

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

**Division Name:** Harrisonburg City Public Schools

**School Name:** Spotswood Elementary School

**Date:** 10/28/2016

**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](http://www.doe.virginia.gov/federal_programs/esea/index.shtml).

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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 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:**

Spotswood Elementary School is committed to helping all students achieve academic success. Spotswood did not meet the AMO objectives in English or math, but we were accredited for the school year of 2015-2016. One continued area of concern is the highly diverse nature of our student population. Spotswood's LEP population is 60%. In addition, our percentage of economically disadvantaged students is 89%. We are also concerned with the low passing rate of our Special Education, Hispanic and LEP student subgroups and have made these a focus group during the 2016 - 2017 school years. Many of our LEP students meet the qualifications for several SOL subgroups including: economically disadvantaged, Black, and Hispanic.

Our overall pass rate for the Reading SOL Test for 2015-16 was 63%. 59% of students identified as economically disadvantaged passed and 62% of our LEP students passed.

Our overall pass rate for the Math SOL Test for 2015-16 was 59%. 54% of students identified as economically disadvantaged passed and 54% of our LEP students passed.

Another assessment used at Spotswood Elementary School is the PALS (Phonological Awareness Literacy Screening). Teachers use this information for instructional planning, grouping, and monitoring student progress. The following data was collected from the PALS screening in the spring of 2016. In kindergarten, 93% of our students met the Spring PALS benchmark. In first grade, 68% of our students were met the Spring PALS benchmark. In second grade, 72% of our students met the spring PALS benchmark.

In addition to the SOLs and PALS, Spotswood Elementary School also gives informal assessments each nine weeks (Benchmark testing, running records, informal phonics inventory, fluency checks and/or PALS Quick checks) that measure progress in our core Language Arts program. Teachers work collaboratively during weekly grade-level meetings with an administrator, instructional coach and resource

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teachers analyzing assessment data.

The data is used to form classroom and instructional groups; to design lesson plans and activities; to select appropriate instructional materials; and to document individual progress reports to parents. Results from assessments give direction to administration and coaches for planning staff development.

**Budget Implications:** Reading Specialists are hired to help meet the needs of our students who need additional support with reading instruction.

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

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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:**

- Assessment results show that literacy is a major area of concern at all grade levels. We will need to continue to disaggregate the data in order to target the areas of instruction that will require additional planning for greater student achievement.
- Spotswood will continue to provide a minimum of 120 minutes of appropriate and differentiated daily literacy instruction.
- Spotswood will continue its commitment to the Core research based reading program in grades K-4.
- An emphasis will be placed on providing instruction using the Reading Diet focused on the stages of reading for each child in the 2016-17 school year to provide students the opportunity to “catch up” on missed skills or to provide enrichment activities for our above grade level students.
- We will continue to collect and analyze data to determine the effectiveness of literacy instruction and to facilitate decision-making regarding the best use of support personnel.
- For the school year 2016-17, all staff development activities will be related to the reading stages and the reading diet for each stage with more emphasis on writing and flexible small group reading. Due to our high ESL population, an emphasis on language acquisition and vocabulary instruction will be an important piece of daily instruction and professional development.
- Our Instructional Coach will continue to assist with data analysis, instructional planning, student grouping, and modeling best practices in differentiating instruction using the reading diet.
- Spotswood continues to use the Core research based reading program to ensure that it is appropriate for all learners. Alternative support for students who are not making progress and/or are more than 2 years below grade level has been implemented as part of our Tier II and III model to include flexible grouping, intervention plans, extra reading specialist support with the Leveled Literacy Intervention Program.
- The VGLA (Virginia Grade Level Alternate) assessment will be used for some of our ELL and SPED students, as appropriate.
- Spring 2016 SOL results will be analyzed to determine future implementation of our school improvement plan.

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<p><b>Budget Implications:</b> Reading Specialists are hired to help meet the needs of our students who need additional support with reading instruction. We would like to hire an additional reading intervention specialists to work with kindergarten and first grade students who could benefit from additional support above and beyond the support they receive with their classroom teacher and reading specialist.</p>
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<p><b>Benchmark/Evaluation (or related Indistar® indicators (if applicable):</b></p>
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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.

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**Narrative:**

Spotswood Elementary School collaborates with division staff, administration, teachers, and parents to create a literate community by providing systematic, explicit instruction in reading and mathematics.

Success of the schoolwide program will be determined by local, state, and national assessments. Title I funds will be used for funding teacher positions, purchasing supplemental research based reading materials, Parent Involvement, and purchasing alternative materials for students who are two levels below grade level in reading. The students who are identified as Tier 3 students will be placed in appropriate alternative reading programs. This will include flexible grouping, classroom and reading specialist intervention plans.

The following is a list of the methods that Spotswood Elementary School will utilize to ensure all students achieve academic success.

- Spotswood will continue to provide a minimum of 120 minutes of appropriate and differentiated daily literacy instruction.
- Spotswood will continue its commitment to the Core research based reading program in grades K-4.
- An emphasis will be placed on providing instruction using the Reading Diet focused on the stages of reading for each child in the 2016-17 school year to provide students the opportunity to “catch up” on missed skills or to provide enrichment activities for our above grade level students.
- School Correlate Teams will provide general direction to ensure coordination of services, parent involvement, staff development, and appropriate instructional activities for at-risk learners (all subgroups). Our instructional coaches at each school will lead this effort with the administration.
- Reading specialists, ESL, SPED and classroom teachers will review results of the WAPT, IPT and ACCESS Tests to determine eligibility for placement and to coordinate instructional programs within the school. Collaboration between these teachers drives instruction in all classrooms.
- All reading, ESL, SPED, resource teachers and classroom teachers will plan, collaborate and participate in parent involvement programs.
- The selection of books and materials for a diverse population of students with a wide range of instructional levels and interests will be guided by consultation with the classroom teachers and the school librarian.
- Flexible grouping and block scheduling will provide opportunities for student progression to higher level groups as needed.
- All students will receive 75 minutes of math instruction daily. In addition, to a 30 minute intervention and enrichment time. Students who need extra support with concepts will receive additional support and students who have mastered concepts will receive enrichment during this time.
- Consultation will be arranged as needed with the elementary guidance counselor, home school liaison, instructional coach, reading specialist, speech and language specialist, ESL teacher, special education teacher, and school nurse to coordinate program services and maximize program effectiveness.
- Reading specialists will participate in the Child Study/eligibility process and provide documentation as requested to support eligibility for referral and appropriate educational services. The Welcome Center will coordinate ESL assessments with all five

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elementary schools for registration and placement of students.

**Budget Implications:**

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



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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:**

- We will continue to provide staff development that will assist instructional staff, regular classroom teachers, reading teachers, ESL teachers, and Special Education teachers, in meeting the needs of diverse learners in the classroom using research based strategies;
- We will assist teachers who are not “highly qualified” with taking necessary coursework and/or pass the necessary assessments, as deemed appropriate by supervisory staff.
- We will train all staff to understand how to use our adopted Core research based reading program and Reading Stages and Reading Diet for each stage with support from Instructional Coach, Reading Specialists and classroom teacher mentoring.
- We will train teachers to differentiate curriculum in all subject areas with emphasis on the SIOP model and vocabulary development using explicit teaching techniques.
- We will continue professional development through District and School Wide Staff Development with emphasis on the SIOP

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model, flexible grouping, Reading Stages and reading diet, guided reading instruction, and literacy stations.

- We will continue to implement and train all staff with our Tiered Positive Behavior Intervention System, Morning Meetings, and cooperative learning activities, in addition to other strategies to build sense of community in the classroom to create an environment that is conducive to student learning.
- Our school counselor and mental health counselor will continue to support the social and emotional needs of our students. In addition we partner with the Big Brothers and Big Sisters club to provide mentoring services. This is all coordinated to improve our students' skills outside the academic subject areas

Professional development training will become an integral part of each teacher's professional experience. Through analyzing SOL data, annual needs assessments, and a survey of teacher needs, professional development expectations will be put in place to reflect what Harrisonburg City Public Schools envision as necessary competencies for all teachers to acquire in order to meet the needs of our diverse population.

The Technology Plan for the school division emphasizes training teachers to apply and integrate technology throughout the curriculum. Ongoing training will focus on using technology to improve instructional performance on the part of both students and teachers in the classroom.

SOL and Benchmark test results will be analyzed to determine if patterns exist based on student performance in a given content area or classroom. Principals and teachers calculate pass rates to determine if progress is realistic and evaluate use of instructional time, resources, and practices that would increase achievement.

Professional development training will include Vocabulary instruction practices, increasing comprehension knowledge and Cooperative Learning training. Workshops/training and classroom demonstrations will be given throughout the 2016-17 school years.

Professional growth we will:

- Continue to provide staff development that will assist instructional staff in meeting the needs of diverse learners in a classroom using research based strategies;
- Provide opportunities for teachers to apply technology in a context that focuses on instructional improvement in the classroom;
- Continue building expertise on the part of new teachers in literacy development, K-4, with applications of reading in the content areas including the use of "text sets".
- Provide research-based staff development for teachers and paraprofessionals.
- Provide training for all teachers on the most effective ways of working with at risk and ESL students in the classroom

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- Provide training for working with gifted learners.
- Provide professional training for Reading Specialists, SPED teachers and selected staff in effective research based reading strategies.

The Harrisonburg City school system prides itself in employing highly qualified teachers and staff. All Title I teachers are reading specialists with a Master's degree in reading. All paraprofessionals are highly qualified.

All licensed staff are on an evaluation cycle which depends on whether they are tenured or non-tenured teachers. Evaluations have been completed and copies sent to the Human Resources Department. Results of the evaluation indicate that teachers have needs in:

- Designing lessons which are differentiated to meet the needs of diverse learners such as ESL, SPED, Gifted, Marginal learners, etc., and build high level thinking, problem solving, and real world applications with emphasis on increase language proficiency and vocabulary development through structured academic classroom conversations.
- Effectively engaging students in learning by using a variety of instructional strategies in order to meet individual needs and maintains students in active learning. In addition, communicates the learning objectives to students and reinforces learning goals consistently throughout the lesson.
- Identifying and using strategies that actively involve the learner and promote learning on the part of all students.
- Uses resources, routines and procedures to provide a respectful, positive, safe, and student-centered environment that is conducive to learning. Maximizing instructional time by minimizing disruptions and working with students individually as well as in small group or whole group. Establishes a climate of trust and teamwork by being fair, caring, respectful , and enthusiastic.

The Language Arts Coordinator will communicate with regional and local coordinators for Head Start, migrant programs, special education, and preschool programs to review guidelines and explore potential collaboration of services and educational programs for eligible students and parents. Spotswood Elementary School currently does not house a Head Start or Virginia Preschool Initiative Programs. In the future when we house a Head Start classroom, the teacher will use the Creative Curriculum and follow the academic Blueprints. Students who will be enrolled in these programs will be eligible for speech and other special needs services. These students will be given opportunities to visit the kindergarten classrooms.

In March, rising kindergarten students register at the division welcome center for the fall of 2014. All children will receive a bag of literacy activities to be completed prior to entering school. These will include activities that work with letter recognition games, small motor skills work, and a few easy to read books. These activity bags will be available in English, Russian, Arabic, and Spanish.

There is one orientation scheduled for kindergarten parents and students. Orientation for entering kindergartners will be held the week prior to the beginning of school. Parents and their children will have experiences riding the bus, meeting the classroom and resource teachers as well as navigating their way around the school. Students are assessed using the KIDS screening.

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<b>Budget Implications:</b>
<b>Benchmark/Evaluation (or related Indistar® indicators (if applicable):</b>