

Virginia Department of Education

Title I Schoolwide Plan Template

Division Name: Hopewell City Public Schools

School Name: Dupont Elementary School

Date: October 1, 2018

Select One: Initial Plan Revision

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):

A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the 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: SOL results from 2017 for state accreditation indicate the reading pass rate was 80.66%, the math pass rate was 81.42%, and the science pass rate was 75.79%. The chronic absenteeism performance was rated as a level one. Dupont Elementary School is accredited.

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The Federal AMO percentages are as follows:

	Achievement Gaps for Current Year						
	Asian	Black	Economically Disadvantaged	English Learners	Hispanic	Students with Disabilities	White
Reading	TS	71.85	70.33	35.71	67.57	64.86	80.61
Math	TS	69.4	71.98	64.29	67.57	60	86.6

*TS (Too Small) indicates the group did not consist of 30 students.

STAR results are as follows:

	Beginning Year Reading - On Grade Level Percentage	Beginning Year Math- On Grade Level Percentage
Second Grade	11.9%	44%
Third Grade	22.0%	38%
Fourth Grade	28.0%	57%
Fifth Grade	17.1%	57%

PALS results are as follows:

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Numeracy results are as follows:

After reviewing numeracy data, 34 students or 33% are below K benchmark and 82 or 78% are below end of year first benchmark.

Discipline Data: During the 2017-2018 school year, Dupont processed 287 referrals.

In English Language Arts, effective grouping students into tiered interventions and small group instruction resulted in increases to the percentage of students reading at grade level based on Reading SOL assessments. During the 2018-2019 school year, there will be an increased emphasis on Guided Reading techniques and embedding word study and writing into lessons. The Supervisor for Literacy in collaboration with building administrators and the reading specialist will conduct Guided Reading trainings and fidelity checks through the school year. Words Their Way has been approved for phonics instruction, and courses/trainings are offered to support word study. The reading specialist will assist teachers in understanding the tiers and stages of phonics instruction. There will be word study sorts available to teachers. In addition, writing strategies will be embedded into the written and taught curriculum.

In science and history, cross-curriculum instruction is essential to effectively covering required content and teaching content specific vocabulary. After analyzing history and science results, it is clear questioning needs to be more rigorous and increased efforts to support history and science through leveled readers is crucial. It is evident that science and history should not be taught in isolation, but integrated into reading and math. Additional software programs will support accessibility of leveled text for science and history that can be used during the reading block. To increase science proficiency, additional monies will be spent for maker space and science labs. STEAM activities will be implemented.

Benchmark assessments, STAR, PALS, and formative assessments are used to purposely schedule students into IRE (Intervention, Remediation, and Enrichment). Dupont refers to this program as Soaring to Success (STS). Students rotate through research based interventions every six weeks or as needed. In addition, Dupont uses targeted, research-based, as well as universal screeners to select students. This has led to more intensive support for struggling ELA and math students. EL students receive services from a certified teacher. Fidelity walkthroughs provide additional data for on-going coaching and support for teachers.

Students are engaged in progress monitoring which has shown to increase engagement and goal-setting to help close the gap between current and desired performance. Student learning targets (SLTs) will be incorporated into lesson plans to ensure students understand learning expectations. During the 2018-2019 school year, Dupont will use IXL reading and math, Studies Weekly, Lumio, Do-The-Math, RAZ Plus, Core Clicks, Flocabulary, and other free programs to provide individualized, differentiated instruction and to support standards. More Starfall may be implemented to meet the needs of K-1 students.

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After reviewing data, African-American students in math and reading have made progress, but at a significantly slower rate than their peers at all grade levels. Dupont had only five (5) teachers leave the division for the 2018-2019 school year. There have been great efforts made to support teachers and create a positive, empathetic culture. Improved relations and support will continue to be a focus. Dupont will use the book, Circle Forward, to offer professional development to extend an understanding of how developing relationships can support students. To continue meeting the needs of students, social-emotional skills will be taught and developed through teaching mindfulness, growth mindset, and skill streaming.

Spring surveys indicated that additional workshops surrounding mental health issues, bullying, respect, self-awareness, and communication need to be offered. During family advisory meetings, families indicated the highest priority is school safety and understanding bullying. Secondly, they felt they needed more assistance with instruction. Title I family assistants/teachers paid with supplements to fulfill requirements will provide workshops to train parents, provide resources, communicate, attend trainings, and act as a liaison. The goal is to have a targeted family workshop per grade level.

A comprehensive needs assessment was completed through the Office of School Improvement and originally completed June 2017. On-going data analysis and revisions will take place during the school year.

Budget Implications:

- Purchase additional leveled sets of books to support history and science curriculum (Title I)
- Increase money for coaching opportunities to provide effective and immediate feedback (Title I)
- Train tutors using a scripted program to ensure students receive appropriate reading and math instruction (Title I)
- Collaborate with Literacy Lab for additional tutors in reading (Title I, state grant, and Cameron Foundation)
- Purchase Guided Reading books for all students (Title I)
- Acquire Guided Reading consultants to provide training for formative, small groups and provide coaching opportunities (Title I)
- Purchase materials to support Guided Reading, word study, writing and small group Math (Title I)
- Purchase Short Reads from Scholastic to support small group instruction (Title I)
- Purchase Words Their Way books to support phonics instruction (Title I)

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- Set aside money for stipends for additional training/courses (Title I)
- Purchase computer-based software to support differentiation (Title I)
- Purchase professional books to support coaching, Guided Reading, word study, writing, math, relationship building (Title I and local)
- Provide professional development to train teachers and instructional paraprofessionals (Title I and local)
- Purchase technology to use for small group instruction and train students on technology enhanced items (Title I and local)
- Provide supplements for lead teachers (local)
- Adhere to class size requirements for K - 3 (Title II)
- Purchase books to support literacy at home (Title I)
- Purchase items to support deeper learning (Title I and local)
- Provide additional supports through instructional coaches (local)
- Purchase materials, resources, and contracted services to offer support for Kindergarten students not meeting timely benchmarks, SPED, and EL students (Title I)
- Use PALS to assess students and quick checks for strategies (local)
- Purchase resources in Spanish to support EL parents (Title I)
- Provide translation for documents to support EL parents (Title I and Title III)
- Support watershed and other STEAM projects (Title I, Title IV, A)
- Purchase Flocabulary to support vocabulary, comprehension, and content (local)
- Support additional family workshops (Title I)
- Support social emotional skill streaming (Title I, Title IV-A, local)
- Support professional development (Title I, Title IV-A, local)
- Purchase alternative seating and bikes (Title IV-A)
- Purchase resources for math interventions (Title I)

Benchmark/Evaluation (or related Indistar® indicators (if applicable)): Weekly, data is reviewed and specific students' progress is discussed to modify interventions and remediation. Three times a year, STAR and PALS are administered. Daily, teachers take anecdotal notes using Guided Reading plans to determine next steps. CIP (Comprehensive Instructional Program) disaggregates data by achievement groups to better analyze progress of certain groups of students. Numeracy and VKRP are assessed to differentiate instruction for math. Screeners and formative assessments are used to modify interventions and small groups.

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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: Reform strategies are noted in detail on the school improvement plan.

Budget Implications:

- Purchase additional leveled sets of books to support history and science curriculum (Title I)
- Increase money for coaching opportunities to provide effective and immediate feedback (Title I)
- Train tutors using a scripted program to ensure students receive appropriate reading and math instruction (Title I)
- Collaborate with Literacy Lab for additional tutors in reading (Title I, state grant, and Cameron Foundation)
- Purchase Guided Reading books for all students (Title I)
- Acquire Guided Reading consultants to provide training for formative, small groups and provide coaching opportunities (Title I)
- Purchase materials to support Guided Reading, word study, writing and small group Math (Title I)
- Purchase Short Reads from Scholastic to support small group instruction (Title I)
- Purchase Words Their Way books to support phonics instruction (Title I)
- Set aside money for stipends for additional training/courses (Title I)
- Purchase computer-based software to support differentiation (Title I)
- Purchase professional books to support coaching, Guided Reading, word study, writing, math, relationship building (Title I and local)
- Provide professional development to train teachers and instructional paraprofessionals (Title I and local)
- Purchase technology to use for small group instruction and train students on technology enhanced items (Title I and local)
- Provide supplements for lead teachers (local)
- Adhere to class size requirements for K - 3 (Title II)

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- Purchase books to support literacy at home (Title I)
- Purchase items to support deeper learning (Title I and local)
- Provide additional supports through instructional coaches (local)
- Purchase materials, resources, and contracted services to offer support for Kindergarten students not meeting timely benchmarks, SPED, and EL students (Title I)
- Use PALS to assess students and quick checks for strategies (local)
- Purchase resources in Spanish to support EL parents (Title I)
- Provide translation for documents to support EL parents (Title I)
- Support watershed and other STEM projects (Title IV, A)
- Utilize Wilson Reading Program with SPED students (Title I)
- Support professional development for Wilson (Title I)
- Support family engagement for EL students (Title I, Title III)

Benchmark/Evaluation (or related Indistar® indicators (if applicable)): School improvement meetings are conducted monthly throughout the year. Teams of stakeholders analyze data and determine additional needs. Continuous revisions are noted on school improvement plans.

Component 3 §1114(b)(7)(ii):

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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: Reform strategies are noted in detail on the school improvement plan.

Budget Implications:

- Purchase additional leveled sets of books to support history and science curriculum (Title I)
- Increase money for coaching opportunities to provide effective and immediate feedback (Title I)
- Train tutors using a scripted program to ensure students receive appropriate reading and math instruction (Title I)
- Collaborate with Literacy Lab for additional tutors in reading (Title I, state grant, and Cameron Foundation)
- Purchase Guided Reading books for all students (Title I)
- Acquire Guided Reading consultants to provide training for formative, small groups and provide coaching opportunities (Title I)
- Purchase materials to support Guided Reading, word study, writing and small group Math (Title I)
- Purchase Short Reads from Scholastic to support small group instruction (Title I)
- Purchase Words Their Way books to support phonics instruction (Title I)
- Set aside money for stipends for additional training/courses (Title I)
- Purchase computer-based software to support differentiation (Title I)
- Purchase professional books to support coaching, Guided Reading, word study, writing, math, relationship building (Title I and local)
- Provide professional development to train teachers and instructional paraprofessionals (Title I and local)
- Purchase technology to use for small group instruction and train students on technology enhanced items (Title I and local)
- Provide supplements for lead teachers (local)

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- Adhere to class size requirements for K - 3 (Title II)
- Purchase books to support literacy at home (Title I)
- Purchase items to support deeper learning (Title I and local)
- Provide additional supports through instructional coaches (local)
- Purchase materials, resources, and contracted services to offer support for Kindergarten students not meeting timely benchmarks, SPED, and EL students (Title I)
- Use PALS to assess students and quick checks for strategies (local)
- Purchase resources in Spanish to support EL parents (Title I)
- Provide translation for documents to support EL parents (Title I)
- Support watershed and other STEM projects (Title IV, A)
- Support students through after-school tutoring (local)

Benchmark/Evaluation (or related Indistar® indicators (if applicable)): School improvement meetings are conducted monthly throughout the year. Teams of stakeholders analyze data and determine additional needs. Continuous revisions are noted on school improvement plans.

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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 those at risk of not meeting the 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 division will continue to develop Understanding by Design (UbD) units to align the written, taught, and tested curriculum in both content and cognitive level, facilitate students' use of higher level thinking skills through big ideas, and align suggested learning experiences, assessments, and resources for deeper student learning. For grade levels with "replaced" SOL tests, project based assessments will be written and incorporated into UbD. Rubrics will be used for scoring. Performance based learning activities may be placed in stage three of units to assist with deeper learning and improve skills outside the academic core areas. The division support five instructional coaches to support deeper learning. Oral language, research, and presentation are essential skills for exhibition of projects. Locally made assessments are used for benchmarks and lesson resources. The Comprehensive Instructional Program contracted using local money is used to disaggregate data by achievement groups. To further differentiate instruction, Guided Reading,

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small group Math, literacy stations, and other software is used. To support real-world applications and promote higher-level thinking, STEAM is incorporated into science and math lessons and resources are utilized from The Math and Science Innovation Center.

Grade level teams reflect on common formative assessments to adjust current Tier I instruction to close achievement gaps. To ensure teachers effectively assess students, Dupont will provide high-quality professional development. Effective questioning strategies that promote reflection and rigor will be a focus for 2018 and have been addressed with curriculum units. Common formative assessments will be created by teachers to consistently monitor students' strengths and weaknesses. Administrators will use SURN walk-throughs to provide prescriptive feedback to meet the needs of all students. During PLCs, teachers and administrators will analyze data and assign students to targeted interventions. After benchmark or unit tests, units will be scrutinized and revised to include only effective strategies. Curriculum units will be constantly revised based on student needs.

The division supports the inclusion model for the special education population. An education specialist, supported by division funds, tests special education students, provides modifications and accommodations, analyzes SPED data, and offers training to inclusion teachers.

To support Tier 2 students, strategic professional development for intervention, remediation, and enrichment will be offered to teachers. Fidelity of implementation checks for Tier 2 will be developed and implemented. Furthermore, student progress monitoring methods for each research-based intervention will be applied. Self-regulated strategy development and explicit instruction are approaches used to help students master skills and content. Using these, allows students to identify their need to learn a skill or set of skills, commit to learning them, engage in high-intensity practice with prescriptive feedback, graph their progress, and graduate on to applying that new knowledge outside of the intervention. Enrichment sessions are teacher-designed student experiences that are relevant to academics, workplace readiness, and timely student interests. Students share their learning through demonstrations and student products.

Stanford findings indicate that focusing on environmental education has positive outcomes for the following: environmental knowledge, academic achievement, critical thinking, civic engagement, and personal growth. Further positive impacts include an increase in self-esteem, character development, teamwork, and leadership skills. A focus on environmental education shifts the focus from individual needs to that of the community, bringing people together for a common goal. (N.M. Ardoine et al, 2012) "The most important thing environmental education provides for students is passion and interest in learning. Environmental education creates meaningful learning experiences and engages students in ways that help them grasp and retain new information more effectively than

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conventional curricula.” (Knapp, 2016) To continue to provide meaningful learning experiences, Title IV-A will support presentation/production resources including technology. Empowering students to investigate social change and incorporating deeper learning allows students to "demonstrate mastery." (Shaffer, 2017) In addition, Frank Moss claims, "Today's problems are more interconnected and intertwined than ever before and they can't possibly be solved in the academic or research 'silos' of the twentieth century. It is imperative that after students indicate the problem, they take time to research and problem-solve. "In summary, students learn more deeply when they can apply knowledge to real-world problems and take part in projects that require engagement and collaboration." (Boarron and Darling-Hammond, 2015)

Title I teachers, the reading specialist, and support staff provide assistance to Tier 2 and 3 students during small group instruction. To encourage teachers to use research-based strategies for Tier I, Title I teachers and the reading specialist will model lessons in the classrooms. Additional training on Guided Reading and math strategies will be offered for instructional assistants.

Tutors will assist students in Tier 3. A dedicated ESL teacher will provide targeted instruction to English Learners. Students' progress will be monitored by the Title I and Title III Coordinators. Additional progress monitoring will be done to support EL students and increase achievement in content areas. A division math specialist assists students in Tiers 1, 2, and 3.

All schools in the division participate in Positive Behavior Interventions and Supports (PBIS). The division level team consists of teachers and one administrator from each school, the Director of Assessment and School Improvement, and a liaison from TTAC. Strategies are tier based on the needs of students and designed to teach appropriate behavior. There is a set of expectations that all teachers use in the school. Teachers are trained on functions of behavior. During 2018-2019, there will be an increased emphasis on communicating with parents the value of positive behavior strategies.

To support the community, teachers at Dupont collectively met the United Way goal and will continue to support altruistic projects.

To hire teachers who are certified and endorsed in their assigned content area, administrators and teachers attend teaching job fairs throughout the school year. At the beginning of the year, Title I and II Coordinators check all licenses, record license information on a spreadsheet, and monitor as teachers are hired during the year. For teachers hired with provisional licenses, the Director of Personnel meets with teachers and develops action plans. Master schedules and rosters are monitored to ensure students are taught by teachers with the appropriate license based on their placement. Each school assigns mentors and Skills for Effective Teaching coaches to each

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new teacher. For the on-going growth of all teachers, Title I and local money supports professional development opportunities, book studies, and PLCs.

Counseling services are offered to support students as needed. The division employs two full-time and one part-time psychologists. Each elementary school has one guidance counselor that conducts monthly classroom visits. There will be an additional guidance counselor shared between the three elementary schools who will focus on mental health. Community volunteers mentor students. Academic teams (fantasy leagues) are utilized to motivate students in 4th grade.

Additional supports are given to students through Community Eligibility Meals Program, Summer Feeding Program, backpack meals each Friday, therapeutic day treatment providers, and special education related services.

Budget Implications:

- Use Title I money to support curriculum development of UbD units, PBAs and rubrics, and assessments (Title I)
- Purchase materials and professional books to support UbD, PLCs, SLTs, formative assessments, relationship building, and coaching (Title I, Title IV, A)
- Purchase resources to assist teachers with deeper learning (Title I)
- Support purchase of materials for intervention, remediation, and enrichment for Tiers 1, 2, and 3 (Title I)
- Provide training and materials to support Wilson/Fundations for reading (Title I)
- Increase funding to support EL growth (Title I, Title III)
- Set aside money for homeless and foster care students (Title I)
- Provide additional training for family engagement assistants to assist parents in understanding PBIS and effective instructional strategies to communicate to families (Title I)
- Secure coaching and resources for family engagement assistants and counselors to assist parents with behavior, academics, and career and college opportunities (Title I and local)
- Purchase family resources and leveled books to promote academics at home (Title I)
- Purchase professional development materials and books to train teachers (Title I)
- Set aside money to support teachers with additional endorsements for licensure (Title I and local)
- Set aside money for required testing for paraprofessional certification (Title I)
- Purchase technology hardware, software, and instructional materials (Title I and local)

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- Support additional stipends for math lead teachers and reading specialists to train teachers (Title I and local)
- Set aside money for travel when used for professional development and training (Title I and local)
- Provide transition program and resources to families (Title I and local)
- Offer supports for positive discipline strategies (local)
- Provide additional special education teachers (Title VI-B money)
- Support lead teacher stipends for content specific instruction, SPED, and technology (local)
- Support mental health of students through the purchase of materials, resources, and contracted services (Title IV, A)
- Set aside money for additional division-wide parent workshops to address bullying, mental health, attendance, and any other needed topic conveyed by parents (Title I)
- Provide healthy-living events for parents to support safe and healthy students (Title IV, A)
- Use contracted home outreach services to support families (Title IV, A)
- Support deeper learning and enrichment activities including coding, presentations, and other topics (Title I and Title IV, A)
- Provide supplements to teachers who coordinate healthy living, presentation (PBL), and watershed initiatives (Title IV, A)
- Support contracted services for trauma informed care and associated resources (Title IV, A)
- Purchase materials to support deeper learning (Title I, local)
- Purchase materials to support STEAM (Title I)
- Purchase materials for math workshops (Title I)

Benchmark/Evaluation (or related Indistar® indicators (if applicable)): Every six weeks, students are monitored and intervention/remediation charts are amended based on the needs of students. Quarterly, units are analyzed and modifications are made. Regular family engagement activities are planned and conducted based on student/parent needs and surveys. The instructional team offers supports as needed based on discipline, attendance, observation, and academic data. The Director of School Improvement and the Assistant Superintendent of Instruction meet with schools monthly to check progress of comprehensive needs assessments and school improvement plans.