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).

Narrative:
Providence Elementary staff members’ primary purpose is to ensure high levels of learning for all students as well as adults. The most promising strategy for fulfilling this purpose is to develop the staff’s capacity to function as a Professional Learning Community (PLC). In order to bring our purpose to life, the entire staff at Providence Elementary works together to clarify the following four PLC Critical Questions of Learning:

1. What is it we want our students to know? What knowledge, skills, and dispositions must all students at Providence Elementary acquire as a result of the grade level, subject, and unit we are about to teach? What systems have we put into place to ensure we are providing every student with access to a guaranteed and viable curriculum, regardless of the teacher to whom that student might be assigned?
2. How will we know if our students are learning? How can we check for understanding on an ongoing basis in our individual classrooms? How will we gather evidence of each student’s learning as a team? What criteria will we establish to assess the quality of student work? How can we be certain we apply the criteria consistently?
3. How will we respond when students do not learn? What steps can we put in place to provide students who struggle additional time and support for learning in a way that is timely, directive, and systematic rather than invitational and random? How can we provide students with multiple opportunities to demonstrate their learning?
4. How will we enrich and extend the learning for students who are proficient? How can we differentiate instruction so that the needs of all students are being met without relying on rigid tracking?

To ensure that these critical questions of learning are consistently being addressed, Providence staff will be organized into meaningful collaborative teams who will work interdependently to achieve a common goal for which each member is mutually accountable. Through the schoolwide plan, the planning team will further seek to satisfy the following questions:

• How can a schoolwide program improve student achievement?
• What adaptations need to be implemented in the classroom with instruction and assessments to reach the desired levels of student achievement?
• What supplemental, research-based resources can be put into practice to bring about student learning and student achievement?
• How can we strengthen Providence Elementary School’s core programs through the building of staff members’ capacity?
• How can we increase family engagement, especially among our non-English speaking community?

The SOL mathematics tests during the 2013-2014 school year indicate an achievement gap between white students and all other subgroups. Further analysis revealed a need to focus on mathematics achievement with all subgroups. Providence Elementary had 2 classes of 6th graders who participated in the 7th Grade Math SOL test because of their participation in our
advanced math program. They were all successful, but their scores are not reported here. Pass rates were higher for 5th and 6th than they were for 3rd and 4th, prompting a need for more intensive math intervention in the primary grades. As noted above, scores indicate a need to focus on mathematics achievement as a school, especially in the area or problem solving.

The SOL reading tests during the 2013-2014 school year indicate an achievement gap between white students and all other subgroups. Similar to math, the upper grades (5th & 6th) passed at a higher rate than 3rd & 4th grades. This indicates that there is a need for more intensive reading intervention in the primary grades as well as a need for explicit instruction on test-taking skills for students, especially 3rd graders who are having their first exposure to SOL-style testing. Plans have been enacted that support teams in unpacking SOL standards, creating better common assessments, providing test wisdom practice, and using a balanced literacy approach to language arts instruction.

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<tr>
<th>Additional documentation attached/link (if applicable):</th>
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<tr>
<td>Related Indistar® indicators (if applicable):</td>
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<tr>
<td>Title I feedback to school: 11/26/2014 (TZJ) Complete. Evidence of multiple stakeholders and variety of information gathering techniques; summary of data analysis included.</td>
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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:**
Focus Area: Providence Elementary School’s vision recognizes the fundamental purpose of the school is to ensure high levels of learning for all, students and adults, while targeting students who need additional academic support. Through a collaborative process, the school staff continues to identify areas of need and allocate resources to areas that have the greatest impact on student learning. Guided instruction in reading and mathematics provides a framework to organize what is already known about effective instruction. This framework involves small group instruction designed to provide differentiated teaching that supports students in developing reading and mathematical proficiency. After assessments are given to determine students’ strengths and needs, students are grouped for meaningful, targeted instruction.

Providence staff developed SMART goals as a tool to provide purpose for weekly team planning and data analysis. Teams monitor student progress daily, and teachers formally meet with all stakeholders on a quarterly basis in order to create individual student learning plans for intervention and extension. During these meetings teams also monitor and adjust intervention and enrichment plans as students meet or do not meet the goals set for them.

Providence staff will implement the following strategies in order to increase student learning and achievement.
- Schedule a daily reading workshop and writing workshop.
- Schedule a daily, protected sixty minute mathematics block.
- Ensure common planning time weekly for grade level teams for both reading and math planning.
- Provide support from reading and mathematics specialists during team planning with every grade-level team (weekly for grades K-6)
• Ensure specialists for ESOL, special education, Advanced Academics, School Based Technology, and the content areas attend the planning meetings with the teams they support when appropriate.

• Ensure intervention time is built into the master schedule during the language arts and mathematics instructional blocks.

• Allocate additional time for teams to have data discussions immediately following high stakes assessments such as DRA2 or quarterly division Horizon assessments so a plan can be created for meeting student needs.

• Continue to implement the LEARN (Link, Engage and Educate, Active Learning, Reflect, Now and Then) lesson plan for mathematics and/or a Reading & Writing Workshop model in language arts by all teachers K-6 in all content areas to employ effective student-centered engagement that will enhance student learning.

• Regularly map team curriculum plans, unpack standards for instruction, frame lessons using the LEARN model, and develop common assessments.

• Gather data to inform instruction and evaluate student learning in mathematics and reading using grade level common assessments, the Mathematical Reasoning Assessment (MRA) in grades K-2, the Developmental Reading Assessment (DRA2) in grades K-6, released Standards of Learning assessments, teacher-developed common assessments, and teacher observations.

• Continue to implement an “Early Learning Lab” (a safe and engaging before-school learning environment to support targeted students not making grade level expectations in mathematics and reading).

• Design and offer a Summer Extended Learning Time (SELT) program to improve student achievement of identified students needing additional instruction in mathematics and language arts.

• Use One Note for all teams to organize and store team norms, student data, meeting agendas, common assessments, lesson plans, and all resources used.

• Offer a Summer Enrichment Program to 20-30 “Young Scholars,” minority or special needs students who have been identified as needing enrichment.

• Participate in the division’s LIFT Summer Reading Program for rising 3rd-6th grade students to receive books during the summer and correspond with a teacher about what they are reading periodically throughout the summer.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 11/26/14 (TZJ) Complete. Evidence of research-based strategies to strengthen the core program, enhance learning time, and meet the needs of at-risk populations.
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:
Providence ES engages in strategic efforts to retain high quality staff who understand and can meet the needs of all of our students. As noted in the system-wide, bi-annual working conditions survey, Providence consistently ranks significantly higher than the rest of the system in staff members' perception regarding school leadership, professionalism, and positive culture. Administration makes concerted efforts to challenge staff teachers appropriately with professional development opportunities, a clear vision, and consistent support.

Teams are given guidance and feedback on how to function collaboratively. Individual teachers submit annual goals and conferences are held with administration to help measure work toward goals. In-house professional development is created based on student performance data and teachers' expressed needs. New teachers participate in the school systems' Great Beginnings (induction program) and in Providence's mentor program. Teachers are given the opportunity to lead existing programs or teams or to start new ones.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 11/26/14 TZJ Complete. Evidence of efforts to retain HQ staff.
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.

Narrative:
Focus Area: In recent years, Providence Elementary School has invested time into getting all teachers trained to specific instructional programs and practices. In the 2013-14 school year, K-2nd grade teams used Jan Richardson’s “Next Steps in Guided Reading” program. Since the 2012 school year, teachers in 3rd-6th have taken FCPS courses, Balanced Literacy, Next Steps in Balanced Literacy, & Writers’ Craft. All staff have completed various levels of “Patterns of Thinking” training (a methodology to teach general thinking skills). To honor the cycle of continuous improvement, ongoing learning and refinement will always be a focus.

The purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions needed to help students perform at high levels. Staff development needs to be relevant, embedded, measurable, and sustained. Learning by Doing states that building shared knowledge enables team members to develop new skills and capabilities that, in turn, lead to fundamental shifts in attitudes, beliefs, and habits that, over time, will transform the culture of the school (DuFour, 2010). Providence staff followed this strategic and focused plan for 2014-2015.

• Opportunities will be provided to all staff in order to implement research-based strategies needed to develop English language proficiency in all language domains: speaking, listening, reading, and writing for Limited English Proficiency (LEP) students. Providence ESOL and Title I teachers developed a professional development course for their colleagues.
• The mathematics specialists provided ongoing, job embedded professional development through coaching, mentoring, and facilitating collaborative team meetings. All teams will meet weekly with the math specialists for planning, common assessment creation, data analysis and/or the learning and sharing of practices.
• The reading specialists provided ongoing, job embedded professional development through coaching, mentoring, and facilitating collaborative team meetings. All teams will meet weekly with the reading specialists for planning, common assessment creation, data analysis and/or the learning and sharing of practices.
• The master schedule allows for weekly grade level team meetings focused on both mathematics and literacy facilitated by the mathematics and reading specialists. Additionally, the schedule will be built to ensure that no team is without a specialist in both reading and math who will be embedded during their subject and will be free to facilitate planning meetings.
• Teacher teams have the opportunity to observe and learn from Providence colleagues and colleagues at other schools on an “as needed” basis.
• Instructional staff have opportunities to participate in division staff development opportunities including cluster mathematics vertical articulation meetings and trainings, Academy courses, and After-School Specials sponsored by the Elementary Language Arts and Elementary Mathematics teams.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 11/26/2014 (TZJ) Complete. Evidence of ongoing professional development that supports all staff.
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:**
Through job fairs, collaboration with college personnel, and a variety of incentives, recruitment specialists in the Fairfax County Public Schools Department of Human Resources will continue to build a highly qualified core of teachers for all of its schools. As a Fairfax County school receiving Title I funding, Providence Elementary will be given preference in hiring highly-qualified teachers designated as “early hires” within the division. Teachers at Providence Elementary will work collaboratively on a variety of teams, including grade level or specialist teams. This collaborative approach will provide many supports to teachers and result in a highly desirable working environment that will attract and help maintain a highly qualified teaching staff.

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

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

**Title I feedback to school:** 11/26/2014 (TZJ) Complete. Evidence of efforts to recruit highly-qualified staff.
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:
Focus Area: Family engagement activities will ensure that parents of students at Providence Elementary play a significant role in helping students achieve the challenging state standards. The focus will be to increase communication among teachers, parents, and total school programming as it applies to student academic achievement. The parent liason will be instrumental in providing ways that parents can support their children’s learning. Efforts will be made to reduce barriers to family engagement so that all families may participate in programs at Providence Elementary. The following efforts will support this focus:

• Curriculum Nights – The curriculum nights will expand to include a wider focus on student achievement in mathematics and literacy. Mathematics Nights and Literacy Nights will be scheduled throughout the school year and will strive to promote a comprehensive approach to learning. Sessions will be offered to accommodate family schedules. Families will participate in activities that increase mathematics and literacy skills and provide families with strategies that will support their children at home.
• Open House (August) – Families will receive information about the upcoming school year and meet teachers and staff within the school.
• Welcoming Atmosphere – Providence families will be encouraged and welcomed to visit, observe, volunteer, and ask questions regarding student learning and instruction at any time throughout the school year. Through a Principal’s Coffee and videos on the Providence website and Facebook, parents will be made aware of the Responsive Classroom approach that Providence teachers use. Parent feedback will always be encouraged.
• Kindergarten Orientation (May) – Orientation will provide an opportunity for parents of rising kindergarteners to visit Providence Elementary and meet the kindergarten teachers, administrators, counselor, and other staff members. Parents will receive information about important skills students need to have to be ready for kindergarten as well as an introduction to the academic curriculum. Parents will learn about a day in the life of a kindergarten student and will be provided with resources for a successful transition to Providence Elementary. All materials provided will be available in multiple languages, including English and Spanish. Students will also attend orientation and meet the kindergarten teachers. They will visit classrooms, get to know each other and work on activities while their parents attend their meeting.
• Kindergarten Summer Activities (May-August) – Rising kindergarteners and their families will be invited to four events at the school throughout the summer. The events (play dates, mini-tour, courtyard safari, bus ride, etc.) are designed to get to know the school, make friends, and get excited for kindergarten.
• Advanced Academics Parent Information Sessions – Parent Coffees and Information Nights will provide parents information about the Advanced Academic Program at Providence Elementary and in FCPS.
• PTA Meetings – Monthly PTA meetings will be held in the school. The PTA will conduct its business while reaching out to all families to support their programs and the school.
• Parent Liaison – A staff member will be funded on an hourly basis to support the needs of parents and families. The parent liaison will also translate necessary materials into Spanish and make regular contact with families where needed.
• Parent Professional Development – All parents will be invited and encouraged to attend professional development opportunities with the school staff. In the past, these offerings have included survival English classes. A regular offering is the on-site modeling for and tutoring of K & 1st grade parents to support reading skills at home.
• Family Services Team – A team consisting of the principal, guidance counselors, parent liaison, and social worker convenes bi-weekly to identify needy families and work with our
business partners and other benefactors to send support through food donations, clothing, information about health care, and other occasional gifts like free shoes, haircuts and grocery store gift cards.

- Parent Input – The school administrators will hold regular meetings with the PTA board to focus their efforts on schoolwide plan goals. PTA members will be represented on the Schoolwide Planning Team. Parents will also provide input on school assemblies, after school clubs and activities, the PTA lunch fund, and field trips. The PTA and parent liaison will help support goals in the school’s improvement plan.

- Monthly Newsletter – The school will publish a monthly newsletter in conjunction with the PTA that will be made available to families via the school’s website and weekly take-home folders.

- Field Trips – The City of Fairfax School Board will provide funding for buses for some field trips and will give scholarships to students whose families are not able to afford the field trips. All field trips will support the division’s Program of Studies with embedded Standards of Learning (SOLs). The parent liaison will ensure that parents have access to be chaperones, when needed. The PTA will support more ambitious field trips that require a tour bus, subsidizing some of the cost to families.

- PTA-Sponsored Activities – The PTA will sponsor other activities geared toward community-building as well as educating parents and families about academic programming, including a school book fair, game and activity nights, fun fair, dances, etc.

- Website – The Providence Elementary website will provide a variety of resources, including a separate section devoted to parents as well as a “Web Resources” section that will provide families with grade level and content specific websites for their children to access at home. The Family Engagement Policy and School-Home Compact will be shared with parents and posted to the website. Additionally, Providence has a Facebook page that is liked by over 600 people. It includes announcements and the sharing of school news that helps families stay connected and interested in school.

| Additional documentation attached/linkedin (if applicable): |
| Related Indistar® indicators (if applicable): |
| **Title I feedback to school:** 11/26/2014 (TZJ) Complete. Evidence of Parent and community involvement. |
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:
Focus Area: Preschool, kindergarten, and primary classroom programs will provide important, large scale opportunities for young children to develop foundations in early literacy and mathematics concepts. Students that will attend Providence Elementary come from a variety of demographics, and many will need greater opportunities to be included in the school community. Building such opportunities will allow school staff to develop a better understanding of the children’s school readiness. The following are ways in which efforts will be made to provide seamless transitions from early childhood programs into local elementary programs.

- The division Early Childhood and Family Services teams will assist school staff in informing parents about kindergarten orientation to encourage attendance.
- Family and Early Childhood Education Program (FECEP)/Head Start and special education preschool students will visit kindergarten classrooms and other areas of the school throughout the school year.
- Special education teachers will continue to meet with all parents individually and provide information regarding the transition process to kindergarten.
- FECEP teachers will complete a transition form that explains the strengths and areas of growth for each student, and kindergarten teachers will meet with FECEP teachers for collaboration prior to the start of school.
- Preschool students who are in special education classes in the division will be observed by a special education teacher prior to the transition Individualized Education Program (IEP) being written.
- Interpreters will be provided to parents to assist them with registration and orientation.
- Rising Kindergarten Summer Activities will be held from May through August for parents and students to develop relationships and enthusiasm for school.
- All incoming kindergarten students will be assessed through an informal screening prior to the beginning of the school year to assess basic pre-literacy skills and emerging skills in mathematics.
- A special, free summer program will be offered to rising kindergartners with no preschool experience.
- Targeted kindergarten students will receive additional small group support from a trained Early Intervention Reading Initiative (EIRI) teacher from early January until mid-May. This support will be tailored to the needs of each student.
- Vertical teams will meet several times a year to discuss student expectations and performance.
- A tour of the school and kindergarten classrooms will be offered for the preschool children in the community.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 11/26/2014 (TZJ) Complete. Evidence of early childhood to elementary school transition practices are included.
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.

**Narrative:**
Focus Area: Schools are most effective when the staff throughout the school is clear regarding its fundamental purpose. Since Providence staff members are results-oriented, they will use evidence to adjust their practices and strategies. In order to do this, grade level teams will work together to unpack the standards and to ensure that all team members have a clear understanding of what students will learn, understand, and be able to do. Assessments will be created collaboratively and the results shared and analyzed in order to determine next steps in instruction, intervention, extension, and enrichment. The following critical components will ensure that all teachers are included in assessment decisions.

• The master schedule will be structured to provide classroom teachers, resource teachers, ESOL teachers, special education teachers, and instructional assistants with common time to plan collaboratively and discuss student work. In addition, the master schedule will be created with the following priorities: protected reading and writing instructional blocks, sixty minute mathematics instructional block, planning time to allow for grade level teams to meet weekly (one meeting for language arts and one meeting for mathematics).
• At quarterly progress monitoring meetings and during data discussions, all stakeholders will support teams during the process of looking at assessment data to set goals, group students, and plan further instruction.
• Each team will use a data analysis protocol after each common assessment to identify:
  o Individual students who could benefit from enrichment or supports;
  o Areas in which an individual teacher experiences difficulty or success;
  o Overall areas of strength and weakness across the grade level; and
  o Strategies for improving results.
• Teams will create and administer common assessments.
• Teams will develop and adjust quarterly SMART goals in language arts and mathematics.

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

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

**Title I feedback to school:** 11/26/2014 (TZJ) Complete. Evidence of teacher decisions regarding assessments and data.
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:
Focus Area: Providence assessment data reveal a need for additional time, strategies, and support for targeted students in both reading and mathematics. Interventions will be provided in a timely manner, embedded within the instructional blocks of mathematics and language arts. The following are assessments that will be used to determine needed interventions as well as the intervention supports that will be provided to students to improve achievement in reading and mathematics.

Assessment/Data
- The Developmental Reading Assessment (DRA2) primary and intermediate levels will be used school-wide. Kindergarten students will be assessed with the DRA2 Word Analysis and the DRA2, and students in grades 1-6 will be assessed using the DRA2 to determine their reading level and progress throughout the year.
- The DRA2 Progress Monitoring assessment will be used to monitor progress of students receiving targeted interventions.
- The Mathematics Reasoning Assessment (MRA) will be utilized with students in grades K-2 to identify areas of strength and need.
- Team developed common assessments as well as division Horizon quarterly assessments will be used to gather ongoing data on students’ progress in language arts and mathematics.
- Teacher observations, anecdotal notes, exit tickets, and other informal assessments will be used daily to monitor the progress of all students.
- At quarterly progress monitoring meetings and during data discussions following common assessments, all stakeholders will support teams during the process of looking at assessment data to set goals and group students for targeted supports. Grouping of students will be flexible and will change as both formal and informal data indicate a need.

Additional Assistance
- All classrooms will implement a Balanced Literacy Framework during the language arts instructional block, which will allow teacher teams to focus on the specific needs of students through guided reading groups and by meeting with struggling readers more frequently and with more targeted goals.
- All classrooms will implement a Mathematics Workshop during their mathematics instructional block, which will allow teacher teams to focus on the specific needs of students through guided mathematics groups and by meeting with struggling students more frequently and with more targeted goals.
- Leveled Literacy Intervention (LLI) will be used as a small group intervention to provide support for identified struggling readers in grades 1-4.
- Early Intervention Reading Intervention (EIRI) will be used with targeted kindergarten students, focusing on early literacy development.
- Literacy Specialists will provide additional guided reading support beyond the core instruction to students who are reading below grade level and are not receiving LLI support.
- The division’s LIFT Summer Reading Program will provide forty of the neediest students with extra reading opportunities during the summer months. These students will receive six books thrugh the summer to read and will correspond with teachers about specific strategies they used while reading the books.
• Summer “Young Scholars” Enrichment Program will provide many English learners an opportunity to learn and exercise critical thinking skills while strengthening their English language skills.
• Before school Early Learning Lab time will be provided for targeted students struggling with reading or mathematics. Students will attend and work in small groups on targeted skills for forty minutes per week.
• Targeted fifth grade students will receive extra support in mathematics during Monday intervention time outside the core mathematics instructional block. This support will include reteaching of specific concepts.
• A Summer Extended Learning Time (SELT) program will be designed and offered to improve student achievement of identified students who need additional instruction in mathematics and language arts.

| Additional documentation attached/linked (if applicable): |
| Related Indistar® indicators (if applicable): |
| **Title I feedback to school:** 11/26/14 (TZJ) Complete. Evidence of a systematic approach to identify and meet the needs of students requiring extra support. |
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:
Focus Area: Providence Elementary will coordinate with federal, state, and local services and programs in a variety of ways in order to support the varied needs of the community. The programs listed below will support the inclusion of all students in a safe, fun, academic learning environment and will provide resources for specific learning needs and family needs. In addition, these programs will help build the capacity of teacher teams to meet the needs of all students. Furthermore, these integrated services will recognize home and community as a way of educating children in a collaborative effort that cannot be done in isolation.

- FECEP/Head Start
- Special Education Preschool Program
- Enhanced Autism Center
- Special Education Services
- Advanced Academics Program Resource Teacher
- Advanced Academics (School-Based/Part-Time) Services
- Specialized STEM Program (Enrichment) for All Students
- English for Speakers of Other Languages (ESOL)
- School-Based Parent Center and Parent Liaison
- Parent Teacher Association (PTA)
- Food and Nutrition Services for Lunch and Breakfast
- Professional Development School – Providence partners with George Mason University to support the training of preservice teachers onsite

PROGRAM EVALUATION

Evaluation is critical role in determining the value and worth of the Title I schoolwide plan. The following questions will focus ongoing program evaluation:

1. Is the schoolwide plan being implemented as the Schoolwide Planning Team intended?
2. Did student achievement meet the State of Virginia’s expectations for student learning and achievement?
3. How has the capacity of teachers and teams increased based upon specific and strategic measures taken in working directly and regularly with our reading and mathematics specialists? As expressed above, program evaluation will be a reflective process. As a result, the program evaluation will be organized and carried out using methodology that offers the best opportunity to improve student learning and student achievement.

Step One: Identification of purpose and intended audiences

An annual review of data will be examined by the Schoolwide Planning Team to determine the percentage of students not reaching proficiency on SOL assessments and DRA2 tests. In addition, the Schoolwide Planning Team will review the effectiveness of the proposed instructional strategies and the degree of the effectiveness of family engagement practices.

Step Two: Identification of issues and development of review questions
Development of program evaluation will begin with the analysis noted in the Comprehensive Needs Assessment section and identification of areas of concern. Existing school performance indicators will be reviewed to find areas for growth. The following questions will be used during this review process:

Inputs: What resources were identified in the schoolwide plan and to what degree were they utilized?

Activities: Did planned events such as professional development, parental involvement activities, and schoolwide instructional programs take place as scheduled? What was the impact of such events on student achievement?

Short-term impact: What were the short-term results of implementing a particular strategy in the schoolwide plan? Was training provided for the targeted number of school staff? Did the training affect subsequent instructional decisions?

Long-term impact: What tracking components will be used to determine sustainable results? What incremental targets will be used to forecast long-term impact?

Step Three: Identification of data collection instruments

Both quantitative and qualitative measures will be used to achieve a comprehensive understanding of the current status. Measures will include, but not be limited to, summative state assessments, formative assessments, DRA2, MRA, interviews, observations, and running records.

| Additional documentation attached/linkedin (if applicable): |
| Related Indistar® indicators (if applicable): |
| Title I feedback to school: 11/26/14 (TZJ) Complete. Evidence of coordinated programs across the school system and community. |