

Virginia Department of Education

Title I Schoolwide Plan Template

A Division Name: Culpeper County

School Name: Pearl Sample Elementary

Date: 8/11/2015

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

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

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

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

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

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

Using Indistar® (available fall 2014):

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

Not Using Indistar®:

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

Resources:

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

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

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

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

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

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

Narrative: Stakeholders are informed of our school data and information via the posted school report card, administration sharing information and data at Parent Advisory Committee and PTO meetings. Additionally, stakeholders provide input into the yearly plan and share ideas on things they would like to see enhanced or changed. Parent and stakeholder surveys help us to identify and obtain feedback for our yearly needs assessment. Presentations during Open House, Back to School Nights, and family events held in the evenings shared additional school data, Title 1 information, accreditation status and progress on school wide goals.

Related Indistar® indicators (if applicable):

TA01- The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

TA02 - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

TA03- The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

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

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

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

Narrative: Every year we evaluate our master schedule and receive feedback from staff about what changes they would like to see and how it would benefit student achievement. We then attempt to make all adjustments to ensure we meet the needs of our students. Using Title 1 funds, we offer a before school remediation opportunity in math and reading for students who need additional access and intervention time on these programs. We historically have offered extended day remediation starting in January and ending in May. This year we will be planning to begin our extended day remediation program in the fall as a way to provide additional sessions and reach students earlier in the year as a preventative measure. Students were identified for our in school, after school, and summer school interventions based on performance data and received targeted interventions to address strands and standards of weakness. STRIDES is our county RTI initiative that provides research based interventions and aligns with our county Multi-Tiered System of Support

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guidelines. Students that historically have struggled or been underserved were part of our data collection this year. We broke data down by sub group to determine where additional focus needed to be. We utilize Ruby Payne and Teach Like a Champion strategies and pull from professional development series on how to implement best instructional practices and reach all students. Students are pushed to meet passed advanced status on SOLs and receive differentiated supports and instruction. We will be adapting our use of school wide positive behavior supports to include the use of a social skills curriculum. All classrooms will be teaching the same curriculum that is differentiated by age/grade levels. Additional review and follow up lessons with accompanied trade books were also purchased to ensure the curriculum is implemented with fidelity. The master schedule has been altered to include when the lessons will be taught as well. We will have a new collaborative reading class to address the needs of our low performing students as well as a collaborative classroom for our higher performing reading students to receive additional differentiated services. We also utilize a Walk to Read program where students in 1st -5th grades receive instruction based on their instructional level. We conduct universal screeners (AIMs Web) in reading and math three times a year. If a student is identified as a Tier II or Tier III student, they receive additional interventions and progress monitoring each month. We also gather data from benchmark tests, SOL predictor tests, previous SOL scores, unit tests, program data and classroom performance. This data is analyzed and used to make informed decisions. We break down data by question, Blooms level; grade level and classroom pass rates. We then look for trends, areas of weakness and strengths to create a plan of action. Students who show a need for additional interventions are invited to attend the Title 1 Summer School program to help prepare them for the upcoming school year.

Related Indistar® indicators (if applicable): TA01- The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

TA02 - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

TA03- The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

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

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

Narrative: All teachers and staff at Pearl Sample are highly qualified. We offer a mentor program within our building with a same grade level peer. Mentors and mentees observe each other in a non-evaluative means to provide additional support and ideas. Mentor and mentees meet prior to the return of other staff to plan and set up classrooms. The county also has a new teacher mentor program that allows the same mentor/mentee professional development opportunities together. We currently have 53% of our staff holding a Bachelor's Degree, 43% of our staff hold a Master's Degree, and 4% of our staff hold a Certificate of Advanced Degree or Educational Specialist Degree. Administrators participate in job fairs and panel interviews. Staff development is provided to help new staff members implement programs. Due to the fact that we have a high percentage of students who qualify for the free and reduced lunch program, federal student loan reduction programs may be available for teachers.

The Staff includes the following:

- 29 general classroom teachers
- 5 special education teachers
- 3 reading specialists
- 1 math specialist
- 1 Gifted teacher
- 1 Data specialist
- 2 ELL teachers
- 18 paraprofessionals
- 4 Resource teachers

Related Indistar® indicators (if applicable):

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

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

Narrative: Both the school and county provide professional development for all staff (teachers, administrators, and paraprofessionals) Substitutes receive training and professional development from the county such as: substitute orientation, child abuse and neglect online training, substitute teacher assessment test, and workplace violence and safety prior to being an approved substitute. Pearl Sample Staff is able to attend consortium professional development during the summer for free professional development provided by quality presenters. The county and Title 1 schools also offer professional development opportunities based on the needs of the county and schools. The county is also a member of Virginia School-University Partnership Professional Development Conferences which allows staff to attend professional development within our region. In school professional development is conducted on days set aside within the school calendar as well as during faculty and leadership meetings. School administration attended AARPE trainings provided by the county, voluntarily to continue professional development from the VDOE on best practices. Paraprofessional staff attends and receives professional development that corresponds to the core subjects and grade level students in which they serve. Reading and math specialists work with paraprofessionals on delivery methods of interventions. Both the county and the school provide professional development for all staff. Classroom teachers plan and provide all necessary materials and plans to paraprofessional staff and oversee their delivery. The school attended a Title 1 professional development during both the 2014-15 school year and the 2015-16 school year entitled ExC-ELL (Expediting Comprehension for English Language Learners) that focused on language and comprehension strategies.

Related Indistar® indicators (if applicable):

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

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

Narrative: Recruiting and attracting high quality staff takes time and effort. Finding staff that is the right fit and up to the educational challenge is key. We look for people who are up for the hard work and dedication to our students and school goals. Per local policy, only highly qualified staff is hired for Title 1 schools. County Human Resources Department provides funds for college recruitment. Training was provided on developing effective interviews to recruit quality staff using Gallop, Inc. Administrators and central office staff attend job fairs and conduct panel interviews.

Related Indistar® indicators (if applicable):

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

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

Narrative: Pearl Sample Elementary School will provide the following necessary coordination, technical assistance, and other support to assist parents and staff in planning and implementing effective parental involvement activities to improve study academic achievement and school performance following the county parental involvement Title 1 plan:

- The administration will provide a budget for parental involvement activities using title 1 funds.
- Pearl Sample will offer at least one opportunity per semester for parent involvement each school year.
- All parents will be asked to attend the PAC meetings which will meet at least three times yearly.
- All parent meetings and conferences will be offered at various times to accommodate parents' work schedules.
- The Reading and Math Specialists will provide support to staff in planning Math & Literacy Nights, parent workshops and other community events.
- Parents will be encouraged to use the Culpeper County Parent Resource Center, located in Eastern View High School.
- The Parent Resource Center will have a variety of materials available for parents to check out (books, videos, audio tapes, journals, educational games, etc.)

Pearl Sample will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the Pearl Sample parents and the community to improve student academic achievement through the following activities specifically described below:

Pearl Sample staff with the assistance of the school division will provide assistance to parents of children attending Pearl Sample School in understanding topics including the following:

- The Virginia Standards of Learning and its testing program to assess student academic achievement
- National, state and local assessment data, the school's Report Card, accreditation status, any requirements as part the accountability measures under state and federal law
- Parent Compact
- Information explaining screenings used to monitor their child's progress in reading and math
- Information regarding the Multi-Tier reading model used in reading, math and behavior.
- The Response to Intervention process utilized for all children
- All teachers will provide a variety of information for parents, such as: daily schedules of class instruction, homework, school events, parent meetings/workshops and contact information. School and division websites, quarterly grade-level and school

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newsletters, teacher phone calls, automated phone system, home visits, student organizers, local TV and newspapers are other ways to keep parents informed

- The Pearl Sample parent involvement policy, as well as the division parental involvement policy, will be available at the Central Office, the Pearl Sample front office, and on the school and division websites
- Additional items added to the school website to provide information to parents may include the following (involvement policy, supply lists; sight words or summer reading lists; lunch calendars, teachers' email addresses,)
- Information regarding how to access division curriculum and state standards will be available on the Culpeper Schools website
- Title I and Title III Family Workshops will be offered periodically to assist parents. Topics may include: Home Math Activities with Alternative Strategies, SOL Prep for 1st Time Test Takers, Working with Your Gifted Children, Working with Your Children with Special Needs, Working with Your Children with ADHD, Homework Helpers, Helping Your Child Learn to Read, Home Study Tips; Make-and-Takes
- The Parent Resource Center staff and Culpeper County Library staff will be available to assist parents who do not have access to computers
- Pearl Sample Staff will seek additional community volunteers
- Parents will be provided with the right to know information regarding highly qualified status.

Related Indistar® indicators (if applicable):

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

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

Narrative: Administration meets with Head Start staff at the end of every year to review student data of incoming kindergarten students for appropriate placement and services. The Pearl Sample preschool classrooms share registration information with parents and students are screened to help ensure smooth transitions and strategies that were successful with students are implemented for the kindergarten transition. Preschool staff works with administration and kindergarten teachers to create classrooms for the upcoming year. At kindergarten registration, resources are provided to students and parents with practice and information sheets, crayons, books, backpack, and how to help your child resources. A “Boo Hoo, Ya Hoo” breakfast and information session was held by the PTO on the first day of school for new kindergarten students and parents of students new to our building. Information on programs and curriculum are shared at Registration, Meet the Teacher and Back to School Nights. Students with behaviors transitioning or in need of supports can receive a (BEP) Behavior Education Plan or (BIP) Behavior Intervention Plan after an (FBA) Functional Behavioral Assessment has been conducted.

Related Indistar® indicators (if applicable): TA01- The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. TA02 - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). TA03- The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

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

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

Narrative: Teacher and staff input into improving the overall instructional program of the school is taken and considered in the big picture changes made in planning each year. We have also made midyear changes based on teacher and staff input to quickly address concerns and ensure the highest level of instruction occurs for students. Staff provides input into the upcoming yearly plans and goals and shares ideas and concerns. Based on data, best practices and input decisions are made to meet the needs of our students. Changes to individual student schedules have been made to accommodate specific student needs and meet their instructional level. At Reading and Math Network meetings, each grade level meets with specialists and administration to discuss student and grade level data and create plans of action. Benchmarks, progress monitoring data, universal screeners and diagnostic measures are discussed along with classroom performance on formative assessments.

Related Indistar® indicators (if applicable): TA03- The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

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

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

Narrative: STRIDES is our county based RTI program that is aligned with the county Multi-Tiered System of Support document. The interventions provided to students once identified areas of weakness are identified are research based and targeted to the need. Progress monitoring occurs to document student growth. Those identified as mastering or performing at advanced levels, receive differentiated instruction as well and are pushed to higher Blooms levels in their assignments. The identifying process used at Pearl Sample is AIMS Web for reading and math. Screeners are given whole school three times a year for initial tier placement in addition to benchmark, predictor, SOL, classroom performance, PALS and program data.

Related Indistar® indicators (if applicable): TA02 - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

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

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

Narrative: Students identified for positive behaviors, academics and citizenship receive school recognition and receive certificates, coupons and awards from local businesses. Local businesses, churches and citizens donate supplies, clothing and “Power-Packs” which are food sent home weekly with students in need. Students identified as meeting homeless criteria are able to receive additional support and resources as determined by the Homeless Act. Sycamore Park will implement the instructional support programs to increase student achievement in the areas of Literacy; Reading including comprehension, vocabulary development, and language arts and writing across the curriculum. Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan. The following programs and services will be integrated at Pearl Sample Elementary School:

- Title I
- Title II
- Title III
- Parent Involvement
- Migrant Education
- Education of Homeless Children, Youth and Student living in situation for Neglected Children
- Summer School
- ESY for Special Education students
- English for Speakers of Other Languages (ESOL)
- Special Education
- Gifted Education
- Early Intervention Program (EIP)
- Staffing allotments based on PSES’s enrollment

Related Indistar® indicators (if applicable):