

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

Division Name: Alexandria City Public Schools

School Name: Cora Kelly School for Math, Science, and Technology

Date: December 2019

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

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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.

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Component 1 §1114(b)(6):

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

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

Narrative: Instructional Council members, representing different departments and grade levels, convened to conduct a data analysis from the 2018-2019 school year. The analyzed data included the PALS scores and disaggregated SOL test scores by subgroups. We also reflected on possible causes, positive and negative, for the Spring 2019 assessment results. Through this analysis, both strengths and areas of improvements were identified. Goals for reading, math, science, and family/community engagement were created.

PALS: 55% of students (K-2 and 3rd Graders who did not meet the benchmark in 2nd Grade) met or exceeded the Spring PALS benchmark.

SOL Tests:

School	English 18-19	English 19-20 Goal	Math 18-19	Math 19-20 Goal	Science 18-19	Science 19-20 Goal
Cora Kelly	89%	87%	91%	90%	84%	86%

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School	18-19 Performance Level	Asian	Black	Hispanic	White	Economically Disadvantaged	English Learners	Students with Disabilities
Math 18-19	Level 1	n/a	78%	96%	87%	92%	96%	73%
English 18-19	Level 2	n/a	67%	96%	84%	89%	96%	61%

Budget Implications: Staff members were paid for their participation in the creation of the School Improvement Plan.

Benchmark/Evaluation (or related Indistar® indicators (if applicable): The Standards of Learning assessments in the area of reading, math, and science will be used as evidence of growth towards Cora Kelly’s goal. From this analysis, a goal was created in the areas of reading, math, and science that Cora Kelly would achieve the following SOL Test pass rates: English- 87%; Math- 90%; Science- 86%.

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.

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Narrative: Action steps towards our reading, math, science, and family/community engagement goals were created at the beginning of the year. **The action steps for the reading goal include:** implementing targeted extended day instruction, providing professional development for teachers on effective use of the reading block and strategies for small group instruction, supporting teachers when taking and using anecdotal notes within their Reader’s Workshop Data Binder, creating and giving exit tickets in the SOL format, holding vertical team meetings, incorporating “think marks” (AVID) to increase critical reading capacity, and providing special education teachers with targeted professional learning on how to best support students with disabilities during the reading block.

The action steps for the math goal include: implementing targeted extended day instruction, increasing the instructional capacity and use of Number Talks in classrooms, providing professional development on the best practices for implementation of SOL-approved math manipulatives for Special Education teachers and paraprofessionals, ensuring the Frayer Model (AVID) and Project GLAD strategies are incorporated in math lessons, and providing professional development to all staff on co-teaching.

The action steps for the science goal include: developing and implementing at least one STEM-focused, SOL-aligned project based learning unit for STEM Hour for each grade level, using GLAD strategies, infusing science concepts and vocabulary in writing lessons in grade 5, increasing the rigor of science-related question using Costa’s Levels of Thinking (AVID), and host the annual Science Night with MVCS.

The action steps for the family/community engagement goal include: insuring staff members communicate with at least 10 families a month, sending home monthly grade level newsletters, creating a parent resource area by the parent liaison’s office, implementing a vertically-aligned agenda/reading log to go back and forth between home to school, partnering with Alfred Street Baptist Church’s mentorship program, partnering with Running Brooke to create a “movement club,” partnering with National Counseling Group to provide intensive therapeutic day treatment to designated students, continuing our partnership with Alexandria Soccer Association, continuing our monthly “Coffee with the Principal” sessions, hosting a literacy series for parents and students, continuing to pair PTA meeting with family events, and hosting our annual International Night

Budget Implications: Funds were used to purchase Reflex Math and IXL Math online accounts for all students. Students will be attending field trips to The National Aquarium (5th Grade) and Jamestown (4th Grade). A Literacy Night and Literacy Workshops will be held to help parents support their students’ learning. We will also invite 3rd-5th Grade families in for an SOL Testing Information Night.

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Staff members will be provided feedback through informal walk-throughs by administrators, coaches, and fellow teachers and formal observations by administrators. Progress monitoring of student progress will be tracked through running records, anecdotal notes, formative assessments, and summative assessments. Data will be

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analyzed during Professional Learning Communities (PLC) meetings to track progress and make changes, as needed

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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: Portions of the day are being dedicated to targeting students' academic needs, based on formative and summative assessments. This includes daily Intervention/Enrichment (I/E) time during the school day and Extended Day after the school day, for math, reading, and science. Math, reading, and STEM coaches are providing intervention and enrichment, along with EL, Special Education, and classroom teachers. Some students are paired with community-based "Book Buddies" to close students' gaps in reading. English Language (EL) teachers provide strategies and resources through co-teaching in order to strengthen the tier I instruction.

Budget Implications: Stipends are needed for teachers who teach during Extended Day after school. Lexia, iXL, Scholastic Newsletters, Reflex Math, and Learning A-Z accounts were purchased for students to increase performance in reading, math, science, and social studies.

Benchmark/Evaluation (or related Indistar® indicators (if applicable)): Lesson plan and observation feedback will be provided by administration to teachers to use to guide instruction. Data will be analyzed during PLC meetings to track progress and make changes

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Component 4 §1114(b)(7)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

<p>Narrative: Cora Kelly will continue to use a Multi-Tiered Systems of Support for academics and behaviors. All students will be receiving strong tier I supports in academics (i.e. Guided Math, gradual release model, etc.) and behaviors (i.e. meaningful praise, positive reinforcement, etc.). Through data analysis (formative assessments, classroom observations, incident reports, attendance tracking, etc.), some students will be provided tier II and/or tier III supports in order to meet their learning and/or behavioral needs.</p>
<p>Budget Implications: PBIS rewards will continue to be purchased through funds provided by the PBIS Coordinator, from the Central Office operating funds.</p>
<p>Benchmark/Evaluation (or related Indistar® indicators (if applicable): Progress monitoring is used to track the progress of student growth for tier II and tier III interventions, for academics and/or behaviors. This progress monitoring allows teachers to modify, change,</p>

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or stop interventions depending on the students' progress.