

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

Division Name: Alexandria City Public Schools

School Name: Francis C. Hammond MS

Date: 10/23/17

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

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers;
 - School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component

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

has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that related to the schoolwide components.

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

Using Indistar®:

- Access the Title I Schoolwide Plan template from the "Complete Form" tab of the Indistar® dashboard.
- Provide a narrative response that describes how the school has addressed the requirements for each component;
- Where applicable, identify the indicator(s) and task number(s) from the school's Indistar® plan that align with each required component;
- Click "Save" at the bottom of the form to save your responses; and
- Submit the plan to your LEA Division Contact by returning to the dashboard. Under the "Submit Forms/Reports" tab, go to the Title I Plans section, and select the Title I Schoolwide Plan "Submit" button.

Not Using Indistar®:

- Access the Title I Schoolwide Plan template on the [Title I web site](#).
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs*, *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and *Title I Fiscal Issues*, can be accessed at the [Title I website](#) under Guidelines and Procedures/Federal Guidance.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at: http://www.doe.virginia.gov/federal_programs/esea/index.shtml.

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

Component 1 §1114(b)(6):

A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative: Francis C. Hammond (FCH) remains in Academic Review for the 2017-2018 school year due to academic warning for Reading only. While reading had an initial gain, it has had stagnant growth over the past 2 years. Also although FCH is no longer in warning for Math and Science, these areas are continually being monitored. Based upon SOL data, Gap Groups 1, 2, and 3 students are not meeting the benchmark for Reading and Science. Our SOL data also shows that we are not meeting the benchmark in Math for Gap Groups 1 and 3. As a result, we have developed a schoolwide literacy focus across all content areas including reading and writing strategies that align to the standards. We have planned monthly professional learning opportunities for teachers, as well as extended learning opportunities for students and parent engagement activities to involve all stakeholders in the process of increasing student achievement. Offsite literacy professional learning opportunities include AVID Path training and the Teacher's College.

Title I funds have allowed the hiring of additional staff to focus on providing intervention services to students, specifically Students with Disabilities (SWD), English Learners (ELs), and Economically Disadvantaged (ED) students. Two math intervention teachers will work with students individually, and in small groups, to support our goals of 35% of FCH students with disabilities passing all End of Course SOL tests and ELs showing a 20% pass rate increase on all End Of Course SOL tests. A Title I School Improvement Coordinator was retained to oversee the implementation of a school improvement process that involves all stakeholders and monitors the school's protocols and structures for the assessment of the academic needs of students and the professional learning needs of teachers and staff to increase student achievement, based on the school's academic goals.

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

Reading

Student Group	2014-15	2015-16	2016-2017	2017-2018 (Target)
All Students	60%	68%	65%	75%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	74%	79%	74%	83%
Proficiency Gap Group 2: Black	63%	66%	66%	75%
Proficiency Gap Group 3: Hispanic	49%	61%	60%	69%
Asian	74%	85%	76%	86%
Economically Disadvantaged	55%	63%	61%	70%
Limited English Proficient (LEP)	34%	51%	53%	61%
Students with Disabilities (SWD)	27%	28%	28%	35%
White	75%	85%	74%	84%

Math

Student Group	2014-15	2015-16	2016-2017	2017-2018 Target
All Students	61%	69%	69%	80%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	70%	78%	77%	88%
Proficiency Gap Group 2: Black	62%	71%	70%	75%
Proficiency Gap Group 3: Hispanic	49%	61%	61%	66%

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

Asian	80%	85%	84%	89%
Economically Disadvantaged	55%	66%	65%	70%
Limited English Proficient (LEP)	46%	55%	59%	64%
Students with Disabilities (SWD)	32%	34%	34%	37%
White	80%	82%	78%	83%

Science

Student Group	2014-15	2015-16	2016-2017	2017-2018 Target
All Students	66%	67%	61%	75%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	79%	82%	73%	81%
Proficiency Gap Group 2: Black	68%	65%	64%	70%
Proficiency Gap Group 3: Hispanic	56%	59%	55%	61%
Asian	85%	88%	63%	72%
Economically Disadvantaged	61%	62%	55%	61%
Limited English Proficient (LEP)	45%	41%	38%	45%
Students with Disabilities (SWD)	39%	44%	33%	36%
White	75%	81%	68%	73%

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

TELL Data

Discipline Data - Comparison of 2014-2015 and 2016-2017

	2014-2015 Number of Occurrences	2015-2016 Number of Occurrences	2016-2017 Number of Occurrences	2017-2018 (Target)
Overall Discipline Entries	136	232	297	179

TELL Survey Data

The 2015-2016 Tell Survey identifies the following growth areas:

Impact Statement	Percentage
Managing Student Conduct: Students at this school follow the rules.	56%
Teacher Leadership: The faculty has an effective process for making group decisions to solve problems.	63%
Teacher Leadership: Teachers have an appropriate level of influence in decision making.	48%

Budget Implications: Title I funds were used to hire two math intervention teachers, one ELL teacher, and one Title I Coordinator in order to provide intervention services to more students in need and monitor the effectiveness of the interventions, as evidenced by student progress. Funds will be used to support professional learning opportunities for teachers after school and on weekends to ensure that teachers have enough time not only to become familiar with the schoolwide strategies that will be implemented and monitored to increase student achievement, but also practice application. We have contracted with Teacher’s College for a one day writing workshop including supporting resource kits as well as sent 2 teachers

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

to the AVID Literacy Path training to support our schoolwide literacy focus. Elective teachers were provided 3 days of Kagan Cooperative Learning training to learn ways to increase student engagement and purposeful grouping in classes. We have purchased a one-year subscription to IXL, a math intervention program that will be used in and outside of class to support math practice and remediation.

Benchmark/Evaluation (or related Indistar® indicators (if applicable)): Common Assessment Data for SOL tested areas, quarterly discipline data, midyear benchmark data for ELA and Math.

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

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: Professional Learning Needs: Based on administrators’ feedback from PLCs, walkthroughs, formative observations, lesson/unit plan submissions, individual conversations with teachers, and the Academic Review’s essential actions, a professional learning plan was developed. Overall, we noticed the need for co-teaching support to ensure that we had collaborative and effective co-teaching pairs. Observations in the areas of Math, English, and Science lacked evidence of implementation of the submitted lesson plan with fidelity and planned, purposeful discourse during class to foster critical thinking skills. The review of lesson plans showed inconsistent evidence of student engagement, higher order questions, and reading and writing activities. Hammond will provide professional development and exemplars to teachers on alignment of lesson plans with Standards of Learning and Curriculum Framework Essential Knowledge and Skills in: both content and cognitive levels, links to unit or curriculum Big Ideas, lesson objectives with condition, behavior, and criteria. We have identified AVID reading and writing strategies (ex. PTO) that will be implemented across all content areas, taught via monthly professional development to be held on the first Thursday of each month and monitored via lesson plan reviews, student samples, and walkthroughs. In addition, core content teachers received days 4 and 5 of Kagan Cooperative Learning and new hires and elective teachers received days 1 – 3 of Kagan Cooperative Learning to set the expectation of student engagement in all classrooms. ELA, EL and Special Education teachers were provided two opportunities to attend Teacher’s College workshops which focused on higher level comprehension, content area literacy, units of study in writing, and assessment-based instruction. The goal of the workshops was to provide teachers a coherent, systematic curriculum in the three types of writing —opinion/argument, information, and narrative writing. Select administrators and teachers will attend the AVID Literacy Path training for additional focus on highly effective literacy strategies that will increase student comprehension and critical thinking skills that are transferable to all content areas. The administrative team will be attending two-day institutes of Kagan Coaching to support our teachers as they implement Kagan Structures in their own classroom, as well as completing the High Performance Instructional Leadership Program to provide highly effective feedback to teachers at

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

all skill levels, including classroom walkthroughs and evidence-based final evaluations. Rather than giving feedback out of context after a lesson, Kagan Coaching offers specific and immediate feedback as teachers teach to boost teacher accountability and the fidelity of implementation.

Budget Implications: Title I funds will be used to pay for staff to attend the AVID 2-day Path training as well as the literacy training held after school. Subs will be provided for teachers who attend AVID, Kagan, and Teacher’s College training, and Title I funds will also cover the cost of the Teacher’s College workshop that will be held onsite and its supporting materials. We will purchase a one-year subscription to Newsela to increase the literacy capabilities of our students. With Newsela, students can engage with complex texts that are relevant and connected to the curriculum while reaching their personal interests. Title I funds will be used to cover the cost of the two-day Kagan Coaching institutes and the High Performance Instructional Leadership Program. Newsela provides leveled texts for each student so that students receive the same content but at a reading level that is appropriate for them.

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Weekly Lesson plan feedback from Academic Principals, professional learning sign-in sheets, WICOR walkthrough data, benchmark growth analysis reports, data and feedback from monthly governance meetings, usage reports for computer-based interventions.

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

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.

Narrative: We have convened eight (8) school-led governance committees to review data more closely for school improvement. Engaging teachers and staff in conversations about the factors that impact student performance supports a unified school mission and vision and creates a schoolwide accountability system that intentionally focuses the work on increasing student achievement. The committees (Math, Science, English, History, Safe and Orderly Environment, Commitment to Professional Learning, Leadership and Governance, and Family and Community Engagement) will meet monthly to assess student progress, review the effectiveness of interventions and make adjustments as necessary. The committees will use the following guiding questions:

1. To what extent has student achievement in this content area improved, or not, in the past year?
2. What school-level patterns or trends were identified for this content area over the past 3 to 5 years?
3. What school compared to state/district level patterns or trends were identified for this content area over the past 3 to 5 years?
4. What school-level subgroup or grade-level patterns or trends did you identify for this content area over the past 3 to 5 years (include achievement gaps and subgroups (race, students with disabilities, English Learners, economically disadvantaged)?
5. To what extent are instruction and intervention efforts monitored for degree of implementation and measurable outcomes?
6. To what degree is evidence-based feedback and monitoring consistent across all areas and grade levels?
7. What does good instruction look like?

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

8. To what extent are professional development opportunities linked to the identified areas of need?

We have asked department chairs to join the AVID site team to increase buy-in and the fidelity of implementation of the schoolwide literacy plan. We have also created a PBIS committee comprised of team leaders, the Deans and other teacher volunteers to intentionally identify and brainstorm solutions to grade level and teacher disciplinary challenges and trends that result in a loss of instructional time.

We offer WEB, a yearlong orientation for rising 6th graders, to help transition students into middle school to increase overall success and achievement. Because the move to middle school can be challenging, 6th graders often experience lowered academic achievement and difficult social adjustments. WEB fosters a positive school climate and builds relationships between 8th graders and 6th graders. The program trains mentors from the 8th grade class to be WEB Leaders. As positive role models, WEB Leaders and mentors guide the 6th/7th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th/7th grade success. Positive role models have been proven to reduce discipline issues, increase student engagement, and promote positive school climate.

As a result of the hiring of additional intervention teachers, the master schedule has been revised to increase the number of students able to access interventions during the school day. There has been an intentional focus on ensuring that all students with disabilities are in the correct tiered intervention as well ensuring that all intervention classes are fully enrolled. Extending the learning beyond the academic day, particularly for our subgroups, is also a priority. As such, we have offered afterschool opportunities for students to receive help in all subjects as well as a Saturday Academy that will begin in October (two months prior than last year) focusing on math and reading interventions, and standards-based remediation. Transportation to Saturday school will begin immediately, given that last year's data showed a doubling in attendance due to the provision of bus transportation.

Intervention	Targeted Students	Data point(s)	Tier	Duration	# enrolled	Instructional Design
Sped-Literacy		<ul style="list-style-type: none"> IEP Goals 	2, 3	Year long	6th-16 students 7th-23 students	Great Leaps, Flex

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

					8th-19 students	
Sped – Math		<ul style="list-style-type: none"> • IEP Goals 	2, 3	Year long	6th- 12 7th- 24 8th- 15	Math-Number worlds, Imagine Math, IXL
Intervention	Targeted Students	Data point(s)	Tier	Duration	# enrolled	Instructional Design
Literacy – Reading Intervention Course		<ul style="list-style-type: none"> • RI-15% or below • Reading SOL scores • QRI • Running Records 	2	Year long	6 th – 6 7 th – 61 8th - 51 (183)	Small group Read 180
Math Intervention Course		<ul style="list-style-type: none"> • IM • Reading SOL scores • QRI • Running Records 	3		6th - 80 7th - 69 8th - 43	Small group Imagine Math
EAP Reading	FCH-IA students with low literacy levels in their first language; SIFE	<ul style="list-style-type: none"> • 1st language literacy level • WIDA • SRI • QRI 	3	Until they reach the equivalent of a 3rd grade score on the QRI	6 th - 12 7 th - 12 8 th - 14	
EAP Math	IA students with difficulties with basic	<ul style="list-style-type: none"> • Math pre-assessment 	3	Until they show a mastery of the skills	6 th - 43 7 th - 47	

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

Intervention	Targeted Students	Data point(s)	Tier	Duration	# enrolled	Instructional Design
	numeracy skills; SIFE			taught in this course	8 th - 11	
EAP English	Students on the bubble to pass the writing SOL	<ul style="list-style-type: none"> • Writing assessment • WIDA • Teacher formative data 	2	8th grade - year long	6 th - 51 7 th - 68 8 th - 49	
EAP Algebra I	Students on the bubble to pass the math SOL	<ul style="list-style-type: none"> • Math pre-assessment 	2	Year long	8 th - 36	
Academic small group counseling	Students experiencing struggles in their academic classes, most noticeably with organization	<ul style="list-style-type: none"> • Grades • Teacher recommendations 	2	9 weeks	0 - will identify students after 1 st quarter grades	
RARE Math Program	Students with gaps in math skills and committed to staying after school daily	<ul style="list-style-type: none"> • Imagine Math • SOL scores • Teacher recommendations 	2	Year long, M-Th after school	48	
Saturday Academy	Students with Ds or Fs, missing assignments	<ul style="list-style-type: none"> • Grades • Missing assignments • Teacher recommendations 	2	week-by -week	Will identify students once FCH begins Saturday school	

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

Targeted SOL tutoring	Students who need additional support to master specific content standards	<ul style="list-style-type: none"> Content formative assessment data Student benchmark scores 	2	Until SOL is taken	Will identify students in the winter	
SPED Speech services		IEP	3	Based on IEP		

Behavior/Social-Emotional

Intervention	Targeted Students	Data point(s)	Tier	Duration	# enrolled
Student Support Team	Students with behavioral, academic, attendance, or social-emotional needs	<ul style="list-style-type: none"> Attendance records Grades Referral data Teacher formative data Observation notes 	2	4 week intervals	
FCH Student Support Team	Students with whom the FCH-IA SST interventions were not successful	<ul style="list-style-type: none"> Attendance records Grades Referral data Teacher formative data Observation notes FCH-IA SST notes, action plans, and intervention data 	3	2-4 weeks	0

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

Individual Counseling with In-School Professional (counselor, social worker, psychologist)	Students in need of regular individual services for issues impacting student's functioning at school (e.g. social skills, anxiety, mental health concerns, etc.)	<ul style="list-style-type: none"> Teacher, counselor, parent, administrator referral Observation notes 	3	6 weeks to year long	
CIS Referral/Case Management	Students in need of physical resources, school programs or services that may or may not be currently available, family outreach, family-school connection,	<ul style="list-style-type: none"> Teacher, counselor, parent, administrator referral Observation or report of need 	3	Year long	
Intervention	Targeted Students	Data point(s)	Tier	Duration	# enrolled
Group Counseling - Northern Virginia Family Services	Group service for students who exhibit characteristics of someone susceptible to gang involvement, dropping out of school, or some other risk behavior and/or students who have struggled with being reunified with a parent/family	<ul style="list-style-type: none"> Teacher, counselor, parent, administrator referral Observation or self-report 	3	8-10 weeks	8 students 2x/year
NVFS Intervention Prevention, and Education (IPE) Program	Individual/family service for students who exhibit characteristics of someone susceptible to gang involvement, dropping out of school, or some other risk behavior and/or students who have struggled with being reunified with a parent/family	<ul style="list-style-type: none"> Teacher, counselor, parent, administrator referral Observation or self-report 	3	2-4 months	
Restorative Practices Harm Circles	Students who have a conflict with another student or adult that is impacting their ability to function in school	<ul style="list-style-type: none"> Teacher, counselor, parent, administrator referral Observation or self- 	2	As needed	

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

		<ul style="list-style-type: none"> report • Discipline referral or suspension due to physical altercation 			
Outpatient counseling or family services	<p>Students who require more intensive counseling services than school can provide and/or</p> <p>Students who have mental health or social emotional concerns that impact functioning outside of school</p>	<ul style="list-style-type: none"> • Counselor or parent referral • Observation or report 	3	6-8 weeks	
Individualized Behavior Incentive/ Contract	Students who are not meeting daily behavior expectations	<ul style="list-style-type: none"> • Teacher, counselor, parent, administrator referral • Observation or report • Frequent discipline referrals or consequences for the same behavior 	2	3 week intervals	

Budget Implications: Title I funds will be used to hire teachers to provide afterschool tutoring and to work at the Saturday Academy on standards-based remediation and math and reading intervention via Newsela, IXL and, Imagine Math. The funds allow expansion of services based on students' needs. Title I funds will support transportation to and from Saturday Academy to remove barriers to attendance, as well as the purchase of the subscription for IXL. The administrative team will be attending two data workshops to ensure consistency of the collection and analysis of data, in order to respond to the academic and social-emotional needs of our students to provide the appropriate intervention services to support academic success and monitor the effectiveness of the services provided. Additionally, Title I funds will be used to send 2 additional staff members to the WEB training to increase the number of staff members that are invested and trained in providing the yearlong

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

orientation for 6th graders. All teachers will receive mandatory professional learning on embedding reading and writing strategies in their content areas. Since elective teachers have only one planning period daily, they will be paid for their afterschool attendance.

Benchmark/Evaluation (or related Indistar® indicators (if applicable)): Professional learning agendas, sign-in sheets and materials from monthly governance and department meetings, Tier 3 intervention data, RI and Imagine Math data, Saturday school sign-in sheets to confirm tiers of students being supported, Saturday School DTI forms, SST agendas, and governance data

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

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:** Advancement Via Individual Determination (AVID) is a college readiness system that teaches skills and behaviors for academic success in order to prepare students for success in high school, college and beyond. AVID WICOR strategies like writing to learn, inquiry, critical reading and collaboration are being incorporated across the content areas to increase students' academic success.
- PBIS – Admiral PRIDE is Francis C. Hammond's roll out of PBIS (Positive Behavioral Interventions and Supports), a significant feature of the ACPS MTSS (Multi-tiered Support Systems). Our focus is on building and strengthening relationships, clear communication, explicit expectations and capacity building. Admiral PRIDE is a campaign to positively establish the social culture and behavioral supports needed for all students to achieve social, emotional and academic success. Staff has received resources for the strategies on behavior management and interventions that can support students with learning and behavior problems, based on need. A formal process for identifying, documenting, communicating, and monitoring student

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

performance has been established. There has also been a formalization of the data documentation and Kid Talk process to consistently implement and monitor student interventions. Additionally, the deans have created a matrix to identify the most common infractions and strategies to reduce inappropriate behavior. The deans' Google classroom to facilitate helps to facilitate the classroom guidance lessons that reinforce a positive school culture. There are field trips as incentives to encourage positive behavior. We have also created a PBIS committee comprised of team leaders, the Deans and other teacher volunteers to intentionally identify and brainstorm solutions to grade level and teacher disciplinary challenges and trends that result in a loss of instructional time. Lastly, there has been a restructuring of the ISS Coordinator role to allow the coordinator to provide additional support (follow-up and follow through) to students via individual and small group discussions in the Student Resource Center.

- We offer WEB, a yearlong orientation for rising 6th graders, to help transition students into middle school to increase overall success and achievement. Because the move to middle school can be challenging, 6th graders often experience lowered academic achievement and difficult social adjustments. WEB fosters a positive school climate and builds relationships between 8th graders and 6th graders. The program trains mentors from the 8th grade class to be WEB Leaders. As positive role models, WEB Leaders and mentors guide the 6th/7th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th/7th grade success. Positive role models have been proven to reduce discipline issues, increase student engagement, and promote positive school climate.
- Last year, the Counseling department earned the Recognized ASCA Model Program (RAMP) designation which recognizes exemplary comprehensive school counseling programs that benefit students, parents, teachers, administrators and the overall community. School counselors partner in student achievement, promoting and enhancing the learning process for all students, by reviewing student data and offering a program based on standards in academic, career and personal/social development.
- Monthly monitoring for effectiveness of interventions – 8 Governance committees
- Professional development: Based upon SOL, PLC, and administrative walkthrough data the professional learning needs of our staff include:
 - Unpacking SOL Standards
 - Lesson Plan Implementation

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

- Literacy Across The Content Areas
- Co-teaching support to meet the needs of Special Education and ELL students.

Data collection, analysis and monitoring

Budget Implications: Title I funds will also be used to support PBIS training for administrators, and teacher salaries during after school tutoring and Saturday Academy. Additionally, Title I funds will be used to send 2 additional staff members to the WEB training to increase the number of staff members that are invested and trained in providing the yearlong orientation for 6th graders.

Benchmark/Evaluation (or related Indistar® indicators (if applicable): WICOR walkthrough data, PBIS Google classroom usage report, quarterly PBIS incentives, intervention usage reports and feedback, professional learning implementation- agenda and minutes, monthly discipline referrals, student climate surveys