents to devise a plan for summer remediation and enrichment before the school year begins. Books are purchased and all students that attend the screening event leave with a personalized book bag of activity books to better prepare them for this transition.
- If parents do not register their student within the April window, they are still given the opportunity to register throughout the summer. Children are screened when registered with the same feedback and activities given as was in April.
- Bright Stars, Head Start, and local daycare parents are given information about Dinwiddie's Kindergarten Registration and Screening process and parents are encouraged to register them early so the teachers in their current program can assist with readiness skills.
- Each spring, Head Start students visit the elementary school they will be attending in the fall. Sutherland has scheduled their visits from Head Start for the month of May (date and time TBD).
- Bright Stars and Head Start children are tracked as they enter kindergarten. They are eligible for Title I and PALS if they show a phonetic literacy need. All Title I staff are given the names of the students that attended these programs so they can be monitored.
- Sutherland has their upcoming Bright Stars and Head Start lists by the June of each year (for the upcoming school year). The students are carefully reviewed along with kindergarten screening scores and are placed accordingly into Title I and PALS programs so that early intervention is attained.
- For 2015-2016, Sutherland currently has 9 Bright Stars and 14 Head Start (former) students in their Kindergarten program.
- Bright Stars teachers are included in our division's professional development training as well as all of Southside Elementary's trainings as this is the school where the county program is housed.
- Upcoming 6th graders will participate in a 6th grade orientation during the summer of 2016. This orientation will assist students and parents new to the Middle Schools with the transition phase. Parents and students will meet staff, tour the building, and practice locker combinations, etc..

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- Upcoming 6th graders will be offered tutoring and enrichment camps during the summer of 2016 specific to each child's individual needs as generated from spring, 2016 data.

Related Indistar® indicators (if applicable):

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Component 8 - §1114(b)(1)(H): Measures to include teachers in the decisions regarding the use of academic assessments described in §1111(b)(3) in order to provide information on, and to improve, the overall instructional program.

Evidence: The role and activities of teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Narrative:

- We currently are using *Interactive Achievement* in our county (K-12) for pre and post assessments and for benchmarks.
- Our teachers have been trained in the use of *Interactive Achievement*.
- Benchmark construction is a coordinated effort of summer curriculum writing. As the scope and sequences are tweaked each summer, the benchmarks, in turn, are updated.
- Sutherland facilitators and lead teachers are a part of this division curriculum and assessment effort.
- Each school looks at division weaknesses as well as school wide weaknesses. These areas are the focus of meaningful lessons and resources that are added to the curriculum each summer. Quizzes and tests are also added to the curriculum for teacher use.
- In October of 2015, all teachers attended Common Assessment training. This training assisted teachers with creating meaningful tables of specification, tests, and quizzes. Sutherland teachers are expected to use these tools when creating grade level tests as a team. The principals monitor these efforts and this topic is a recurring topic of discussion and exploration at each quarterly *Continuous Improvement Walk Through and Data Talk* and will continue for 2016-2017.
- *Student Tracking Rosters* were devised for use to track data on every child for division, school, and Title I efforts. These are utilized weekly by teachers and Title I teams at Sutherland. The rosters are included in all parent conferencing, and are a part of each child's Student Growth Folder that follows each child throughout their elementary experience. These folders will continue to the Middle School for 2016-2017.
- It is a division expectation and Sutherland expectation for grade levels to meet on their established common planning time to review data, collaborate, and plan accordingly.

Related Indistar® indicators (if applicable):

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Component 9 - §1114(b)(1)(I): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by §1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Evidence: A process for identifying students needing additional support to meet academic achievement standards which includes timely identification, implementation, and monitoring of interventions.

Narrative:

- The Title I Selection Criteria process begins each spring. Data on each child at Sutherland is used to rank order our students. This ranking allows us to begin to look at staffing need, summer remediation efforts, and make our preliminary lists that we will add any new fall students into.
- Once the principal and staff work to finalize a ranked list, the Title I director works with each school to finalize Title I rosters for the current year. Parents are notified and fall baseline data analysis begins.
- Waiting Lists stay current. When Title I students are absent, waiting list children are offered remediation assistance. A plan is in place at Sutherland to deliver remediation assistance to the 25 students on the Title I Waiting Lists at Sutherland. Our staff at Sutherland does an excellent job of providing before and after school remediation efforts for all Title I, Title I Waiting List, PALS, ESL, and SPED students needing extra assistance.
- Title I funds are used to extend the tutoring provided to all students. Title I students receive extra days of before and after school services. This information is documented in the 2015-2016 Title I Facilitator Notebook and assistance will continue during the summer of 2016.
- Title I Facilitator Notebooks stay current and are a running documentation of all required Title I compliance efforts.

Related Indistar® indicators (if applicable):

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Component 10 - §1114(b)(1)(J): Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Evidence: Federal, state, and local funding sources are used to support and implement the plan. Resources, such as programs and materials, human resources, time, and community are used to meet the needs of staff and students.

Narrative:

- Instructional programs are built on solid scientifically based research.
- Textbooks are used as a resource with any textbooks purchased meeting the state approved list and going through the county textbook adoption process.
- The Title I and Title II budgets are consolidated with both grant holders working together to provide opportunities for students and teachers at Sutherland to have the resources and support necessary.
- State mentor funds are used for all new teacher trainings.
- Local instructional and staff funds are in place at Sutherland and in the central office budgets to support services.
- Title I services are supplemental and all stakeholders work collaboratively to monitor and adhere to the policies outlined in the “supplement not supplant” Title I mandates. Title I students and staff receive the “over and beyond” services and opportunities as outlined in the current NCLB Consolidated grant.
- Regularly scheduled meetings to discuss grant updates, division and school data and needs, and educational policies and procedures, staffing concerns and input, and building level data reviews and collaboration are scheduled as follows:
 - School Board Meetings – twice monthly, 2nd and 4th Tuesday of each month
 - Division Staff Meetings for all Administrators in each building - 2nd Thursday of each month
 - Director and Coordinator Meetings – twice monthly
 - Superintendents Advisory Meetings - monthly
 - Sutherland Faculty Meetings – weekly on Monday
 - Grade Level meetings - weekly (time TBD by grade level)
 - Elementary Principals Collaboration Meetings - monthly

Related Indistar® indicators (if applicable):