



# Sunnyside Elementary

## 2022-2023

### Title I Schoolwide Plan

**Division Name:** Dinwiddie County Public Schools

**School Name:** Sunnyside Elementary

**Date:** 11/18//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
Davis Roberts	Principal
Melissa Powers	Title 1 Reading Interventionist
Annie Zorn	Reading Specialist
Penny L. Brooks	School Readiness and Literacy Coordinator
Becky Baskerville	Interim Director of Elementary Education & Title I
Katie Matthews	Teacher
Maria Bishop	PALS Paraprofessional
Teona Henderson	Parent
Ryan Walker	Community Member/Faith Partner
Erika Danette Irvin	Title I Lead Literacy Interventionist



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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

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.



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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 Sunnyside 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. Sunnyside Elementary ensures its academic programming is designed to meet the challenging state academic standards.
- Sunnyside Elementary is characterized by the following:
  - Student population: 256 students in grades Pre-Kindergarten (PK) through Grade 5 (*as of 10/11/2022*)
  - 58.4% of students come from low income families (*as of June 2022*)
  - One Title I teacher
  - 59 Title I students being served (*as of October 2022*) with 0 students on the Title I Waiting List.
  - Identified 45 Phonological Awareness Literacy Screening (PALS) students in grades Kindergarten-3 (*as of Spring 2022*) and will provide services in Fall 2022.
  - Highly Qualified Status of 96.03% of Dinwiddie County Public Schools (DCPS, *as of February 2022*)
  - One principal
  - Actual classroom student teacher ratio is 16.6.
- State Accreditation Results for All Students for 2022-2023 (Preliminary) indicate that Sunnyside 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/sunnyside-elementary>).



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Standards of Learning (SOL) Scores:

	2000 SOL Scores	2021 SOL Scores	2022 SOL Scores
<b>English 3</b>	Not Tested COVID	73%	61%
<b>English 4</b>	Not Tested COVID	67%	85%
<b>English 5</b>	Not Tested COVID	67%	70%
<b>Math 3</b>	Not Tested COVID	67%	67%
<b>Math 4</b>	Not Tested COVID	62%	93%
<b>Math 5</b>	Not Tested COVID	58%	83%
<b>History/Social Science</b>	Not Tested COVID	65%	77%
<b>Science</b>	Not Tested COVID	59%	72%



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2022 SOL No Growth Data by Subgroups

SUN	Source: School Quality Profile 2022 No Growth Data by Subgroups			
Test	English		Math	
Subgroup/Year	Previous Year	Current Year	Previous Year	Current Year
All	75	69	88	72
Black	61	42	82	59
White	80	81	90	80
Hispanic	TS	TS	TS	TS
Multiple Races	TS	TS	TS	TS
Students with Disabilities	57	40	83	54
Economically Disadvantaged	65	N/A	83	N/A
Chronic Absentee: 16.4%		Goal: 10% or less		
Community Eligibility Provision Data used for Economically Disadvantaged Level and Title I Grant:				
168 Eligible Students, 62.45% as of 8/19/2022				



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DATA Analysis Summary: The SOL benchmarks are set at 70% for state accreditation in English and Math. A deeper look at the three-year data reflects the need to focus instruction on English/Reading for all students, especially our students who are identified and have an IEP, 2022-2023 students in third grade, and 2022-2023 students in fourth grader due to their third grade pass rate. Additionally, absenteeism should be closely monitored in an attempt to reduce the rate so that our absenteeism more closely aligns with the state recommendation. Three-year SOL data is critical for English and Math since the past three instructional years were disrupted due to the pandemic and side effects.

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

	Reading^	Math
<b>K</b>	63%	not required
<b>1</b>	60%	86%
<b>2</b>	74%	80%
<b>3</b>	73%	73%
<b>4</b>	64%	55%
<b>5</b>	64%	66%

The overall pass rates for Sunnyside Elementary on DCPS Student Growth Assessments for the End-of-Year 2022 were:

	Reading^	Math
<b>K</b>	65%	not required
<b>1</b>	92%	82%
<b>2</b>	40%	72%
<b>3</b>	59%	58%
<b>4</b>	59%	50%
<b>5</b>	60%	61%



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

	Spring 2021	Spring 2022
<b>K</b>	39%	23%
<b>1</b>	58%	14%
<b>2</b>	65%	49%
<b>3</b>	43%	30%

- 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.
- Professional development is designed around school and county needs: Needs expressed from the Spring 2021 Needs Assessment indicated a need for Word Study, Guided Reading, additional Math and Science curriculum enhancements, and Reading curriculum updates.
  - Professional Development opportunities held in 2021 to present
    - SOR Workshop for K-2 & Exceptional Education teachers (August 2021)

On-going meetings and planning sessions are held with all stakeholders as described below:

- Documented grade level planning meetings are held weekly; bi-weekly faculty meetings with school continuous improvement discussions; monthly central office continuous improvement meetings; monthly central office train the trainer meetings with reading and math interventionists; semester grade level lead meetings with central office; monthly division staff meetings with principals; principal monthly collaboration meetings.
  - Real time professional development was employed based on meetings and planning sessions.
- Communication:
  - Student reading progress is communicated with families 3 times a year
  - School-level Title I Parent Advisory Council (PAC) meetings are held two times an academic year
  - Division-wide Title 1 Parent Advisory Council (PAC) meetings are scheduled each semester where families have the opportunity to share information across the county.
  - Documentation of agendas and sign-in sheets are evidence of PAC meetings.
- Family Engagement:
  - Family Literacy Events are a platform to build home-school relationships and connections two times within an academic year
  - Events offer families assistance for working with their child(ren) and seeking input on the Title I programming.





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- Documentation of program advertisements and sign-in sheets are evidence of Family Engagement Events.
- A Parent Resource area in the the Title 1 Reading Room is available for families to borrow books and materials to support student learning

#### Budget Implications:

- DCPS employs an Elementary Education & Title I Director and a Literacy Coordinator (locally funded).
- An elementary Reading Specialist (locally funded) for the 2019-2020 school year and this position continues for 2022-2023.
- Imagine Learning: Language & Literacy was purchased to support reading.
- Professional Development for teachers and staff which may include presenters, conferences, materials, and travel.
- Parent and Family Engagement activities to bridge home and school learning and support families with materials and ways of supporting their child(ren)'s education.
- Literacy supports for students and parents with the new positions funded through Title I: Title I Lead Literacy Interventionist & Family Engagement Specialist (servicing all 4 schools)

#### Benchmark/Evaluation:

- Utilizes division created *Student Tracking Rosters* with multiple data points to analyze student achievement in content areas which include the following:
  - Readability level for each student in grades 1 through 5
    - Kindergarten rosters track student achievement in phonics, sight words, and comprehension
  - Student growth assessments (pre and post tests), benchmarks; Imagine Learning: Literacy scores; Imagine Learning: Math scores
  - District Common assessments
  - SOL data for grades 3-5
  - Subgroup data for students at-risk and/or special needs
  - Performance assessment data in Science and History/Social Science for Grade 3
  - PALS data in Grades K-5
  - Report Card grade
- Data meetings are held regularly throughout the school year with grade levels and instructional leads to interpret data, progress monitor, and readjust students within small group instruction
- 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 Sunnyside Elementary include the following:
  - Adoption of new Math and Reading series: Pearson/Envision and HMH for reading
  - Summer School Enrichment Program provided to students in Grades 3-5 (*Summer 2018 to present*)
  - Providing additional technology to include Chromebooks and Promethean boards to increase access to online resources; for example: Imagine Learning: Literacy, BookFlix, Pass, Study Island, Reading A-Z
  - Implementation of a school-wide reading initiative utilizing to encourage reading in and out of school.
  - Tier 2 and 3 Interventions provided for students based on data
  - Attendance incentive program created to closely monitor attendance
  - Field trips to include authentic experiences, for example: Farm Days for Kindergarten and Grade 2 and Ag Day for Grade 5
  - Smaller class sizes to provide more individualized, differentiated instruction
  - Family Engagement Specialist and Early Literacy Interventionist hired to assist with parent and classroom support.
  - 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
  - Curriculum for all contents was updated and enhanced to reflect revised SOLs to provide teachers with intentional lessons, guided reading, correlated texts, vocabulary development, integration of technology, and individualized interventions



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- Parents are an integral part of Title I discussions and planning at Sunnyside Elementary. Parents are included in division grant collaboration and Needs Assessment generation each spring. PAC meetings are held twice a year at Sunnyside Elementary. Parents are also a part of division PAC meetings twice a year.
- Scientifically based assessment tools aligned to the Science of Reading are currently in place on the *Student Tracking Rosters* maintained on each student at Sunnyside Elementary. Multiple data points to analyze student achievement in Reading and Math on the *Rosters* include the following:
  - Readability level for each student (QRA, DRA, Houghton Mifflin Harcourt [HMH]) in grades 1 through 5
    - Kindergarten rosters track student achievement in phonics, sight words, and comprehension
  - Student growth assessments (pre and post tests), benchmarks; Imagine Learning: Language & Literacy scores; Imagine Learning: Math scores
  - Common and HMH Module assessments (2019 to present)
  - SOL data for grades 3-5
  - Subgroup data for students at-risk and/or special needs
  - Performance assessment data in Science and History/Social Science for Grade 3
  - PALS data in Grades K-3
  - Report Card grades
  - Kindergarten screening assessments
- Title I and Title II funds are used to send all Sunnyside Elementary teachers to PD trainings. Participants are required to bring back information and insights to share with their staff as well as the division during Summer Institute and iDCPS (Conference to kick off the new school year) events. This documentation is housed at the school and division offices.
  - \*Professional Development opportunities held in 2020-2021 include the following:
    - Imagine Learning: Language & Literacy for Grades K-5
    - Imagine Learning: Math for Grades K- 5
    - Performance Matters
    - CANVAS
    - LETRS
    - LetterLand
  - \*Professional Development opportunities held 2021-2022 to include the following:
    - Imagine Learning: Language & Literacy for Grades K-5
    - Imagine Learning: Math for Grades K- 5
    - Performance Matters



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- CANVAS
- LETRS
- LetterLand

\*Professional Development opportunities to be held in 2022-2023 to include the following:

- Imagine Learning: Language & Literacy for Grades K-5
  - Imagine Learning: Math for Grades K- 5
  - Performance Matters
  - CANVAS
  - LETRS
  - LetterLand
  - PALS 4-5
- DCPS calendar for 2020-2021 was designed, adopted and approved to include four days of in-person instruction for students per week and one day of teacher work day/professional development for teachers in order to provide on-going professional development for teachers and staff in light of the pandemic due to COVID-19.
  - \*DCPS calendar for 2021-2022 was designed, adopted and approved to include five days of in-person instruction for students per week along with built-in teacher workdays and staff development days.
  - \*DCPS calendar for 2022-2023 was designed, adopted and approved to include five days of in-person instruction for students per week along with built-in teacher workdays and staff development days.
- Lesson plans are monitored by the principal for evidence of instructional lessons that incorporate reform strategies, technology, and the use of data to drive instruction.
    - Lesson planning is a part of the data discussions that are conducted monthly. The central office team meets with the Sunnyside Elementary data team to review planning tools and offer support for enriching classroom instruction.
  - 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 Boot Camp tutoring sessions.
  - The Title I Selection Criteria process begins each spring.
    - Data on each child at Sunnyside 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 school to finalize Title I rosters for the current year. Parents are notified and Fall baseline data analysis begins.



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- Curriculum writing is on-going across the division. Resources are continually added and utilized by the staff at Sunnyside Elementary as we grow. When teachers bring back valuable tools from professional development training, they are added to the curriculum link that is located on the parent and staff divisional websites.

#### Budget Implications:

- DCPS employs a Title I Director and Literacy Coordinator (locally funded).
- Sunnyside added an elementary Reading Specialist (*locally funded*) for the 2019-2020 school year (to present).
- Imagine Learning: language & Literacy was purchased to support reading.
- Professional Development for 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 Literacy Interventionist.
- Textbooks and curriculum resources (*locally funded*).

#### Benchmark/Evaluation:

- Sunnyside 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 (QRA as needed, DRA, Houghton Mifflin Harcourt [HMH]) in grades 1 through 5
    - Kindergarten rosters track student achievement in phonics, sight words, and comprehension
  - Student growth assessments, benchmarks; Imagine Learning: Language & Literacy scores; Imagine Learning: Math scores
  - Common and HMH Module assessments (2019 to present)
  - SOL data for grades 3-5
  - Subgroup data for students at-risk and/or special needs
  - PALS data in Grades K-5
  - Report Card grades
  - Kindergarten screening assessments
- Continuous data talks/meetings involving the instructional team are held quarterly 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 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:**

- Sunnyside 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 from 120 minutes to 135 minutes for grades 4 & 5.
  - The Reading Specialist will assist with screening and identifying students and support teachers and students with tiered interventions.
  - Targeted tiered instruction is provided to identified students 30 minutes, four days a week at 120 minutes per week based on ongoing formative data. Student groups are flexible and are adjusted as needed or quarterly at a minimum.
  - Small guided Reading and Math instruction is provided for all students based on readability levels and data.
  - Reading and Math instruction incorporated in Science and History/Social Science content.
  - The Reading Resource Room houses leveled readers which are accessible to all teachers.
  - Additional reading resources are provided to promote a school to home connection promoting additional reading through back sacks, reading challenges, and Battle of the Books.
  - Curriculum is aligned to VDOE SOLs.
  - Professional Development opportunities are provided to all teachers to increase strategic, tiered reading instruction.
- Sunnyside Elementary increases the amount and quality of learning time by providing the following:
  - Implementation of a school-wide reading initiative utilizing to encourage reading in and out of school.
  - Encore teachers work with targeted students within grades K-5 on remedial reading skills



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- Book Camp after school participation opportunities are provided to students based on data.
- Field Trips are taken by all students during the school year to enrich the curriculum as recommended by the Division School.
- Partnerships with local agencies include the following:
  - Touchstone Bank
  - School Resource Officer/Dinwiddie Sheriff's Department
  - Local Churches
  - Appomattox Soil & Water Conservation
  - Blackstone VA Tech Research Station
  - Dinwiddie 4-H Extension Office
  - Community members read with students such as, retired teachers, local churches, community members.
- School activities and events are held to promote reading with students and families:
  - School-wide themed reading incentive program created annually.
  - Book Fairs
  - PTO Events
  - Attendance incentives, awards recognition
  - Nutzy Flying Squirrels Reading Program

#### **Budget Implications:**

- Sunnyside added an elementary Reading Specialist (*locally funded*), 2019 to present
- Hourly rates for Boot Camp tutoring
- Field Trips
- Hosting parent events
- Programs brought into schools by outside vendors
- Professional Development for Elementary teachers in Dinwiddie County and staff which may include presenters, conferences, materials, and travel



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- The Family Engagement Specialist along with the Early Literacy Interventionist (Title I funded) assist with facilitating these opportunities for parents and staff

#### Benchmark/Evaluation:

- Sunnyside 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 (Houghton Mifflin Harcourt [HMH]) in grades 1 through 5
    - Kindergarten rosters track student achievement in phonics, sight words, and comprehension
  - Student growth assessments (pre and post tests), benchmarks; Imagine Learning: Language & Literacy scores; Imagine Learning: Math scores
  - Common and HMH Module assessments (2019 to present )
  - SOL data for grades 3-5
  - Subgroup data for students at-risk and/or special needs
  - Performance assessment data in Science and History/Social Science for Grade 3
  - PALS data in Grades K-5
  - Report Card grades
  - Kindergarten screening assessments
- Continuous data talks/meetings involving all stakeholders are held quarterly 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 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:

- In order to provide a well-rounded education program aligned to the Science of Reading, Sunnyside Elementary utilizes the following methods and instructional strategies to strengthen, enrich, and accelerate the academic program:
  - Instructional programs are built on 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



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are consolidated with both grant holders working together to provide opportunities for students and teachers at Sunnyside Elementary to have necessary resources and support.

- Strategies to improve students' skills outside the academic subject areas include:
  - The School Counselor provides direct instruction, on a regularly scheduled basis, in social and emotional development to include character traits/education, study skills, and career awareness. Targeted small group instruction focuses on the needs of the students; for example: Being a Friend, Divorce, Military Families, etc. PBIS is used school wide.
- Preparation for and awareness of opportunities for postsecondary education and the workforce include:
  - Career awareness lessons are provided by the School Counselor.
  - Veterans Day activities
  - Flag for First sponsored by the local American Legion
- 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.
  - Therapeutic Day Treatment services are provided 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.
  - PBIS: Mustangs Program promoting good behavior
- Professional development and other activities for teachers (general and special education), paraprofessionals, and other school personnel are provided to improve instruction and use data to drive instruction. Professional development offerings align with the goals of our Continuous School Improvement Plan. Reading and Math are continued areas of focus. Needs differ from year to year and from quarter to quarter. Regular instructional team meetings dictate continued focus. The Teacher Evaluation system and tools dictate needed efforts.
- Division Human Resources Department provides recruiting and retention of teacher incentives for high needs subjects as provided by the State and conducts exit interviews and prioritizes intentional selection certified staff.
  - Professional Development opportunities held in 2020-2021 included the following:
    - Imagine Learning: Language & Literacy for Grades K-5
    - Imagine Learning: Math for Grades K- 5
    - Performance Matters
    - CANVAS
    - LETRS



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- LetterLand
- Professional Development opportunities to be held in 2021-2022 include the following:
  - Imagine Learning: Language & Literacy for Grades K-5
  - Imagine Learning: Math for Grades K- 5
  - Performance Matters
  - CANVAS
  - LETRS
  - Letterland
- Professional Development opportunities to be held in 2022-2023 include the following:
  - Imagine Learning: Language & Literacy for Grades K-5
  - Imagine Learning: Math for Grades K- 5
  - Performance Matters
  - CANVAS
  - LETRS
  - Visible Learning
  - Lesson Plan Alignment
  - Square Panda for Kindergarten
  - PALS 4-5
- DCPS calendar for 2020-2021 was designed, adopted and approved to include four days of in-person instruction for students per week and one day of teacher work day/professional development for teachers in order to provide on-going professional development for teachers and staff in light of the pandemic due to COVID-19.
- DCPS calendar for 2021-2022 was designed, adopted and approved to include five days of in-person instruction for students per week. Professional development days as well as teacher workdays are included in the calendar.
- DCPS calendar for 2022-2023 includes professional development days which are embedded into the division calendar.
- Recruitment and retainment of effective teachers, particularly in high-need subjects, is closely monitored by the Human Resources department of DCPS.
  - Highly Qualified Status of 96.03% of Dinwiddie County Public Schools (DCPS, *as of February 2022*)
  - DCPS assumes costs for all required assessments (Praxis).
  - DCPS reimburses for courses necessary for licensure.
  - All new teachers to Sunnyside 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 Sunnyside Elementary include:
  - The Literacy Coordinator collaborates with preschools within the county to ensure all students are prepared for a successful transition to Kindergarten.
  - Kindergarten teachers assist with screening upcoming kindergarteners.
  - Upcoming kindergarten students are screened prior to enrolling in school.
  - If parents do not register their student within the initial window, they are still given the opportunity to register throughout the summer.
  - 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 in Bright Stars eat meals in the school cafeteria and participate in Encore classes (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., United Way sponsored Kindergarten Academy, Pre-kindergarten PALS assessment).
  - 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.
  - Sunnyside 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.
- Sunnyside Elementary closely monitors attendance of students and provides an incentive program with monthly recognitions and celebrations. Division supports attendance with an incentive program, such incentives include ice cream socials.
- 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, 2<sup>nd</sup> and 4<sup>th</sup> Tuesday of each month
  - Grade Level meetings
  - Principals Leadership Meetings held monthly
  - Title I Meetings held twice a year
  - PAC meetings held twice a year



# Sunnyside Elementary

## 2022-2023

### Title I Schoolwide Plan

#### **Budget Implications:**

- DCPS employs a Title I Director and a Lead Literacy Coordinator (locally funded).
- Sunnyside added an elementary Reading Specialist (*locally funded*) for the 2019-2020 school year and this position continues for 2022-2023.
- Field Trips
- Parent events
- Programs brought into schools by outside vendors
- Professional development for teachers and staff which may include presenters, conferences, materials, and travel
- Parent workshops provided by the school's reading team or Family Engagement Specialist.

#### **Benchmark/Evaluation:**

- Student discipline data
- Student career awareness inventories and exploration provided by the School Counselor
- Teacher Evaluation system (classroom observations and walk-throughs)
- Human Resources - IPALRerpot, exit interview data
- Kindergarten - PALS scores K-5
- Student attendance data



# Sunnyside Elementary

**2022-2023**

## Title I Schoolwide Plan

**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](#)