

Virginia Department of Education

Title I Schoolwide Plan

Division Name: Portsmouth City Schools

School Name: Churchland Academy Elementary

Date: 9 /21/2015

Select One: **Initial Plan** **Revision**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Elementary and Secondary Education Act of 1965* (ESEA). Guidelines for plan development include the following:

- The comprehensive plan should be developed during a one-year period;
- The plan should 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, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school, should be involved in the development of the plan;
- 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, the plan should be developed in coordination with programs under Reading First, Early Reading First, Even Start, the *Carl D. Perkins Vocational and Technical Education Act of 1998*, and the *Head Start Act*.

The ESEA requires ten 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 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 ten 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.

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Directions: Complete each of the ten components by following these steps:

Using Indistar® (available fall 2014):

- 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
http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml,
- 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 a *Schoolwide Plan Peer Review Rating Rubric*, United States Department of Education (USED) guidance on *Designing Schoolwide Programs*, and USED guidance on *Title I Fiscal Issues* (including supplement/supplant and consolidating funds in schoolwide programs), can be accessed at the following Web site:

http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml.

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)(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).

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.

Narrative: In August 2015, the School Improvement Plan Committee members worked together and analyzed the results from last year's SIP and results from the Spring, 2015, SOL tests. The team made recommendations for the 2015-16 SIP based on this analysis. During this meeting, the team also reviewed AMO data. The team made proposals on changes to the assessment program that would provide data that would inform instruction. In September 2015, the Churchland Academy staff worked together to write goals for mathematics, reading, and science. The staff identified key strategies for each area that would be implemented to support student learning.

Additional documentation attached/linked (if applicable): Churchland Academy's SIP

Related Indistar® indicators (if applicable): ID10

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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.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative: Churchland Academy utilizes best practices to meet students’ needs as determined through data collection and analysis. Our CLT’s (Collaborative Leadership Team’s) meet weekly for math and weekly for language arts/reading to discuss student progress and identify each students’ areas of strength and opportunities for growth. Additionally, teams unpack standards quarterly to ensure that we are covering the standards, benchmarks, and indicators that students need to learn for each subject area. We discuss ways to differentiate to meet student needs and ensure that content is mastered by each student.

We also utilize the following best practices to support student learning:

- Title I Literacy Coaches and Math Specialist support, co-teach, implement math and literacy strategies in a weekly lab setting, and model instruction for teachers.

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- The master schedule provides time for collaborative learning teams to meet and work to deeply imbed the PLC components into our work.
- Inclusive teaching allows Special Education, Literacy Coaches, math specialists, and classroom teachers to meet with small groups of students daily.
- Readings Eggs and Reading Express computer program supports emerging literacy skills in kindergarten as students are able to progress at their own pace. Teachers are then able to use the specific program feedback to impact classroom instruction on a regular basis.
- Full time Gifted and talented Advanced Academic Programs at grades Kindergarten (CTTE: “Catch Them Thinking Early” Explore Grades K-2; Heart and Soul Grades 1 and 2; and Search grades 3, 4, 5, and 6 allows us to provide enriching opportunities for our students.

A daily two-hour language arts block, a daily one-hour mathematics block, and additional intervention/enrichment time for both subjects allow us to intervene for students on a daily basis.

*** Division and school created assessments are administered periodically to identify specific student needs and to monitor progress made throughout the year.**

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable): VA01; IID10

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Component 3 - §1114(b) (1) (C): Instruction by highly qualified teachers.

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

Narrative: In August 2015, an orientation meeting was held for all new employees. At this orientation, employees were given information regarding supports they would receive throughout the year and who to direct certain questions to. Throughout the school year, new employees participate in monthly meetings to address "Just in Time" topics as well as any other areas that they request support. Each new employee is assigned a mentor who meets with them regularly throughout the year. Each new teacher is assigned a support team that includes an instructional coach, math coach, and literacy coach. During the summer, information was collected from the staff on what improvements they would like to see at Churchland Academy. This information was used to develop the opening week schedule and to plan for our year-long professional development program. Committees were formed to address issues such as student behavior, literacy expectations, math structures, and parent involvement. The administrative team solicits feedback from school staff in a variety of ways, including informal conversations, surveys, and committee feedback. A variety of methods have been implemented to recognize staff. These include: Beginning of the year gifts, and staff breakfasts. Similar events are planned throughout the year. Each month, a staff member is recognized in the Principal's Notes for great work that they are doing in our school. Additionally, the social committee has been tasked with offering a variety of events for staff to participate in throughout the year, including, basket bash, potlucks, and celebrations.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable): *IE08; IE10*

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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.

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

<p>Narrative: Instructional staff will participate in the following on-site professional development:</p> <ul style="list-style-type: none">• Weekly math meetings for grade level teams facilitated by the teachers and instructional coaches to review assessment data, discuss content, plan for instruction, and participate in professional development• Weekly collaborative planning meetings in language arts/reading for grade level teams and specialists to review content, assessment data, and plan instruction.• Instructional Coaches, mentoring to support instructional practices for teachers new to the profession, new to grade level, and all staff.• Mentors throughout our building, supporting new teachers professionally, instructionally, and personally as they work through their first year.• Math and Literacy Coaches work with the new teachers to conduct in-service on higher level questioning and feedback; Instructional assistants work with direct instruction of students to support small groups and flexibly grouping.• Ongoing training of teachers in the assessment tool Interactive Achievement.• All classroom teachers and specialists have been encouraged to participate in Responsive Classroom training at our school• Division Specialists, and Special Education CLT (Collaborative Leadership Team) <p>* Classroom Learning Visits * Family and School Partnerships presented SOL Family Nights</p> <p>Instructional staff will have opportunities to participate in PPS staff development</p> <ul style="list-style-type: none">• Response to Intervention Training
<p>Additional documentation attached/linked (if applicable):</p>
<p>Related Indistar® indicators (if applicable): <i>IF08</i></p>
<p>Title I feedback to school:</p>

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Component 5 - §1114(b) (1) (E): Strategies to attract high-quality highly qualified teachers to high-needs schools.

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

Narrative: Churchland Academy is very selective and intentional when interviewing perspective teachers. We have a collaborative relationship with our Portsmouth Public School's Department of Human Resources. We also utilize our website to share updates about current events at Churchland Academy. We have redesigned our school's web page to increase its user-friendliness. We believe that utilizing this technology resource will help attract candidates that will be enthusiastic and able to help move the Churchland Academy community forward.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

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Component 6 - §1114(b) (1) (F): Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

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

Narrative: Churchland Academy believes in building a strong relationship with each family that joins the Churchland Academy Community. We have developed a variety of opportunities to build that partnership, for parents to become involved in activities at school, and for parents to learn ways to support their child's learning at school and home.

- Parent resource sites on Churchland Academy 's website have been created K-6
- Parent representative to Title I District Advisory Council
- Home-School Compact and Parent Involvement Policy disseminated to parents and posted on the Churchland Academy website
- Cultural/family events planned throughout the year
- Partnerships with various businesses to provide our students with tutoring and additional support to the school and its families
- Preschool student activities and instruction for younger siblings of Churchland Academy students
- Parents are informed of our School Improvement Plan and are included in developing our Parent Involvement Policy
- Coast Guard Tutoring program provides mentors from our community who meet one-on-one with our students
- All newsletters and fliers with information for families are sent home in Wednesday's Patriot folder
- Literacy and math interactive family learning events
- We will be offering several parent workshops this year focusing on a variety of topics

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

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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.

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: * Churchland Academy's staff renders support to Churchland Preschool Center families as their children transition to kindergarten at Churchland Academy

* PPS Title 1 Bright Start office staff provide information to Churchland Academy parents about Kindergarten Orientation and encourage their attendance

- Kindergarten Orientation is held each spring to share highlights of the kindergarten program and help parents begin the registration process
- Churchland Preschool Center students visit all five kindergarten classes to familiarize students with the kindergarten classroom
- Kindergarten visitations are held to help promote the idea that our future parents are also stakeholders in the school
- Incoming kindergarteners are assessed each summer before the beginning of school, and parents are able to meet with teachers to discuss students' strengths and opportunities for growth. This also helps to build a strong relationship before school begins.
- Parents' attendance at school functions is encouraged and celebrated
- Reading Eggs computer program support instructional practices in all kindergarten and multi-age classrooms
- Colleague visits with appropriate vertical teams to plan and discuss best instructional practices
- Title 1 Parent Workshops are conducted by staff of Early Childhood programs which provide materials, information, books, and modeling lessons to parents
- Multiple parent events for Churchland Preschool Center and Churchland Academy families are well attended

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

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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 to improve, the achievement of individual students and the overall instructional program.

Narrative: Teams meet weekly for language arts/reading to analyze student data, monitor grade level and school wide strengths and opportunities for growth, and make informed instructional decisions

- Teams meet weekly for math to analyze student data, monitor grade level and school wide strengths and opportunities for growth, and make informed instructional decisions
- The master schedule is structured to provide grade level teams and special education teachers 45 minutes of common planning time in language arts/reading weekly and 45 minutes of common planning time in math weekly to collaborate about students' instructional program.
- The administrative team, content specialists, and SIP committee members analyze data from a variety of assessment tools three-times per year in alignment with the School Improvement Plan
- Instructional decisions based data analysis occurs school-wide with all stakeholders involved in determining how to utilize results to positively impact instruction; we provide teachers with release time to analyze data collected through, division benchmark common assessments.

Instructional leaders and committees meet regularly to discuss changes to curriculum, promote staff development opportunities, and attend trainings

- Easy access to student progress/achievement through the PPS Interactive Achievement and Pearson is provided at various meetings and debriefing sessions; data regarding reading groups is regularly collected and reviewed.
- Unpacking the standards, identifying learning targets, and planning instruction is ongoing across each grade level
- Benchmarking visits are available to observe best practices in Churchland Academy and other schools throughout PPS
- Reflection on instructional practices and data analysis guide decision making for intervention and enrichment opportunities

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable): IID11; VA01; VC01; VC02

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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.

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

<p>Narrative: Literacy and Math Coaches support grade levels/classrooms that have high number of students who are not reaching benchmarks</p> <ul style="list-style-type: none"> • Data from district and grade-level common assessments is used to determine which students are experiencing academic difficulty and are designated at risk in reading and math • Data from district and grade-level common assessments is used to identify students for the inclusion of interventions • Inclusive models assist in differentiating planning and instruction to meet the needs of students in Language Arts/Reading and Math • Responsive Instruction core team which supports in clarifying targeted need(s) and determines tier 2 and 3 strategies and structures/timelines for progress monitoring • Intervention structures include: Success Maker, Orchard, Fast Math Reading Eggs, Reading Express, i Ready • Enrichment structures include: Gifted and talented Advanced Academic Programs at grades Kindergarten (CTTE : “Catch Them Thinking Early; Explore Grades K-2; Heart and Soul Grades 1 and 2; and Search grades 3, 4, 5 ,and 6
<p>Additional documentation attached/linked (if applicable): Churchland Academy's SIP</p>
<p>Related Indistar® indicators (if applicable): TA01, TA02, TA03, VC01, IID11</p>
<p>Title I feedback to school:</p>

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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.

<p>Narrative: Funding resources have been allocated for the following programs/materials: SOL Acceleration Program, * Ongoing research and analysis of programs that would be beneficial to our students is being conducted. Additional research-based programs will be purchased as needed.</p>
<p>Additional documentation attached/linked (if applicable):</p>
<p>Related Indistar® indicators (if applicable):</p>
<p>Title I feedback to school:</p>