

**Virginia Department of Education
Every Student Succeeds Act of 2015
Title I Schoolwide Plan Template**

Division Name: New Kent County Public Schools

School Name: New Kent Elementary School

Date: 10/25/2019

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 *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

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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:

Using Indistar®:

- 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](#).
- 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.

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.

Component 1 §1114(b)(6):

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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:

The needs analysis at New Kent Elementary School included data analysis of recent statewide assessments including , input from the school principal, assistant principal, Title I teachers, regular education teachers, special education teachers, and survey results from current Title I parents.

The Spring2019 PALs assessment results were reviewed and information is provided below.

| | Screened | Identified | % of Students Identified that have disabilities |
|--------------|----------|------------|---|
| Kindergarten | 91 | 17% | 19% |
| First Grade | 115 | 29% | 12% |
| Second | 112 | 5% | 16% |

Based on this information, there is a definite weakness in first grade with 29% students identified. Additionally, majority of the students in grade one did not have a disability.

| | | |
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| | New Kent Elementary | State |
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| | 2016 | 2017 | 2018 | 2019 | +/- | 2019 | +/- |
|---------|------|------|------|------|-----|------|-----|
| Reading | 81% | 84% | 83% | 79% | -4 | 78% | +1 |
| Math | 88% | 85% | 86% | 88% | +2 | 82% | +6 |
| Soc Stu | 91% | 88% | 88% | 89% | +1 | 80% | +9 |
| Science | 80% | 78% | 78% | 83% | +5 | 83% | 0 |

| NKES | All | Level* | Black | Level | Hispanic | Level | White | Level | Disadvantaged | Level | SWD | Level |
|---------|-----|--------|-------|-------|----------|-------|-------|-------|---------------|-------|-----|-------|
| Reading | 79 | L1 | 64 | L1 | 66 | L1 | 82 | L1 | 64 | L1 | 33 | L3 |
| Math | 88 | L1 | 79 | L1 | 74 | L1 | 91 | L1 | 77 | L1 | 56 | L1 |

Teachers and administrators identified the following subgroups as those in need of additional support: English Learners, students with disabilities, economically disadvantaged students, and low-performing non-identified students. The staff also expressed a need for professional development on differentiating instruction for the varying needs of the students in their classroom and providing trauma informed services in the classroom.

Budget Implications: There were no expenditures associated with the needs assessment.

Benchmark/Evaluation (or related Indistar® indicators (if applicable)): The PALs assessment, Standards of Learning assessments and local assessments will be utilized to measure progress toward goals. From this analysis, goals were created in the area of reading and math to increase SOL pass rates in the overall population by 5%. In the subgroups of students with disabilities and African-Americans a goal was set for a reduction of the failure rate by 10%. A goal for primary grades was set to reduce the spring identification of students by the PALs assessment by 50%.

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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:

All classrooms in grades Kindergarten - 3rd grade will be restructuring their reading and language arts blocks to develop a consistent language with regards to the whole group, small group, and independent learning times of the day.

Transitioning to a Schoolwide Title I program would support this effort by permitting all teachers, Title I Reading Specialists, Paraprofessionals, and other support staff to receive professional development regarding the components of the new literacy program and support the acquisition of materials that will facilitate this transition. The transition to the F&P Classroom would incorporate the following components into this block to support a more well-rounded literacy program:

Fountas and Pinnell Classroom K-3

- Interactive Read Alouds will be implemented to establish consistent whole group reading instruction. The read alouds are grouped by theme, provide essential questions for discussion to enrich literacy language in the classroom, and high interest trade books. The thematic units integrate content area reading, author studies, genre studies and themes that encourage vocabulary development. The selection of books and materials are designed for a diverse population of students with a wide range of instructional levels.
- Reading Mini Lessons are short, concise, purposeful lessons with a practical application in a specific area of literacy. This component of the program is used to align with the Interactive Read Alouds to promote a comprehensive and meaningful approach to the literacy block.
- Phonics, Spelling, and Word Study is a continuum for K-5 that focuses on nine areas of learning; to include: Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High Frequency Words, Word Meaning and Vocabulary, Word Structure, and Word Solving Actions. This component will provide another comprehensive approach to a schoolwide restructuring of the literacy block.

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- The Guided Reading Component is based upon the Fountas and Pinnell Learning Continuum and provides a consistent frame of reference for all teachers. This component will further develop the common language of thinking within, beyond and about texts. Additionally, it will provide teachers will a structured approach to their guided reading lessons.

The master schedule will be reviewed and adjusted to align small group instructional times enabling reading and math interventionists to provide direct interventions to the most at-risk students.

Instructional staff will receive professional development on the reading stages and small group lesson planning to include the components of a comprehensive literacy program and differentiating for the needs of all learners in the classroom. A focus on Concept of Word will be incorporated into professional development for Kindergarten and 1st grade teachers to support a strong literacy foundation. Professional development will also include the integration of content literacy throughout the school day.

In collaboration with the classroom teachers and the instructional technology resource teacher the students in grades 3-5 will develop digital writing portfolios that allow for the teacher to measure and document the students' growth in writing throughout the year and across grade levels. The local alternative assessment for grade 5 writing is being revised to ensure standardization of implementation and scoring with common comprehensive writing rubrics which will also inform writing instruction across the school.

The reading and math specialists will focus on instructional coaching and supporting teachers with whole and small group instruction.

Technology will be utilized to support the attainment and demonstration of reading, math, science and history skills through the use of online content providers and creation tools that support the development of 21st Century skills.

Budget Implications:

Salaries and benefits of a reading specialist and paraprofessional will be paid out of Title I funds. This will be approximately \$144,000. Title I funds will also be used to supplement local funds to purchase classroom reading materials that support the restructuring of the overall reading program and professional development to support the development of the comprehensive literacy program as outlined above. Kits for teachers will cost approximately \$17,000.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

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The results from the Standards of Learning tests, PALS, MAPs, ACCESS for ELLs 2.0, and locally developed assessments will be analyzed and used to determine initial baseline data and growth in student academic skills. The strategies being used will be evaluated ongoing with comprehensive reviews taking place at the end of each semester to allow for a determination of effectiveness and corrective actions as necessary. Intervention data at the student level will be reviewed three times per year to determine the effectiveness of the intervention and the student response to the intervention being provided.

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:

For both reading and math, the instructional program will be transitioning to a tiered approach to instruction allowing for interventions that are more targeted to the needs of the student.

Literacy program changes that will be put in place next year include:

- Tier I Improvements
 - This will be implemented with the integration of Fountas and Pinnell Classroom components. It will serve as a basis for instruction for all students, including all subgroups.
 - Updated writing rubrics and scope and sequence will be provided for grades K-5.
 - Collaborative and Co-Teaching model of instruction will be used to better support all students in all classrooms, regardless of abilities.
- Tier II Improvements

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- Identifying students in need of remediation through needs assessments and teacher referrals prior to the end of the school year. Data from referrals will be captured from PALS, NWEA/MAP tests, F&P Benchmark Assessment System, SOL Scores, and Teacher observations. Using needs assessment data to reallocate interventionists as needed.
- Screenings will occur in September via running records for all students in grades 1-5.
- Identifying student needs and adjusting grouping practices to meet their needs. Three intervention programs available to meet student needs: LLI (K-5), Foundations (K-2), and Wilson (3-5).
- PALS tutors will work with a set group of students for a marked period of time to establish a consistent progress monitoring practice.
- Tier II and III Improvements
 - Using a more collaborative, push-in model of instruction that allows for all students to receive high quality instruction. Professional development will be provided to support this transition.
 - Utilizing pull-out services only for individuals that need the service.
 - Access to research based intervention programs LLI (K-5), Foundations (K-2), and Wilson (3-5).
 - Instructional coaching on research based best practices in small group instruction.

Math program changes that will be put in place next year include:

- Tier I instructional improvement
 - develop thinking strategies for computation and problem solving using addition and subtraction in 1st and 2nd grade level
 - develop thinking strategies for computation and problem solving using multiplication and division in 3rd grade
- Tier II intervention
 - will be provided by the classroom teacher to remediate current deficiencies as identified on quarterly assessment data.
- Tier III intervention
 - will receive intervention in a pull out program to provide instruction on foundational skills that strengthen number and number sense and their relation to computation.
- Professional development will be provided to all 1-3 grade teachers on the usage of the Tier I, II, and III intervention programs

Budget Implications:

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Salaries and benefits of a reading specialist and paraprofessional will be paid out of Title I funds. This will be approximately \$144,000. Title I funds will also be used to supplement local funds to purchase classroom reading materials that support the restructuring of the overall reading program and professional development to support the development of the comprehensive literacy program as outlined above. Kits for teachers will cost approximately \$17,000.

Benchmark/Evaluation (or related Indistar® indicators (if applicable)):

The results from the Standards of Learning tests, PALs, MAPs, ACCESS for ELLs 2.0, and locally developed assessments will be analyzed and used to determine initial baseline data and growth in student academic skills. The strategies being used will be evaluated ongoing with comprehensive reviews taking place at the end of each semester to allow for a determination of effectiveness and corrective actions as necessary.

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Component 4 §1114(b)(7)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting challenging state academic standards, through activities which may include—

- 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:

The school will be implementing an online career exploration curriculum called Career Cruising that will be supplemented by in class activities to expose students to a variety of post-secondary options.

The school will continue to implement a school-wide positive behavior support program. The staff will take part in a book study about effective strategies for working with Tier III behavioral students.

Professional development will be provided to all staff on trauma informed services and strategies to use in the classroom.

Budget Implications:

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None. These changes will be funded out of local funds.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

Data from Career Cruising will be evaluated annually to determine the effectiveness of the career exploration provided through its usage as well as other exploratory activities. The school administration and PBIS team will be reviewing discipline data regularly to determine effectiveness in reducing classroom disruptions and office referrals.