

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

Division Name: Fairfax County Public Schools

School Name: Providence ES

Date: October 27, 2017

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 has been

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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.

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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.

Multiple Stakeholders:

During the spring, summer, and through the first month of the school year, lead teachers in grades K - 6, resource teachers, and school administrators at Providence ES were involved in a systematic data analysis and needs assessment. We examined data at the whole school level, grade level, and subgroup levels, reviewed our strengths and areas that require growth for the 2017-18 school year. We shared data and needs with our community during the first contract week of school, and reviewed final goals and recommendations with the school staff in early October. We also publish our plan yearly and invite parent input concerning our school needs and areas of growth.

Summary of data analysis including a variety of data sources:

In reading, while we exceeded state and federal benchmarks for all students and showed growth in some subgroups, our DRA2 data showed a significant need for improvement for students who have not made end of year benchmarks. The Spring 2017 DRA2 results show 53% of the students who started the school year below grade level made one year's growth in reading. We have identified the need to utilize our weekly and quarterly CTs to identify, monitor and plan for students based on a multi-tiered system of support. We utilize an intensive reading instruction structure for students who are moderately below grade level, and within this structure, students have demonstrated success in closing the gap and in their ability to carry on with more traditional instruction once they return to class.

For mathematics, while we exceeded state and federal benchmarks for all students and showed growth in most subgroups, our SOL and in-house data shows a significant need for improvement for our students with disabilities. Spring 2017 SOL assessment results show a 13% point drop in these students' scores from last year. We have identified the need to strengthen the collaborative approach to teaching our students with disabilities, and to build students' resilience and risk taking as problem-solvers to give them the skills necessary for tackling multi-step problems and problems without a clear approach to reach the solution. Additionally, a need was identified to enhance students' ability to explain their mathematical thinking. We will continue to use a math workshop model with a focus on interventions that support foundational math skills needed for students with disabilities.

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Specific Goals:

Based on the reading and mathematics data above, Providence Elementary has set the following Specific, Measurable, Attainable, Results-oriented, Time-bound and Rigorous (SMARTR) goals for student growth and performance.

Closing the Gap:

By June 2018, 35% of students with disabilities will pass the Mathematics SOL test, reflecting a four percentage point increase.

By June 2018, the gap between students with disabilities and all students will decrease by at least 5% on the Mathematics SOL test when compared to gaps from 2017 SOL scores.

Raising the Bar:

By June 2018, 80% of all students will make one year's growth in reading, as measured by the DRA2 and/or the DRA2 PM.

The June 2018, SOL Reading performance of all students in grades 3 to 6 in all demographic groups will increase. An increase is defined as a reduction in the failure rate by at least 10% until the overall pass rate for each group is at least 80%.

Budget Implications:

Title I funding will be allocated to the following: 1.7 reading resource teachers and 1 math resource teacher, who will assist our instructional coach in leading weekly collaborative team meetings, as well as quarterly data dialogue and curriculum planning meetings with classroom teachers and resource teachers. We will also hire a .4 resource position to work directly with small student groups in reading and math instruction.

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: Providence ES is a large, diverse school with many students living in poverty. We believe that every student deserves the opportunity to be challenged academically and supported socially, and should be given the chance to think critically and creatively. During the 2016-17 school year, our students for whom English is not the first language showed improvement in both reading and math. We believe with a focused effort, the same improvements are within reach for our students with

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disabilities and our students living in poverty.

Increase student achievement in underperforming subgroups: *While a particular focus for us this year will be students with disabilities, the research-based strategies we will use will benefit all students.*

Mathematics: Based on the data analysis above, the following practices were identified as ones that would strengthen student achievement in mathematics.

- Math Workshop: Differentiated Math Workshop will provide students the opportunity to practice math skills at their current level of understanding while expecting them to deepen their level of understanding. This model puts students at the center of the instruction, and gives them ample time to problem solve, learn with their peers and be deeply engaged in learning math concepts.
- Collaborative Practices in Mathematics: All grade level teams will:
 - Use the Backwards Design model in Collaborative Teams (CTs) to map curriculum, unpack standards for instruction, develop common assessments, and design lessons;
 - Plan common mathematics lessons in a consistent format based on the FCPS Curriculum Framework;
 - Analyze common assessments using the PLC Four Essential Questions to plan intervention and enrichment for students, by name and by need, based on this analysis;
 - Implement a weekly mathematics CT meeting and quarterly planning meeting at each grade level;
 - Use grade level common assessments including the Mathematical Reasoning Assessment (MRA) in grades K-2, assessments included on the division's Horizon assessment system, released SOL assessment items, exit tickets, end of unit assessments, iReady Screener and teacher observation to monitor student progress and effectiveness of instruction; and
 - Use division resources within the electronic Curriculum Framework, including pacing guides, resources and assessments. Assessment Resource Tool (eCART), including pacing guides, extended scope and sequence, and print resources.
- Mathematics Intervention: Continue oversight of math interventions by the RI Team in conjunction with grade level teams using the Kid Talk 2.0 protocol. Teachers will utilize a protocol to guide and document Responsive Instruction. This ten-minute protocol will require grade-level teams to collaborate to identify a specific skill that students find challenging. The teams will then determine an appropriate intervention, identify who is responsible for the intervention, when it will take place, how it will be monitored, and when the follow up discussion will take place to assess student learning and make plans for next steps. Finally, teams will determine if a new skill and/or intervention needs to be targeted. The instructional coach, resource teachers and administrators will work together to support this process.
- Mathematics Professional Development: Providence Elementary will implement the following professional development approaches for mathematics:
 - Based on areas for growth determined by grade level teams, the instructional coach and Title I Math Resource Teacher will lead grade level CTs in reading relevant articles and doing the math together to help build mathematics conceptual understanding and to develop lessons that are meaningful, purposeful and engaging for students.
 - Grade K – 2 general education teachers, EL teachers and Special Education teachers will be trained in Math Recovery to allow them to assess students, determine specific deficits and how to support students.
 - Special Education teachers will be attending trainings of different intervention programs to support Tier 2 and Tier 3 interventions such as

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VMATH.

Literacy: Based on the data analysis above, the following practices were identified as ones that would strengthen student achievement in literacy.

- Vocabulary and Strategy Development: Lessons will be designed to scaffold language and incorporate explicit student-friendly content vocabulary so that all students can access the key understandings and vocabulary prior to the unit of study. Evidence of lesson design will be lesson plans, collaborative team meeting agendas and discussions of lessons as well as classroom observations. T
- Collaborative Practices in Literacy: All grade level teams will:
 - Focus on language arts instruction during a weekly CT meeting;
 - Develop and use grade level common assessments that consist of assessments from the division Horizon assessment system, released SOL assessment items, iReady screener, DRA WA, DRA2, DRA2 PM, exit tickets, and/or teacher observations such as running records and anecdotal notes to monitor student progress and effectiveness of instruction;
 - Use division resources within the Curriculum Framework, including pacing guides, resources and assessments
 - Utilize support from the instructional coach and reading teachers to improve language arts instruction and to facilitate CT work; and
 - Continue and deepen current practices by CTs in analysis of data to determine each student's strengths and needs to inform instructional practices.
- Literacy Intervention: Students in grade K-6 will be identified for reading intervention based on the DRA2 and/or DRA2 PM, classroom observation, formative assessments, and other division assessment information. Reading interventions will include our Reading Intensive Care Unit (RICU), small pull out groups, and individual instruction.
- Literacy Professional Development: Providence Elementary will implement the following professional development approaches for literacy:
 - Professional development will be provided by Reading teachers quarterly, focusing on the steps of implementing guided reading and implementation of strong focus lessons to meet the needs of all students.
 - Classroom teachers will continue staff development during weekly Collaborative Team meetings, facilitated by the Reading teachers, focusing on components of literacy instruction included in Jan Richardson theory and practice.
 - Professional development sessions will continue to support schoolwide implementation of writing workshop model.
 - Collaborative Teams will have a professional development focus that supports individual team needs. Examples may include: New teacher training on using and analyzing running records, guided reading training, and Reading and Writing Workshops.
 - Ongoing professional development will be provided by the ESOL team and reading specialist for staff on meeting the needs of English learners.

Methods to evaluate effectiveness:

- Student achievement will be closely monitored in all subject areas in a variety of ways including but not limited to exit tickets, formative assessments, division assessments, DRA2, and rubrics. This data will be analyzed regularly in CTs to guide instructional decisions.
- Grade level teams will document the work done in CTs to strengthen Tier 1 instruction including unpacking content, lesson plans, creation of assessments, and an analysis of assessment data.

Budget Implications: Title I funding will be allocated to the following: 1.7 reading resource teachers and 1 math resource teacher, who will assist our instructional coach in leading weekly collaborative team meetings, as well as quarterly data dialogue and curriculum planning meetings with classroom teachers and resource teachers.

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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.

Instructional Practice:

- Number Talks: Number Talks promote number sense, mental math, communication, and a variety of math strategies for students at grades K-6
- Number Sense: Teachers will implement a daily Number Sense routine in primary grades for students to strengthen their counting skills
- Organizing and conducting parent workshops in reading by grade level teams and reading resource teachers to share strategies and materials with parents to enable support of students at home.
- Supplemental Reading Teacher: An additional reading teacher will collaborate with the instructional coach and current reading teacher to provide professional learning for teachers during grade level CT meetings.
- Professional Development: Providence Elementary will implement the following professional development approaches for strengthening instructional practices to achieve these strategies:
 - Facilitation training for grade level team leaders to further develop the effectiveness of Collaborative Teams.
 - Number Talks after-school special will be hosted at the school, with teachers in grades 2-4 especially encouraged to attend.
 - Coaching and CT professional development support in instructional strategies by the supplemental reading teacher.

Amount and Quality of Learning Time:

- After School Intervention Program: An after school intervention program will be provided for students in grades 3-6 who are at risk for failing the math SOL. This program will help students build math concepts and learn to demonstrate their knowledge on standardized tests.
- Summer Extended Learning Time: We will provide a two-week summer school to focus on preventing “summer slide,” with an additional focus on critical and creative thinking skills,
- Math Intervention: Students in kindergarten through second grade will be identified for mathematics intervention based on the Math Recovery assessment. Interventions will be provided by the Title I Math Resource teacher and a general education instructional assistant.
- Professional Development: Providence Elementary will implement the following professional development approaches for improving the quality of learning time to achieve these strategies:
 - Training in VMATH for Special Education teachers.
 - CT will focus at least once monthly on pacing and application of the daily instructional block for literacy, mathematics, and science.

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Enriching and Accelerating Student Learning:

- **Rigorous Tasks:** Use of performance-based tasks that are rich in higher level mathematics will allow students opportunities to practice problem solving, critical thinking, reasoning, and communication skills.
- **Supplemental Advanced Academics Resource Teacher Support:** Extending time for the Advanced Academics Resource Teacher (AART) to full time will allow this individual to more consistently share resources and work collaboratively with grade level teams to support high expectations and use of higher order Bloom's questioning. The AART will also support students directly by working in small groups for identified students and in whole group critical and creative thinking lessons.
- **Professional Development:** Providence Elementary will implement the following professional development approaches for enriching and accelerating student learning to achieve these strategies:
 - Coaching from the AART and endorsed AAP teachers in applying rigorous tasks and higher order questions.
 - Teachers will gain a deeper understanding of the AAP curriculum through in-house and county sponsored trainings, in order to teach a strategy / lesson.
 - AART and AAP Implementation Team (math, STEAM, endorsed AAP teachers) provides opportunities to learn lessons/strategies connected to curriculum.
 - Professional development at Collaborative Team and quarterly planning meetings will focus occasionally on higher order questioning and thinking skills, with strategies and resources for teachers.

Methods for evaluating effectiveness:

- Student growth will be measured based on the Portrait of a Graduate Critical and Creative Thinking Rubric.
- Grade level teams will evaluate and share their learning of the different lessons/strategies from the AAP curriculum to reflect on student progress
- Student achievement will be closely monitored in all subject areas in a variety of ways including but not limited to exit tickets, formative assessments, division assessments, DRA2, and student interviews. This data will be analyzed regularly in CTs to guide instructional decisions.
- Grade level teams will document the work done in CTs to strengthen Tier 1 instruction including unpacking content, lesson plans, creation of assessments, and an analysis of assessment data.

Budget Implications:

Title I funding will be used to support Title I Math and Literacy Resource teacher positions that will support professional learning, CT development and model effective pedagogical strategies for teachers.

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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:

Social, Emotional, and Mental Health:

- Business and Faith-Based Partnerships: Providence Elementary will receive continued support from community business partners and faith-based groups for economically disadvantaged students. These partners will help by supplying backpacks and school supplies each fall and during the holiday season. These partners will also provide resources for families who are in need of supplies to support learning, and provide nutritional food for students through the weekend food program. The parent liaison, school counselors, and social worker will work closely with the business to provide a strong school-family connection.
- Professional Development : Providence Elementary will implement the following professional development approaches for building flexibility and resilience to achieve these strategies:
 - Trauma-informed supervisor training for school administrators.
 - A workshop on cultural proficiency, provided in the fall, to bring additional awareness to communication and concerns that might arise based on our preconceived beliefs and possible biases.

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Behavior and Goal-Directed Learning:

- Progressive Ongoing Feedback: Teachers will continue to provide parents with feedback on their students' behavioral and social progress through various modes of communication including home visits, phone calls, conferences, and weekly emails home. Student progress reports will continue to be sent home quarterly to document students' growth.
- Professional Development: Providence Elementary implemented a Responsive Classroom refresher training for all staff professional development approaches for establishing positive, productive classroom culture to achieve these strategies:

School Readiness and Transitions:

- Bridge to Kindergarten: A two-week extended orientation program will be offered to all rising kindergarten students so that they can be better prepared for the transition to kindergarten. Through this program, students will begin to form relationships with school staff and peers, as well as learn the classroom routines and expectations. This will also provide an opportunity to assess student readiness levels so that students in need of intervention are identified early.
- Special Education Preschool and Head Start Transition: Preschool students who are in special education classes in the division will be observed by a Providence ES special education teacher prior to the transition from preschool to kindergarten. Providence ES kindergarten teachers will visit Head Start classes serving rising kindergarten students and discuss each student's strengths and needs with the Head Start teachers.
- Kindergarten Orientation: Kindergarten Orientation will be held in May for the parents and students. Parents will receive information about the kindergarten curriculum and ways to develop kindergarten readiness. Children will visit kindergarten classrooms, and literacy and numeracy skills will be assessed. Families will receive kindergarten readiness materials translated into multiple home languages.
We will also host multiple other opportunities for students and their families to visit our school and meet classmates, teachers, and administrative staff in the months before the start of school. These will include a kindergarten safari in our courtyard, meet and greets, and a school tour.

Methods to evaluate effectiveness:

School administrators will work with the kindergarten team to measure the effectiveness of Bridge to K on the students who attended, and work to design changes for the summer ahead.

Budget Implications:

Title I funds will be used to support additional hours for our parent liaison to support family connections and meetings explaining potential literacy practices at home.