



Southside Elementary 2022-2023 Title I Schoolwide Plan

Division Name: Dinwiddie County Public Schools

School Name: Southside Elementary

Date: 10/13/2022

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

Stakeholders:

List the name and title of each stakeholder who participated in developing this plan.

Name of Stakeholder	Title
Sheri Culbreath	Principal
Frankie Crowder	Assistant Principal
Donna Moring	Title 1 Reading Teacher- Reading Interventionist
Rebecca Spengler	Reading Specialist
Connie Brisendine	Title 1 Reading Interventionist (Reading Specialist)
Penny L. Brooks	Coordinator of Early Learning & Literacy
Becky Baskerville	Interim Director of Elementary Education & Title 1
Tierra Crockett	Teacher
Pam Adams	Community Member
Laura Pemberton	Paraprofessional
Heather Perry	Parent
Tracey Michalek	Parent



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Jazmine O'Connor-Avila	Parent
Alisha Drake	Title I Family & Community Engagement Specialist
Danette Irvin	Title I Lead Literacy Interventionist
Dr. Pam Joyner	Exceptional Education Director

Guidance in Developing Schoolwide Title I Plans from the Every Student Succeeds Act of 2015 (ESSA)

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
 - Parents
 - Other members of the community to be served
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school
 - The local education agency
 - To the extent feasible, tribes and tribal organizations present in the community and if appropriate
 - Specialized instructional support personnel
 - Technical assistance providers
 - School staff

- 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, reasonable and provided in a language that parents can understand
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources and programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).



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The ESEA requires four 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 four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that is related to the schoolwide components.

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

- Access the Title I Schoolwide Plan template on the [Title I website](#).
- Provide a narrative response that describes how the school has addressed the requirements for each component
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs*, *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and *Title I Fiscal Issues*, can be accessed at the [Title I website](#) under Guidelines and Procedures/Federal Guidance.



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Component 1 §1114(b)(6):

A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet challenging state academic standards and any other factors as determined by the local educational agency.

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 data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative:

- A Comprehensive Needs Assessment is given to parents and teachers of Southside Elementary each academic school year. The needs of all students are analyzed and addressed continually throughout the school year in order to monitor progress, collect and analyze data, and implement reform strategies to improve instruction for all students. Southside Elementary ensures its academic programming is designed to meet the challenging state academic standards.
- Southside Elementary is characterized by the following:
 - Student population: 466 students in grades PreKindergarten (PreK) through Grade 5 (*as of 09/28/22*)
 - Pre Kindergarten students (VPI, Early Childhood Special Needs, and Head Start (*as of 09/28/22*))
 - 58.44% of students come from low income families (*as of 08/19/22*)
 - 15% (79) English Language Learners (*as of 09/28/22*)
 - Two Title I teachers and one Instructional Assistant locally funded
 - One Reading Specialist locally funded
 - 188 students being served (*as of 09/28/22*) with 30 students on the waiting list
 - Identified 112 students using the Phonological Awareness Literacy Screening (PALS) in grades Kindergarten through Grade Three (*as of Spring 2022*) and will provide services in the Fall 2022. After Fall 2022 PALS screening 131 students were identified and will be serviced.
 - As of Fall, 2022, 72 fourth-fifth grade students were identified using PALS and will be serviced
 - Comparability status reflects (*2020-2021*):
 - Full time equivalent (FTE) staff of 43.2
 - The average student teacher ratio was 10.5.
 - Highly Qualified Status of 96.03% of Dinwiddie County Public Schools as reported on the iPAL in 02/2022



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- One Principal and one Assistant Principal
- One School Counselor, one School Nurse, 0.5 School Social Worker
- State Accreditation Results for All Students for 2018-2019 (Preliminary) indicate that Southside Elementary received Accreditation Status, accredited with all Level One, at or above standard (Green) for all School Quality Indicators (School Quality Profile: <https://schoolquality.virginia.gov/schools/southside-elementary>).

Spring 2019 Standards of Learning (SOL) Scores:

	SOL Scores
English	86%
Math	91%
History/Social Science	86%
Science	89%

Spring 2020 Standards of Learning (SOL) Scores: Not Tested (Covid)



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Spring 2021 Standards of Learning (SOL) Scores:

	SOL Scores
English 3	49%
English 4	56%
English 5	61%
Math 3	47%
Math 4	33%
Math 5	51%
History/Social Science	48%
Science	99%

The overall pass rates for Southside Elementary on DCPS Student Growth Assessments for the End-of-Year 2021 were:

	Reading	Math
K		
1		
2	48	60
3	80	70
4	56	53
5	58	60



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The number of students identified for PALS at Southside Elementary on the Spring 2021 Assessment for PALS:

	Spring
K	51%
1	58%
2	65%
3	43%

- State Accreditation Results for All Students for 2021-2022 indicate that Southside Elementary received Accreditation Status, accredited with all Level One, at or above standard (Green) for School Quality Indicators in the areas of English, Math, and Science. Southside Elementary received Accreditation Status at Level Two for Gap Group English (Students with Disabilities) and Chronic Absenteeism (School Quality Profile: <https://schoolquality.virginia.gov/schools/southside-elementary>).

Spring 2022 Standards of Learning (SOL) Scores:

		SOL Scores *With Growth Points
English		85%
Math		89%
History/Social Science		63%
Science		65%



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2022 School Quality Profile data reflects Level 1 for all students in Academic Achievement in all subjects. For subgroup data, English is a Level 2. Subgroup data further shows a Level 3 performance for Students with Disabilities (SWD) as well as ELs (English Learners). The 2022 Chronic Absenteeism is at 26.34% with the state goal set for 10% or less.

Southside Elementary				
Source: School Quality Profile 2022				
*Without Growth				
	English		Math	
	Previous YR	Current YR	Previous YR	Current YR
All	71	68	83	64
Black	78	59	80	55
White	72	82	81	72
Hispanic	69	57	91	76
Multiple Races	82	53	100	43
SWD	49	38	63	35
Econ Disadv	71	N/A	80	N/A
NOTE: Level 2 in English SWD				
Chronic Absentee	Level 2	26.34		
Goal 10% or less				
Community Eligibility Provision				
Data used for Socio Economic level				
and Title I grant	462 eligible st	58.44 %	as of 8/19/2022	
Division Highly qualified 96.03 % from the division's latest iPAL report submitted in Feb 2022				



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PALS data at Southside Elementary on the Spring 2022 Assessment:

STUDENTS BELOW BENCHMARK K-3: IN-PERSON & REMOTE - SPRING 2022

▶ Division: **Dinwiddie County Public Schools**
▶ School: **Southside Elem.**

- Displays scores for this term entered prior to midnight yesterday
- Reflects complete, standard administration
- Does not include incomplete or non-standard administration
- RA: Remote administration and below Summed Score Benchmark
- ID: In-person administration and below Summed Score Benchmark

		Total Administration: In-Person or Remote			In-Person Administration			Remote Administration (RA)		
Entity	Grade	# assessed	ID or RA	%	# assessed	ID	%	# assessed	RA	%
Southside Elem.	K	73	26	36 %	73	26	36 %	0	0	0 %
	1	71	30	42 %	71	30	42 %	0	0	0 %
	2	80	37	46 %	80	37	46 %	0	0	0 %
	3	70	19	27 %	70	19	27 %	0	0	0 %
Dinwiddie County Public Schools	K	332	82	25 %	332	82	25 %	0	0	0 %
	1	285	77	27 %	285	77	27 %	0	0	0 %
	2	307	123	40 %	306	123	40 %	1	0	0 %
	3	299	97	32 %	299	97	32 %	0	0	0 %



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PALS data at Southside Elementary on the Fall 2022 Assessment:

STUDENTS BELOW BENCHMARK K-3: IN-PERSON & REMOTE - FALL 2022 | **pals™**

▶ Division: Dinwiddie County Public Schools
▶ School: Southside Elem.

- Displays scores for this term entered prior to midnight yesterday
- Reflects complete, standard administration
- Does not include incomplete or non-standard administration
- RA : Remote administration and below Summed Score Benchmark
- ID : In-person administration and below Summed Score Benchmark

Entity	Grade	Total Administration: In-Person or Remote			In-Person Administration			Remote Administration (RA)		
		# assessed	ID or RA	%	# assessed	ID	%	# assessed	RA	%
Southside Elem.	K	70	24	34 %	70	24	34 %	0	0	0 %
	1	75	29	39 %	75	29	39 %	0	0	0 %
	2	72	32	44 %	72	32	44 %	0	0	0 %
	3	82	46	56 %	82	46	56 %	0	0	0 %
Dinwiddie County Public Schools	K	286	81	28 %	286	81	28 %	0	0	0 %
	1	340	94	28 %	340	94	28 %	0	0	0 %
	2	297	104	35 %	296	104	35 %	1	0	0 %
	3	308	135	44 %	308	135	44 %	0	0	0 %



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DATA ANALYSIS 2022:

- Overall English continues to be below benchmark standards for SWD and EL
- Chronic Absenteeism could be a contributing factor to students not receiving continuous access to high quality English Tier 1 instruction, as well as the support provided with Tier 2 and Tier 3 instruction
- English scores show that there is a continued need for extended learning time which includes specialized, explicit reading instruction given by the Reading Specialists, Title 1 Interventionists and PALS Tutors. The Reading Team needs to continue collaboration with all teachers on creating lesson plans in order to develop meaningful, differentiated experiences and activities for all learners
- Continued professional development should be provided to ensure the creation of aligned English lesson plans for written, taught, and tested curriculum
- Based on all data, Southside will continue to support reading instruction in order to improve student outcomes

Budget Implications:

- DCPS employs an Coordinator of Early Learning and Literacy, Director of Elementary Education & Title 1 (locally funded)
- Title 1 provides Title 1 Family and Community Engagement Specialist and Title 1 Lead Literacy Interventionist (federally funded)
- Southside added an elementary Reading Specialist (*locally funded*) for the 2019-2020 school. This position has been continued for the 2022-2023 school year
- Imagine Learning: Language & Literacy was purchased to support reading
- Parent and Family Engagement activities that provide opportunities to engage families in supporting their child(ren)
- Professional development and supplementary instructional materials for Virginia's English Standards of Learning (SOLs)



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Benchmark/Evaluation:

Virginia's Standard of Learning Assessment (English SOL Assessment) is given each year and will be the primary benchmark for evaluating student success in grades 3-5. Phonological Awareness Literacy Screening (PALS) is the primary source for evaluating student growth in grades K-5. Ongoing measures are used throughout the school year as listed below:

- Southside Elementary utilizes division created *Student Tracking Rosters* with multiple data points to analyze student achievement in reading and math which include the following:
 - Readability level for each student (PALS Assessment) in grades 1 through 5
 - Kindergarten rosters track student achievement in phonics, sight words, and comprehension
 - Ongoing SOL growth data for grades 3-5
 - Subgroup data for all students
 - PALS data in Grades K-5
 - Report Card grades
 - Kindergarten screening assessments
 - Full implementation of Square Panda Spring 2023 (early phonics and readability)
- Continuous data talks/meetings involving all stakeholders are held quarterly at all grade levels to monitor student achievement and employ data driven resources where needed
- Data from the Needs Assessment completed by parents and teachers/staff is utilized to evaluate the effectiveness of resources



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Component 2 §1114(b)(7)(A)(i):

Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the student subgroups (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards; provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable; include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

- Schoolwide reform strategies at Southside Elementary include the following:
 - Providing technology to include individual student Chromebooks, classroom Promethean boards, and schoolwide reform strategies to increase access to online resources; i.e. Imagine Learning-Literacy, BookFlix, SOL Pass, Study Island
 - Implementation of research based Square Panda, will allow Kindergarten students to have equitable access to technology required to be successful
 - STEM activities created and STEMScopes are used to support content reading at all levels including subgroups
 - Tier 2 and 3 Interventions are provided by reading specialists; all students are selected based on ongoing data and small group individualized instruction is provided at a minimum of 20 minutes daily for students in grades K-5
 - Attendance incentive program implemented to increase attendance
 - Field trips include authentic experiences that connect to the standards of learning for all students and are created by the division to ensure that all students are afforded educational experiences i.e. Farm Days for Kindergarten and Grade 2, Agriculture Day for Grade 5 (the school or community will subsidize as needed)
 - Master Schedule restructured in order for students with disabilities to gain full access to high quality Tier 1 instruction
 - SWD also receives additional Tier 2 and Tier 3 reading intervention
 - Title 1 Family & Community Engagement Specialist and Title 1 Lead Literacy Interventionist have been hired to assist with parent and classroom support
 - A Reading Specialist position, locally funded, was added in 2019 to increase the support for Tier 3 literacy interventions and has been filled for the 2022-2023 school year
 - Revision of master schedule increased time for literacy development from 120 minutes to 165 minutes in the Language Arts Block
 - Curriculum will continue to be analyzed for alignment with Virginia's English SOLs at the division level to support classroom instructional planning



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- Parents are an integral part of Title I discussions and planning at Southside Elementary and are included in division grant collaboration and Needs Assessment generated each spring, Parent Advisory Council (PAC) meetings that are held quarterly at Southside Elementary and parents are also a part of division PAC meetings
- *Student Tracking Rosters* are maintained on each student in order to gather multiple points of data to analyze student growth at Southside Elementary (SES)
- Title I and Title II funds are used to provide professional development opportunities for Southside Elementary faculty and staff. Professional development may be provided by the district, school, and Department of Education. Participants utilize the *Train the Trainer Model* to share appropriate and relevant information.
 - Professional Development opportunities held in 2019-2020 included the following:
 - Letterland Training for 1st Grade, *Summer 2019*
 - Virginia Kindergarten Readiness Program (VKRP, Math and Social Skills), *Summer 2019*
 - Houghton Mifflin Harcourt (HMH) Reading Series adopted
 - *iRead* for grades K-2
 - Imagine Learning: Reading for grades 3-5
 - Guided Reading
 - Word Study
 - Tier 2 and Tier 3 Intervention
 - Pearson/Envision Math
 - STEMScopes
 - LindaMood Bell Seeing Stars Training for Reading Interventionists
 - Professional Development opportunities held in 2020-2021 included the following:
 - Imagine Learning: Language & Literacy for Grades PreK-5
 - Imagine Learning: Math for Grades PreK- 5
 - Performance Matters
 - CANVAS
 - LETRS
 - LetterLand
 - Professional Development opportunities to be held in 2021-2022 to include the following:
 - Imagine Learning: Language & Literacy for Grades PreK-5
 - Imagine Learning: Math for Grades PreK- 5
 - Performance Matters
 - CANVAS
 - LETRS
 - LetterLand



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- Professional development opportunities for the 2022-2023 school year include:
 - Imagine Learning
 - Square Panda
 - Developing aligned lesson plans
 - Unpacking the Standards of Learning
 - Visible Learning
 - LETRS
 - PALS 4-5
 - Old Dominion University Creating Teams of Educators to build the literacy skills of English Learners (ELs) with and without disabilities
 - Orton-Gillingham training
- Dinwiddie County Public Schools provides a school calendar for parents/families that includes important school and district wide dates.
- Teachers develop aligned lesson plans that are monitored by school administration
 - How to create a direct, explicit lesson plan is part of the data discussions held monthly
 - School administrators receive monthly professional development instruction by division leaders
- Roster data and teacher recommendation are used to determine eligibility for the Title I program which directs all remediation in the school for Title I, PALS, Special Education, and After School Tutoring sessions
- The Title I Selection Criteria process begins each spring. Selection is based upon EOY PALS, SOL data, and teacher recommendation
- Once the principal and staff work to develop a list of students, the Title I Team works with each grade level to finalize initial Title I rosters. Ongoing student progress data is collected and monitored to ensure students are demonstrating progress. Modifications are made to Title 1 rosters and instruction as needed. Collection of data is conducted each quarter and is reviewed and monitored throughout the year



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Budget Implications:

- DCPS employs an Coordinator of Early Learning and Literacy, Director of Elementary Education & Title 1 (locally funded)
- Title 1 provides Title 1 Family and Community Engagement Specialist and Title 1 Lead Literacy Interventionist
- Southside added an elementary Reading Specialist (*locally funded*) for the 2019-2020 school year which continues to be filled in 2022-2023
- Imagine Learning: Language & Literacy was purchased to support reading
- Parent and Family Engagement activities to provide opportunities to engage families in supporting their child(ren)
- Professional development (for English SOLs) and supplementary instructional English SOL materials provided
- Curriculum resources and evidence-based interventions to support interventions and classroom content
- Tutoring/PALS costs
- Field Trip opportunities

Benchmark/Evaluation:

Virginia's Standard of Learning Assessment is given each year and will be the primary benchmark for evaluating student success in grades 3-5. Phonological Awareness Literacy Screening (PALS) is the primary source for evaluating student growth in grades K-5. Ongoing measures are used throughout the school year as listed below:

- Southside Elementary utilizes division created *Student Tracking Rosters* with multiple data points to analyze student achievement in reading and math which include the following:
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 - PALS data in Grades K-5
 - Report Card grades
 - Kindergarten screening assessments
 - Full implementation of Square Panda Spring 2023 (early phonics and readability)
- Continuous data talks/meetings involving all stakeholders are held quarterly at all grade levels to monitor student achievement and employ data driven resources where needed
- Data from the Needs Assessment completed by parents and teachers/staff is utilized to evaluate the effectiveness of resources



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Component 3 §1114(b)(7)(ii):

Provide a description of schoolwide reform strategies that use methods and instructional strategies which strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Scientifically-based research strategies or activities that strengthen and enrich the academic program by the following: extending the school day, embedding reading and/or mathematics curricula into other instructional areas, or other strategies as appropriate and includes a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

- Southside Elementary utilizes the following methods and instructional strategies to strengthen the academic program for all students:
 - Revision of master schedule to increase time for literacy development: The Language Arts block was increased from 120 minutes to 165 minutes for grades K-3 and 120 minutes to 135 minutes for grades 4 & 5
 - Access to StemScopes and STEM materials to enhance creative and intuitive learning for Performance Based Assessments in Science
 - The Reading Specialist will assist with screening and identifying students and support teachers and students with tier 3 interventions.
 - Targeted tiered instruction is provided to students based on data
 - Small group Reading is provided for all students based on readability levels and data
 - Math Interventionist provides small group instruction that incorporates additional reading skills
 - Reading and Math instruction incorporate Science, History and Social Science content
 - The Reading Room houses leveled readers which are utilized by all staff when planning intentionally designed small group instruction based on student instructional reading levels (IRL)
 - Curriculum development continues at the division level to build an alignment with VDOE's Curriculum Framework in all subjects
 - Recognition of students in various programs includes increasing home libraries by distributing free books at after-school events and during school days
- Southside Elementary increases the amount and quality of learning time for students by providing the following:
 - Tutoring opportunities based on data provided during the school day and afterschool. Three rounds of Intentional Learning Boot Camps (Fall, Winter, Spring) will be provided to support additional reading and math instruction. EL (English Language) teacher provides additional tiered instruction to support EL students



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- The Gifted Resource Teacher pushes into general education classes to provide enrichment lessons
- The division provides guidance on field trips for all students at all grades. The field trips are aligned to the curriculum and provide enriching opportunities for all students

Click this link to see field trips aligned to SOLs: [Southside Elementary School Field Trip Opportunities](#)

- The school has partnerships with local agencies that may visit the school or classrooms to enrich the classroom
 - 4-H
 - Appomattox Soil & Water Conservation
 - Dinwiddie Sheriff's Department
 - Appomattox Regional Library System
 - Bank of Southside Virginia
 - Blackstone VA Tech Research Station
 - American Legion to provide Flags for First Grade
 - Pretty Purposed Program (program offered to 5th grade girls to build self-esteem)
 - Runner's Club
 - Dinwiddie High School students visit Southside Elementary:
 - Dinwiddie Generals read to students
 - Senior Exchange Day: Dinwiddie High School Seniors visit the school and meet with Grade 5 students to share words of encouragement and offer advice
 - YMCA: Grade 2 students are provided with swim lessons
- Family engagement and school activities and events which may include
 - Read for the Record
 - Reading Month
 - Family Literacy Night
 - Bingo for Books
 - Student Birthday Book with Inchy Vending Machine
 - Summer Reading Challenge Celebration
 - Book Buddies
 - FeedMore



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- Virginia Repertory Theater Performances
- Reading Night at the Diamond (Richmond Flying Squirrels)
- Southside Elementary provides enrichment and accelerated opportunities by providing the following:
 - Small group Reading and Math instruction for all students based on readability levels and data
 - Hands-on and STEM investigative activities
 - 5th Grade Agriculture Science Days
 - Project based learning activities with alternative assessments in Grade 3
 - Programs are brought into the school by outside vendors:
 - Richmond Squirrels: Go Nuts About Reading
 - Jamestown Outreach

Budget Implications:

- Hourly rates for tutoring
- Field Trips
- Hosting parent events
- Programs brought into schools by outside vendors
- Professional Development for Southside Elementary teachers and staff which may include presenters, conferences, materials, and travel
- Title 1 Family and Community Engagement Specialist
- Title 1 Lead Literacy Interventionist
- EL Teacher

Benchmark/Evaluation:

- Attendance Records
- Sign-In Sheets
- Social Media page interactions
- Tutoring Attendance Logs
- Student Growth based on roster data



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Component 4 §1114(b)(7)(iii):

Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. These strategies may include programs, activities, and courses necessary to provide a well-rounded education.

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- Preparation for and awareness of opportunities for postsecondary education and the workforce. This preparation may include career and technical education programs that broaden secondary school students' access to coursework that will earn postsecondary credit while still in high school i.e. Advanced Placement, International Baccalaureate, Dual or Concurrent Enrollment, or early college high schools
- Implementation of a schoolwide tiered model to prevent and address problem behavior, early intervening services, coordinated with similar activities and services which are carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)
- Professional development and other activities for all school personnel to improve instruction and data usage from academic assessments, and to recruit/retain effective teachers, particularly in high-need subjects
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and for assistance in the with specific state, local and federal educational agency programs that will be consolidated within the schoolwide program

Evidence: Scientifically-based research strategies or activities such as student support services, behavior intervention systems, tiered systems of support, teacher recruitment and/or retention activities, or other activities as appropriate. Included is a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

- Strategies to improve students' skills outside the academic subject areas include:
 - The School Counselor provides direct instruction in social and emotional development which includes character traits, study skills, and career awareness, Chronic Absenteeism improvement support and provides incentives for monthly Perfect Attendance, 5-Star Attendance, and Honor Attendance
 - A School Social Worker provides services and strategies for identified students to assist with social/emotional development and to increase a display of appropriate behaviors. Support is provided throughout the day and families may also benefit from intensive home support services. The School Social Worker also provides Chronic Absenteeism improvement support and provides incentives for monthly Perfect Attendance, 5-Star Attendance, and Honor Attendance
 - Students participate in The Bee Bucks Program that promotes positive/acceptable behavior through incentives



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- Preparation for and awareness of opportunities for postsecondary education and the workforce include:
 - Career awareness lessons provided by the School Counselor
 - The School Counselor plans to reestablish a Career Day which includes participants from the military, skilled-workforce, colleges and universities, Rowanty Technical Center, and community members (has been canceled previously due to COVID-19)
 - Community members visit classrooms to share information on careers
 - Senior Exchange Day: Dinwiddie High School Seniors visit the school and meet with Grade 5 students to share words of encouragement and offer advice
- DCPS revised the Code of Student Conduct (2018-2019) to incorporate the Positive Behavioral Interventions and Supports (PBIS) philosophy division-wide. Interventions and responses are provided to teach appropriate and alternative behavior so that students can learn and demonstrate safe and respectful behavior
 - Therapeutic Day Treatment services provide strategies for identified students to assist with social/emotional development and to increase display of appropriate behaviors. Support is provided throughout the day and families may also benefit from intensive home support services
- Professional development and various activities are provided to educate all teachers and personnel on behavior and attendance
- Recruitment and retention of effective teachers, particularly in high-need subjects, is closely monitored by the Human Resources Department of DCPS
 - The Title II Part A “Teacher Quality” grant includes goals to assist with ensuring all teachers in the division meet the Highly Qualified requirements. The Highly Qualified Status of DCPS (*as of February 2022 from the iPAL report*) was 96.03%.
 - DCPS assumes costs for all required assessments (Praxis)
 - DCPS reimburses for courses necessary for licensure
 - All new teachers to Southside Elementary are included in the DCPS Mentor Program
 - Mentor and Mentee receive booklets that guide their monthly discussions and makes certain on-going professional development continues
- Strategies for assisting preschool children in the transition from early childhood education programs to Southside Elementary include:
 - Dinwiddie County Public Schools collaborates with preschools within the county to ensure all students are prepared for a successful transition to Kindergarten.
 - The Early Learning Specialist leans into Early Childhood Special Education and Bright Stars Classrooms within the division to model solid instruction as well as deliver Tier 3 services
 - The Reading Specialist and Title I team assists with screening/identifying students and works with Kindergarten teachers and students.



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- Upcoming Kindergarten students are screened each Spring. 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 for all students that attend the screening event. Students receive a personalized book bag of activity books to better prepare them for this transition
- If parents do not register their child(ren) within the Spring window, they are still given the opportunity to register throughout the summer. Children are screened when registered using the same feedback and resources
- Bright Stars (VPI), Head Start (Improvement Association), and local daycare parents are given information about the DCPS Kindergarten Registration and Screening process and parents are encouraged to register early, so the teachers in the students' current program can assist with readiness skills
- Students from Early Childhood Special Education (ECSE), Bright Stars and Head Start are transported by Dinwiddie County Public Schools to Southside Elementary School
- Students from ECSE and Bright Stars eat meals in the school cafeteria and participate in Encore classes at Southside Elementary (art, music, PE, and library) and Head Start is provided with meals by Southside Elementary School
- Students from ECSE and Bright Stars are included in schoolwide and division-wide programs, assemblies, and activities (i.e. Books on the Bus, Back to School Bash)
- A Transition Field Trip is held each spring that allows students from ECSE, Bright Stars and Head Start to visit and gain experience in a Kindergarten classroom
- Bright Stars and Head Start screening data is analyzed when students enter Kindergarten and if identified are eligible for Title I and PALS services
- Preschool teachers are included in DCPS professional development training
- Southside Elementary also houses the Early Childhood Special Education (ECSE) program
 - Identified students attend one of two classes which includes a teacher and a paraprofessional
 - ECSE students and staff are afforded the same benefits as all other preschool programs
- Regularly scheduled meetings to collaborate and discuss grant updates, division and school data and needs, educational policies and procedures, staffing concerns and input are scheduled as follows:
 - School Board meetings held twice monthly, 2nd and 4th Tuesday of each month
 - Southside Elementary Faculty meetings
 - Southside Leadership Team meetings
 - Grade Level meetings
 - Division Principals Collaboration Meetings
 - Title I Meetings



Southside Elementary 2022-2023 Title I Schoolwide Plan

Budget Implications:

- School Counselors
- School Social Workers
- Preschool Teachers and Paraprofessionals
- Screening Materials
- Bus Transportation Costs
- Social and Emotional curriculum for School Counselors
- Field Trips
- Hosting parent events
- Programs brought into schools by outside vendors
- Professional Development for Southside Elementary teachers and staff which may include presenters, conferences, materials, and travel
- Home visits and parent workshops provided by the Title 1 Family & Community Engagement Specialist (Title I funded)

Benchmark/Evaluation:

- Student discipline data
- Human Resources data on teacher retainment
- Monitor progress of preschool students transitioning to Kindergarten
- Student attendance data



Southside Elementary 2022-2023 Title I Schoolwide Plan

Needs Assessment: Parent Survey (2018-2019):

Question	Yes	No	N/A	Comment
1. My child likes working with the Title I Reading Teacher in small groups.	48	2		
2. My child feels good about himself/herself because they receive individual attention when working with the Title I Reading teacher.	48	1		
3. I am aware of the activities that my child works on with the Title I teachers.	42	7		
4. I receive information about my child's progress from the Title I Reading teacher. (ex. Within their report cards, weekly reports, mid-terms, etc.)	48	1		
5. My child says the Title I Reading Teacher encourages him/her to do their very best.	44	1		
6. I have attended one or more parent activities/conferences that the Title I Reading teachers have had.	16	25		
7. When having conferences/meetings/phone conversations with the Title I Reading Teacher, I have felt comfortable discussing my child with them. (Mark N/A if you have not had an opportunity to talk with your Title I teacher).	18	5		
8. I have received information throughout the school year regarding the reading program and its activities.	41	2		
Comments				

Needs Assessment: Parent Survey (2020-2021): [Title I Needs Assessment 2020 2021 \(Responses\)](#)

On-Going Needs Assessment (open to all stakeholders) 2021-2022: [Title I Survey 2021-2022](#)

On-Going Needs Assessment (open to all stakeholders) 2022 - 2023: [Title I Needs Assessment 2022 - 2023](#)