



Sutherland Elementary

2022-2023

Title I Schoolwide Plan

Division Name: Dinwiddie County Public Schools

School Name: Sutherland Elementary

Date: 10/3/2022

Select One: Initial Plan Revision

Stakeholders:

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

Name of Stakeholder	Title
JaVonda Tucker	Principal
Georgette Mickens	Assistant Principal
Johnna Carter	Title 1 Reading Teacher: Reading Interventionist
Desiree Roberts	Reading Specialist
Penny L. Brooks	Coordinator of Early Learning & Literacy
Becky Baskerville	Interim Director of Elementary Education & Title 1
Caitlyn Osborne	Teacher
Delaine Gordon	Paraprofessional
Latia Pollard	Parent
Donna Mayton	Community Member
Alisha Drake	Title I Family & Community Engagement Specialist
Erika Danette Irvin	Title I Lead Literacy Interventionist
Dr. Pam Joyner	Exceptional Education Director



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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; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- 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 and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as 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).

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



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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 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; and
- 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 Sutherland Elementary each academic school year. The needs of the school 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. Sutherland Elementary ensures it's academic programming is designed to meet the challenging state academic standards.
- Sutherland Elementary is characterized by the following:
 - Student population: 557 students in grades Pre-Kindergarten (PreK) through Grade 5 (*as of 09/21/2022*)
 - 60.88% of students come from low income families (*as of February 2022*)
 - Two Title I teachers
 - 92 Title I students being served (*as of October 2022*) with 18 students on the Title I Waiting List
 - Identified 135 Phonological Awareness Literacy Screening (PALS) students in grades Kindergarten through 3rd (*as of Spring 2022*) and will provide services in the Fall 2022
 - Highly Qualified Status of 96.03% of Dinwiddie County Public Schools (DCPS, iPAL report *as of February 2022*)
 - One principal and one assistant principal
- School Quality indicator for spring 2022 data - All Students- the academic achievement gaps and student engagement and outcomes show level 1 (green). For the subgroup data, students with disability English data (with no growth) is 30%, which is level 2 (yellow).
- Chronic Absenteeism for 21-22 school year reflected 18.4% of the students are chronically absent. The goal is 10% or less.
- Community Eligibility Provision (CEP)-Site Eligibility For School Year: August 2022- Site eligibility for Sutherland is 60.88%.
- State Accreditation Results for All Students for 2018-2019 (Preliminary) indicate that Sutherland 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/sutherland-elementary>).



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Spring 2019 Standards of Learning (SOL) Scores:

	SOL Scores
English	86%
Math	94%
History/Social Science	87%
Science	78%

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	42%
English 4	75%
English 5	75%
Math 3	28%
Math 4	51%
Math 5	59%
History/Social Science	66%
Science	38%

The overall pass rates for Sutherland Elementary on DCPS Benchmark for the End-of-Year 2021 were:

	Reading	Math
K	69%	
1	58%	
2	48%	61
3	57%	54
4	67%	63
5	69%	65



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Spring 2022 Standards of Learning (SOL) Scores:

	SOL Scores
English	86%
Math	92%
History/Social Science	73%
Science	49%

SUT	Source: School Quality Profile 2022			
	English		Math	
	Previous YR	Current YR	Previous YR	Current YR
All	76	67	87	60
Black	74	57	84	53
White	81	82	92	71
Hispanic	72	75	83	65
Multiple Races	67	62	79	56
SWD	50	30	76	32
Econ Disadv	71	N/A	84	N/A
Chronic Absentee		18.4		
		Goal 10% or less		



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Community Eligibility Provision					
Data used for Socio Econom level					
and Title I grant	333 eligible students		as of 60.88% 8/19/2022		
**Current YR data does not reflect growth					
Division Highly qualified 96.03 % from the division's latest iPAL report submitted in Feb 2022					

Data Analysis Summary:

PALS and SOL data for 3rd grade reflects that students are having difficulty meeting the summed score benchmark for PALS as well as a 70% on the SOL. Our students with disabilities raw score is a Level 2 (30%) in English. Based on this analysis, the school-wide plan will focus on developing on grade level readers. SOL's and PALS will continue to be used to track student achievement.

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

	Spring
K	27%
1	41%
2	44%
3	53%



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- The number of students identified for PALS at Sutherland Elementary on the Spring 2022 Assessment for PALS:

	Spring
K	22%
1	26%
2	54%
3	39%

- 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.

Budget Implications:

- DCPS employs a Coordinator of Early Learning and Literacy (locally funded).
- Sutherland added an elementary Reading Specialist (*locally funded*) for the 2019-2020 school year and this position continues for 2021-2022 and 2022-2023.
- Sutherland added a full-time PALS tutor beginning September 2021 - present.
- Imagine Learning: Language & Literacy was renewed to support reading.
- Literacy supports for Dinwiddie County Elementary students and parents with the new positions funded through Title I: Title I Early Literacy Interventionist & Family Engagement Specialist (services all 4 schools)

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 success in grades K-5. Ongoing measures are used throughout the school year as listed below.

- Sutherland 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) in grades 1 through 5



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- Kindergarten rosters track student achievement in phonics, sight words, and comprehension
 - Student growth assessments (grades 3, 4, and 5), benchmarks
 - Common and HMH Module/Benchmark assessments (2019-present)
 - SOL data for grades 3-5
 - PALS data in Grades K-5
 - Report Card grades
 - Kindergarten screening assessments
 - Square Panda data (early phonics and readability) (Full implementation February 2023)
- Data talks/meetings are held quarterly at all grade levels to monitor student achievement and make data driven decisions.
- 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 subgroups of students (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 Sutherland Elementary include the following:
 - Summer School provided for students in summer of 2021. The division is making plans for 2023.
 - All students have chromebooks for school use to increase access to online resources; for example: Imagine Learning: Language and Literacy, Imagine Math, BookFlix, SOL Pass, Study Island
 - STEM activities and STEMScopes provide research based learning aligned to the science standards and supports content reading.
 - Tier 2 and 3 Interventions provided for students based on data. Small group reading instruction is provided by Reading Specialist, Reading Interventionist, PALS tutors, SPED teachers at least 20 minutes per day. The goal of small group instruction is 5 students to one teacher.
 - Attendance incentive program created to closely monitor attendance
 - *Field trips include authentic experiences that connect to the standards of learning for all students. Field trip opportunities are created by the division to ensure that all students are afforded this educational experience. The school or community will subsidize as needed.
 - Title I Lead Literacy Interventionist surveys school administrators and provides technical assistance and professional development for students and teachers.
 - A Reading Specialist position was added (*locally funded*) for all elementary schools to increase the support for tier 3 literacy interventions.
 - Revision of master schedule to increase time for literacy development: The Language block was increased from 120 minutes to 165 minutes for K-2 and 120 minutes to 135 minutes for grades 3-5.
 - An aligned curriculum for all content areas is updated annually and reflects current SOLs. These guides provide teachers with lessons, access to VDOE's curriculum framework, correlated texts, vocabulary development, integration of technology, and individualized interventions to select for tiered instruction.



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- Parents are welcomed and included in many opportunities to learn about their child's education at Sutherland Elementary. Parents are included in Title I grant discussions, needs assessment, and PAC meetings. Sutherland provides a parent resource center to check out materials, provides chaperone opportunities for field trips, and parent conferences twice a year.
- *Student Tracking Rosters* are maintained on each student in order to gather multiple points of data to analyze student growth at Sutherland Elementary.
- Title I and Title II funds are used to provide professional development opportunities for Sutherland Elementary. 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*
 - HMH (New reading series)
 - *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



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- Performance Matters
- CANVAS
- LETRS
- LetterLand
- 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
- Dinwiddie County Public Schools provides a school calendar for parents/families that includes important school and district wide dates.
- Teachers develop aligned lesson plans are monitored by school administration.
 - Lesson planning is a part of the data discussions that are conducted 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 and drives all remediation in the school for Title I, PALS, Special Education, Before and After School Tutoring sessions.
- The Title I Selection Criteria process begins each spring.
 - Data on each child at Sutherland Elementary is used to rank order students. This ranking allows us to look at staffing needs, summer remediation efforts, and make preliminary lists. Transfer students are assessed and added to the list as needed.
 - Once the principal and staff work to finalize a ranked list, the Title I Team works with each grade level 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, wait listed children are offered remediation assistance. A plan is in place at Sutherland Elementary to deliver remediation assistance to students on the Title I Waiting List.

Budget Implications:

- DCPS employs a Coordinator of Early Learning and Literacy (locally funded).
- Sutherland added an elementary Reading Specialist (*locally funded*) for the 2019-2020 school year and continues to be sustained.
- Sutherland added a full-time PALS tutor beginning September 2021 - present.



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- Imagine Learning: language & Literacy was purchased to support reading.
- Professional Development for Dinwiddie County Elementary teachers and staff which may include presenters, conferences, materials, and travel.
- Parent and Family Engagement activities to provide more opportunities to engage families in supporting their child(ren).
- Literacy support for students and parents with the addition of a Title I: Family Engagement Specialist and Early Literacy Interventionist.
- Textbooks and curriculum resources (*locally funded*).
- Parent and Family Engagement activities will provide more opportunities to engage families in supporting their child(ren). These could be created by staff or division Title I Family and Community and Engagement Specialist.

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 success in grades K-2. Ongoing measures are used throughout the school year as listed below.

- Sutherland 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) in grades 1 through 5
 - Kindergarten rosters track student achievement in phonics, sight words, and comprehension
 - Student growth assessments (grades 3, 4, and 5), benchmarks
 - Common and HMH Module/Benchmark assessments (2019-present)
 - SOL data for grades 3-5
 - PALS data in Grades K-5
 - Report Card grades
 - Kindergarten screening assessments
 - Square Panda data (early phonics and readability) (Full implementation February 2023)
- Data talks/meetings are held quarterly at all grade levels to monitor student achievement and make data driven decisions.
- 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 that 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: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

- Sutherland 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-2 and was increased 120 minutes to 135 minutes for Grades 3- 5
 - 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 and Math instruction is provided for all students based on readability levels and data.
 - Reading and Math instruction incorporate Science and History/Social Science content.
 - The Reading Rooms house leveled readers which are linked to the Curriculum.
 - Math building activities are provided in the STEAM Lab and driven by data.
 - Curriculum is aligned to VDOE SOLs.
- Sutherland Elementary increases the amount and quality of learning time by providing the following:
 - In school math and PALS tutoring is provided to students based on data. These may be push in, pull out, one on one sessions that last a minimum of 20 mins.
 - After School Learning Boot Camp will be provided to close the learning gaps in reading and math in grades 2-5. The Boot Camp will consist of a fall, winter, and spring session.
 - The Gifted Resource Teacher pushes into general education classes to provide enrichment lessons.



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- 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.

[Sutherland Elementary's Field Trips for 2022-2023](#)

- 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
 - Namozine Fire Department
 - Western Heights Baptist Church: Good News Club (pending 2022-2023)
 - American Legion to provide Flags for First Grade
 - Tree Planting with Mr. Bielmyer
 - Pretty Purposed Program (program offered to 5th grade girls to build self-esteem)
 - Runner's Club
 - Dinwiddie High School students visit Sutherland Elementary:
 - Dinwiddie Generals read to students
 - JROTC
 - 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 With Me
 - Read for the Record



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- Reading Month
- Family Literacy Night
- Battle of the Books
- Family Movie Night
- Bingo for Books
- Student Birthday Book with Inchy Vending Machine
- Summer Reading Challenge Celebration
- Pastries With Parents
- Book Buddies
- FeedMore
- Rainbow Puppet Reading Show
- Virginia Repertory Theater Performances
- Kindergarten Feast
- Reading Night at the Diamond (Richmond Flying Squirrels)
- Sutherland 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 investigative activities bi-weekly
 - STEAM Lab
 - Family STEAM projects
 - 5th Grade Agri 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
 - Drive Through, Virtual, and Home Visit Events



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Budget Implications:

- Hourly rates for in school and after school tutoring
- Field Trips
- Hosting parent events
- Programs brought into schools by outside vendors
- Professional Development for teachers and staff which may include presenters, conferences, materials, and travel
- The Family Engagement Specialist along with the Title I Lead Literacy Interventionist (Title I funded) assist with facilitating these opportunities for parents and staff

Benchmark/Evaluation:

- Attendance records, sign-in sheets, social media page interaction
- 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, which 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, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as 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, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in 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. Include 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 to include character traits, study skills, and career awareness. Targeted small group instruction focuses on the needs of the students; for example: Being a Friend, Divorce, Military Families, PBIS (Positive Behavior Interventions and Supports).
 - Kindness Week
 - Bullying Week
 - A School Social Worker provides services to identified students to assist with social and emotional development and strategies to increase display of appropriate behaviors. Support is provided throughout the day and families may also benefit from intensive home support services.



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- Sutherland Elementary students participate in community service/caring projects such as Backpack Blessings and nursing home visits by the SCA.
- School-Wide Veteran's Day Celebration
- Sutherland Ambassadors (5th grade-Safety Patrol)
- Hugs and Kisses Performance presented by Virginia Repertory Theatre
- Pedaling for Performance with the SRO
- FeedMore
- K-9 Program with the SRO
- Pretty Purposed
- Cultural Month
- High School Athletes READ
- Sheriff's Department Morning Drop-off Greeting
- Virginia Reads One Book
- Preparation for and awareness of opportunities for postsecondary education and the workforce include:
 - Career awareness lessons are provided by the School Counselor.
 - Career Highlights occur via Scottie TV.
 - Community members visit classrooms to share information on careers.
 - High School athletes read to students
- DCPS revised the Code of Student Conduct to incorporate the Positive Behavioral Interventions and Supports (PBIS) philosophy division-wide. Interventions and responses are provided to teach appropriate and alternative behavior, so students can learn and demonstrate safe and respectful behavior.
- 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 Sutherland Elementary are included in the DCPS Mentor Program.
 - Mentor and Mentee receive booklets that guide their monthly discussions as well ensures on-going professional development.



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- Strategies for assisting preschool children in the transition from early childhood education programs to Sutherland Elementary include:
 - The Coordinator of Early Learning and Literacy collaborates with preschools within the county to ensure all students are prepared for a successful transition to Kindergarten.
 - The Reading Specialist and Title I team assists with screening and identifying students.
 - 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 resources.
 - Bright Stars (VPI), Head Start (Improvement Association), and local daycare parents are given information about DCPS 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.
 - Students from Bright Stars and Head Start ride county school buses to Sutherland Elementary, and then board and ride a shuttle bus to Southside Elementary where their program is housed.
 - Students from Bright Stars and Head Start eat meals in the school cafeteria and participate in Encore classes at Southside Elementary (art, music, PE, and library).
 - Students from Bright Stars and Head Start are included in schoolwide and division-wide programs, assemblies, and activities (i.e., Books on the Bus, Back to School Bash).
 - 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 for monitoring.
 - Sutherland Elementary has their upcoming Bright Stars and Head Start student lists by 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 early intervention can be provided.
 - Bright Stars and Head Start teachers are included in DCPS professional development training held in August. Bright Stars' teachers are also included in division professional development held throughout the school year.
- Sutherland Elementary closely monitors attendance of students and provides an incentive program with monthly recognitions and celebrations (Scottie Attendance Heroes and Star Attendance).
- 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



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- Sutherland Elementary Faculty meetings held monthly.
- Grade Level meetings held monthly
- Title I Meetings held quarterly
- PAC meetings held twice a year

Budget Implications:

- DCPS employs a Title I Family and Community Engagement Specialist (Title I funded)
- Social and Emotional curriculum for School Counselors
- Field Trips
- Hosting parent events
- Programs brought into schools by outside vendors
- Professional Development for teachers and staff which may include presenters, conferences, materials, and travel
- Home visits and parent workshops provided by the Title I Family and Community Engagement Specialist (Title I funded)

Benchmark/Evaluation:

- Student discipline data
- Human Resources data on teacher retention (iPAL report)
- Monitor progress of preschool students transitioning to Kindergarten
- Student attendance data