School Name: Pine Spring Elementary
School Year: 2015-2016

Overview:

Schools receiving Title I, Part A grant funds and implementing schoolwide instructional models are required to develop schoolwide plans in accordance with Section 1114(b) of the *Elementary and Secondary Education Act* (ESEA), as amended in 2001. The ESEA requires ten components to be included in the schoolwide plan. Guidelines for schoolwide plan development include the following:

- The comprehensive plan shall be developed/reviewed annually, with adjustments made based on thorough evaluation of the effectiveness of previous plans;
- The plan shall 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 and technical assistance providers, shall be involved in the development of the plan;
- The plan shall be available to division personnel, parents, and the public; and
- Information in the plan shall be in an understandable, uniform format and, to the extent practicable, provided in a language that parents can understand.

The template that follows (beginning on page 2) provides a framework to house the schoolwide plan components. 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, with consideration for the expected evidence. Specific elements from the School Improvement Plan (SIP) may be referenced within the narrative as they relate to individual schoolwide components. The annual review of these components promotes continuous improvement and allows for the schoolwide plan to reflect the ongoing efforts to upgrade the entire educational program of the school.

Resources:

Copy of your school’s most recent Schoolwide Components: available by calling 571-423-4700

Sample schoolwide components and links to federal guidance: available under the “Schoolwide Components” heading on the FCPS Title I intranet site (http://fcpsnet.fcps.edu/is/titleI/index.html)

VDOE presentation on schoolwide programs and planning: available at http://www.doe.virginia.gov/federal_programs/esea/professional_dev/program_admin_annual_2011_requirements_implementation_of_title1_schoolwide_program.pdf
Schoolwide 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).

Expected 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 (described in Component 2).

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<tr>
<th>Narrative:</th>
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<tr>
<td>Spring 2015 SOL assessment results indicate that 17 of 18 NCLB subgroups met Annual Measureable Objectives (AMO) in Reading and Mathematics. The Students with Disabilities (SWD) subgroup did not meet the AMO in Reading. An analysis of local Developmental Reading Assessment (DRA) and Fountas and Pinnell Benchmark data indicates that 76% of our students in grades 1-6 made at least one year’s progress in reading. Therefore, we will continue to monitor literacy instruction in all grades with detailed attention to reading/writing instruction for our Economically disadvantaged, LEP students and SWD. Additional support in literacy instruction will be provided in all grade levels through proven strategies including Reading Recovery, LLI, and small group and 1:1 instruction. School wide support will be available for all teachers to build their understanding of effective practices to improve students’ literacy.</td>
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In math, grade level teams will administer common assessments quarterly to identify students performing below expected levels. Individual and small group interventions will be implemented to remediate the math skills of identified students.

See SIP for data and further analysis.

| Additional documentation attached/linked (if applicable): | See SIP |
| Related Indistar® indicators (if applicable): |

| Title I feedback to school: | 11/23/15 (TZJ) Complete. Evidence of a variety of information gathering techniques; summary of data analysis included for reading and mathematics. |
Schoolwide 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.

Expected Evidence: Scientifically-based research strategies based on identified needs (described in Component 1) and designed to raise the achievement level of all students on content standards, addressing strategies to strengthen the core academic program, improve the quality of learning time, and meet the needs of underserved and at-risk populations. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:
Schedule a daily two-hour language arts block (minimum).
Schedule a daily one-hour mathematics instructional block (minimum).
Title I reading specialists and math resource teachers provide supplemental language arts and mathematics instruction. (small group intervention such as LLI or Math Recovery, teacher support mentoring- co-planning, co-teaching, and modeling best practices)
Reading Recovery® for first grade students
Before and After School Intervention program
EIRI & KLAP interventions for K students
Bobcat intervention time implemented at all grade levels to support struggling students
Reading assessments of all students in grades K-6 three times per year to monitor progress towards a minimum of one year’s growth in reading.
All strategies are continually evaluated for effectiveness and adjusted as needed.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 11/23/15 (TZJ) Complete. Evidence of research-based strategies to strengthen the core program, enhance learning time, and meet the needs of at-risk populations. Reform strategies are evaluated.
Schoolwide Component 3 - §1114(b)(1)(C): Instruction by highly qualified teachers.

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

Narrative:
VDOE School Report Card pg. 16 confirms that in School Year 2015-2016 all teachers of core academic classes at Pine Spring were taught by teachers who meet the federal definition of "Highly Qualified." Newly hired teachers will meet the "highly qualified" requirements. Ongoing professional development is in place to increase the quality of instruction. Pine Spring engages in strategic efforts to retain high quality staff who understand and can meet the needs of all our students. The school leadership team creates a culture of open communication, regularly inviting staff to provide feedback and input into school and team decisions as a way to maintain active engagement in building and maintaining positive school climate and working conditions. New teachers are provided with the Great Beginnings induction program to assist them in their transition to the classroom. Ongoing professional development and teacher mentoring is in place to increase and sustain the best quality of instruction and provide new and veteran teachers the support system they need. Additionally, new teachers have access to coaching and a variety of professional development opportunities.

As of July 1, 2015, 100 percent of instructional paraprofessionals serving within the Title I funded program meet highly qualified expectations in accordance with the Elementary and Secondary Education Act (ESEA) of 2001.

Additional documentation attached/linkedin (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 11/23/2015 (TZJ) Complete. Schoolwide Component 3 has been addressed with specific description of efforts to retain highly qualified staff to meet the needs of underserved and at-risk student populations.
Schoolwide 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.

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

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<td>Weekly participation in Collaborative Learning Team (CLT) meetings.</td>
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<td>Language Arts and Math specialists provide ongoing training on instructional best practices.</td>
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<td>Peer Coaching</td>
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<td>Teacher Mentoring Program</td>
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<td>School Based Technology Specialist provides monthly training for staff.</td>
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<td>Funding is available for conference registration and substitutes for grade level teams.</td>
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<td>Teachers participate in FCPS conferences</td>
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<td>Teachers are supported as they apply for professional development grants.</td>
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<tr>
<td>All teachers are participating in division-wide professional development.</td>
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<td>Academy Courses</td>
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| **Additional documentation attached/linked (if applicable):** |
| **Related Indistar® indicators (if applicable):** |
| **Title I feedback to school:** 11/23/15 (TZJ) Complete. Evidence of ongoing professional development and planning at division and school levels. |
Schoolwide Component 5 - §1114(b)(1)(E): Strategies to attract high-quality highly qualified teachers to high-needs schools.

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

**Narrative:**
Pine Spring Elementary collaborates with George Mason University as a training site for the Professional Development School. PSES staff serve as Clinical Faculty, providing supervision and instruction to the interns. Interns complete field observations and consult with supervising teachers. Additionally, teachers newly hired are provided with the opportunity to attend the Great Beginnings induction program to assist them in their transition to the classroom. Ongoing professional development and teacher mentoring is in place to increase and sustain the best quality of instruction and provide new and veteran teachers the support system they need to continue at Pine Spring ES. Additionally, new teachers have access to coaching and professional learning related to specific core instructional practices, including assessment training.

**Additional documentation attached/link (if applicable):**

**Related Indistar® indicators (if applicable):**

**Title I feedback to school:** 11/23/15 (TZJ) Complete. Evidence of efforts to recruit highly qualified staff through an ongoing partnership with George Mason University.
Schoolwide Component 6 - §1114(b)(1)(F): Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

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

Narrative:

Pine Spring offers a number of opportunities for parents to become actively involved in their children’s education and they are vital contributors to our school’s success. Parents serve as our Title I district Advisory Council and review and contribute to our School-Home Compact and Family Involvement Policy. There are a variety of family involvement activities scheduled throughout the academic year, including Open House, Back to School Night, International Night, grade level literacy nights, parent coffees, family dances, game night, and Family Reading Night. Our monthly PTA meetings are accessible to Spanish speaking parents due to the provision of a language translator and the use of an interpreter headset/headphone system. Two parent liaisons ensure that our parents always have access to professionals who are fluent in both English and Spanish. They help parents communicate with teachers and administrators and to navigate the sometimes unfamiliar world of school. Our liaisons collaborate with the FCPS Family and School Partnerships Office to create and provide enrichment opportunities and educational programs such as the Early Literacy Program, the Family Literacy Program, English language classes, leadership training, and volunteer service.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 11/23/15 (TZJ) Complete. Evidence of parent/community involvement including participation in developing the School Home Compact and Family Engagement Policy.
Schoolwide 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.

Expected 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:
Pine Spring FECEP, Preschool, and Kindergarten teams work collaboratively to ensure a smooth transition for our preschool students to kindergarten. Preschool teachers make placement recommendations for their students and monitor their transition progress. Parent Liaisons reach out to our preschool families through our Parent Center and Early Literacy Parent Program. Preschool families are encouraged to participate in all school events, including Family Reading Night, parent meetings, PTA activities and Kindergarten Orientation. Preschool classes participate in weekly visits to the Library and receive books through our annual Book Bonanza.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Schoolwide 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 improve—the achievement of individual students and the overall instructional program.

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<tr>
<td>Pine Spring teams use data from common assessments to help pinpoint student needs and plan instruction. Teachers meet weekly in grade level CLT meetings to unpack standards, plan lessons, design assessments, analyze results, and develop interventions. Teachers engage in meaningful professional dialogue to discuss best practices, allocation of resources, and strategize intervention strategies during Bobcat Time. Quarterly Data Dialogue Days are held to review common assessment data, identify students in need of intervention, and plan for interventions.</td>
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| Additional documentation attached/linked (if applicable):                                     |
| Related Indistar® indicators (if applicable):                                                 |
Schoolwide 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.

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

Narrative:
Pine Spring continues its implementation of Responsive Intervention. This process is designed to ensure that at-risk students and those experiencing difficulty in school receive the help they need. RI is also a mechanism for assessing past performance, selecting, implementing, and monitoring new interventions and determining which staff members will be responsible for delivering them. Instructional specialists (Math, Language Arts, ESOL, and Special Education) provide focused instruction and consultation based on the needs of each child. Student progress is monitored three times per year through the RI process. Academic interventions offered at Pine Spring are numerous. Literacy strategies include EIRI and K.L.A.P. in Kindergarten, Reading Recovery in 1st grade, LLI in grades 2-6, and small group intervention through Bobcat Time. Math strategies include Math Recovery and small group intervention through Bobcat Time. In the summer of 2015, approximately 70 students participated in the Summer Extended Learning Time program focusing on Literacy and Math intervention. Rising 1st through 6th grade students attended the 3 week program in small group settings of 14 students.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 11/23/15 (TZJ) Complete. Evidence of intervention and extended learning opportunities for students who have been identified at needing additional supports.
**Schoolwide 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: | Pine Spring provides a number of federal, state, and local programs designed to support student learning, including:  
|            | Head Start/FECEP  
|            | Special Education  
|            | Advanced Academics  
|            | English for Speakers of Other Languages  
|            | Family-School-Community-Partnership  
|            | Parent Teacher Association  
| Additional documentation attached/linked (if applicable): |  
| Related Indistar® indicators (if applicable): |  
| **Title I feedback to school:** | 11/23/15 (TZJ) Complete. Evidence of coordinated programs across the school system and community. |