Virginia Department of Education
Every Student Succeeds Act of 2015
Title I School-wide Plan Template

Division Name: Alexandria City Public Schools
School Name: Patrick Henry Elementary School
Date: October 8, 2020
Select One: X **Initial Plan**   ☐ **Revision**

Title I schools implementing school-wide programs are required to develop school-wide 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 school-wide plan. The template below provides a framework that may be used to develop and/or update a school-wide 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. School-wide 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 school-wide 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 school-wide components.

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

Using Indistar®:
- Access the Title I School-wide 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 School-wide Plan "Submit" button.

Not Using Indistar®:
- Access the Title I School-wide 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:

School-wide program resources, including USED guidance on *Designing School-wide Programs, Supporting School Reform by Leveraging Federal Funds in a School-wide 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 School-wide 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: The following results of the 2019 SOL assessments were analyzed:

Mathematics—By Spring 2021, All subgroups and the "All" category will maintain data outcomes%.

Student Group	2016-17	2017-18	2018-19	2019-20	2020-21 (Target)
All Students	84%	75%	77%	NO SOL	77%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	82%	---	---		---
Proficiency Gap Group 2: Black	83%	78%	73%	NO SOL	73%
Proficiency Gap Group 3: Hispanic	83%	69%	81%	NO SOL	81%
Asian	85%	82%	75%	NO SOL	75%
Economically Disadvantaged	84%	74%	75%	NO SOL	75%
Limited English Proficient (LEP)	86%	77%	69%	NO SOL	69%
Students with Disabilities (SWD)	50%	48%	37%	NO SOL	45%
White	90%	77%	88%	NO SOL	88%

Mathematics Analysis:

-Adequate progress that exceeded or met expectations for the benchmark was made by all sub-groups except Asian and White. A laser-like focus will be made to increase the SWD subgroup performance by at least 10 percentage points by June 2021. All other sub-groups will maintain previous data outcomes due to virtual learning.

Reading-- By Spring 2021, All subgroups and the "All" category will maintain data outcomes.

Student Group	2016-17	2017-18	2018-19	2019-20	2019-20 (Target)
All Students	76%	75%	74%	NO SOL	74%
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD	75%	---	---		75%
Proficiency Gap Group 2: Black	75%	77%	72%	NO SOL	72%
Proficiency Gap Group 3: Hispanic	75%	69%	76%	NO SOL	76%
Asian	85%	82%	62%	NO SOL	62%
Economically Disadvantaged	75%	73%	72%	NO SOL	72%
Limited English Proficient (LEP)	77%	51%	57%	NO SOL	60%
Students with Disabilities (SWD)	60%	52%	41%	NO SOL	50%
White	82%	77%	82%	NO SOL	82%

Reading Analysis:

-Adequate progress that exceeded or met expectations for the benchmark was made by all sub-groups except Asian and White. A laser-like focus will be made to increase the overall performance of each sub-group with a special focus on SWD by at least 3%. All other sub-groups will maintain previous data outcomes due to virtual learning.

Budget Implications: N/A

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

Student progress towards the targets will be evaluated by:
Weekly/Monthly:
Unit Assessments
Alternative Assessments
Quarterly:
Scholastic Reading Inventory (Reading—selected students)
Measures of Academic Progress (MAP)
Developmental Reading Assessment (Reading)
Think Through Math (Math)
School Created Formative Benchmark Assessments (Reading, Math, Science, Social Studies)
By Semester:
Division Created Formative Benchmark Assessments (Reading, Math, Science)
Phonological Awareness Literacy Screening (Reading)
Released SOL Assessments (Reading, Math, Science, Social Studies)

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Component 2 §1114(b)(7)(A)(i):

Provide a description of school-wide 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:

The following steps will be utilized as an effort towards identification, monitoring and remediation of students in need of recovery instruction in addition to core instruction:

Identification:
- Fall 2020 diagnostic assessment data in Math and Reading will be utilized to identify students who score At Risk, Basic and Low Proficient on diagnostic assessments.
- Quarterly, formative assessment data will be utilized to adjust the groupings of students who receive recovery instruction

Remediation Strategies for Reading:
- Reading Tier 2 Students—Low Proficient, Basic scores on MAP and SRI
-    -60-70 minutes of daily small group, intervention instruction to include: Guided Reading, teacher instructed lessons,
  -Tuesday Night Tutoring opportunity is available for students
- Reading Tier 3 Students—At Risk scores on MAP and SRI
  -70 minutes of daily individual or very small group, intervention instruction to include: Reading Mastery, Corrective Reading, and teacher instructed lessons
  **Tier 3 interventions are utilized for SWD sub-group
  -Tuesday Night Tutoring opportunity is available for students

All Tier 2 and 3 Students are enrolled in the Extended Learning Opportunity for Reading for 120 minutes/week throughout the school year if feasible,will attempt to implement during virtual learning

 Remediation Strategies for Mathematics:

- Mathematics Tier 2 Students—Low Proficient, Basic on MAP assessment
    -70 minutes of weekly small group, intervention instruction to include: Guided Math, teacher instructed lessons, Think Through Math
    -Tuesday Night Tutoring opportunity is available for students
- Mathematics Tier 3 Students—At Risk on MAP assessment
    -20 minutes of daily individual or very small group, intervention instruction to include: Guided Math, teacher instructed Lessons, Think Through Math
    -Tuesday Night Tutoring opportunity is available for students
    All Tier 2 and 3 Students will be enrolled in the Extended Learning Opportunity for Math if feasible during virtual learning

Progress Monitoring:
- Quarterly benchmark and unit formative assessments (i.e. MAP, division created benchmarks, alternative assessments) and diagnostic assessments (i.e. Scholastic Reading Inventory-select students (SRI) and Think Through Math) will be given and the data will be disaggregated to adjust the flexible, tiered groups to meet the needs of individual students. Instruction during the embedded remedial blocks will re-spiraled based upon data outcomes.
- Quarterly goal setting will be done with individual students and teachers for the creation of specific strategies, beyond instruction, to meet the needs of individual students (i.e., attendance monitoring).
- Quarterly, all teachers will disaggregate data to create, differentiated, instructional action plans for improvement of students in Tiers 2 and 3.
- Adjustments will be made to a re-teach calendar based upon progress towards the grade level standards and the VDOE Blueprint.
- Ensure students with disabilities are included in appropriate intervention activities and programs. Students will receive small group and individual reading instruction. Students will also attend after school tutoring. Student progress in co-taught classes will be reviewed quarterly.
- Ensure ELL students are included in appropriate intervention activities and programs. Students will receive small group and individual reading instruction. Students will also attend after school tutoring. In addition, student placement in ELL co-taught classes will be reviewed quarterly to monitor progress.

Budget Implications: Funding for Extended Learning Opportunity Program staffing and materials is needed

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Benchmark/Evaluation (or related Indistar® indicators (if applicable):

STAT (Statistics) Meetings will be held on a quarterly basis to take a deep dive into individual, sub-group, classroom, grade-level and school-wide progress towards the proficiency of Standards of Learning.

Quarterly:
Scholastic Reading Inventory (Reading-select students)
Developmental Reading Assessment (Reading)
Think Through Math (Math)
Measures of Academic Progress(MAP)

By Semester:
SOL Practice Tests
Phonological Awareness Literacy Screening (Reading)

Component 3 §1114(b)(7)(ii):
Provide a description of school-wide 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:
Core Reading
     Patrick Henry utilizes Guided Reading, a comprehensive reading program that is aligned to the VA Standards of Learning. The

program focuses on phonics, whole language, and writing instruction for kindergarten and also supports a balanced literacy approach. For grades 1-5, the focus is on phonemic awareness, vocabulary, phonics, fluency, writing and comprehension. Students receive 90 minutes of daily instruction delivered in a unit cycle aligned to standards. Explicit teacher modeling, interactions with text, student led cooperative learning, individual practice and assessment along with technology use are all incorporated to support critical thinking, and to build core reading skills and strategies. Students are taught routines for teamwork and collaboration, monitoring of their work product, and structures to guide powerful discussion for the use of higher order thinking skills, creative thinking, and problem solving. Students are grouped homogenously within an overall heterogeneous setting, and are diagnostically assessed every 9 weeks and re-grouped according to outcomes. Students who are reading above grade level receive accelerated instruction, while students who are reading below grade level are provided scaffolding and reading strategies in a small group setting for rapid acceleration.

Intervention/Enrichment Reading Block
Students receive rigorous and focused instruction in a 60-70 minute, tiered, intervention or enrichment block. Teachers monitor progress of students in alignment with the VDOE Blueprint to ensure students are achieving in all grade level standards. Students are flexibly grouped based upon diagnostic and formative data. The Gradual Release of Responsibility model is utilized with an emphasis on discourse, student choice, cooperative learning and performance based assessments. For tier 1 students, guided reading and Socratic Seminars are used. Small group instruction along with Raz Kids, Reading A to Z, Fast ForWord, Reading Mastery and Corrective Reading are used for students in Tiers 2 and 3 based upon individual needs.

When feasible, all tier 2 and tier 3 students receive instruction in the Extended Learning Opportunity (ELO) after school program. In addition, all tier 2 and 3 students have the opportunity to attend the Tuesday Night Tutoring Program for 60 additional minutes of instruction.

Intervention/Enrichment Math Block Students receive rigorous and focused instruction in a 60-70 minute, tiered, mathematics block. Students receive 20 minutes of intervention, guided math instruction at the beginning of the instructional block. Tier 2 and Tier 3 students receive instruction in a co-taught classroom format.

When feasible, all tier 2 and tier 3 students receive instruction in the Extended Learning Opportunity (ELO) after school program. In addition, all tier 2 and 3 students have the opportunity to attend the Tuesday Night Tutoring Program for 60 additional minutes of instruction.

The following steps will be utilized as an effort towards identification, monitoring and remediation of students in need of recovery instruction in addition to core instruction:

Identification:
- Fall 2020 diagnostic assessment data in Math and Reading will be utilized to identify students who score At Risk, Basic and Low Proficient on diagnostic assessments.
- Quarterly, formative assessment data will be utilized to adjust the groupings of students who receive recovery instruction

Remediation Strategies for Reading:
- Reading Tier 2 Students—Low Proficient, Basic on MAP
     -60-70 minutes of daily small group, intervention instruction to include: Guided Reading, teacher instructed lessons
- Reading Tier 3 Students—At Risk on MAP
     -70 minutes of daily individual or very small group, intervention instruction to include: Reading Mastery, Corrective
       Reading, Fast ForWord, and teacher instructed lessons
       **Tier 3 interventions are utilized for SWD sub-group
When feasible, all Tier 2 and 3 Students are enrolled in the Extended Learning Opportunity for Reading for 120 minutes/week throughout the school year

 Remediation Strategies for Mathematics:
- Mathematics Tier 2 Students—Low Proficient, Basic on MAP
     -20 minutes of daily small group, intervention instruction to include: Guided Math, teacher instructed lessons, Think
       Through Math
- Mathematics Tier 3 Students—At Risk on MAP
     -20 minutes of daily individual or very small group, intervention instruction to include: Guided Math, teacher instructed
       Lessons, Think Through Math
When feasible, all Tier 2 and 3 Students are enrolled in the Extended Learning Opportunity for Math for 120 minutes/week throughout the school year

Progress Monitoring:
- Quarterly benchmark and unit formative assessments (i.e. School created benchmarks, MAP, alternative assessments) and diagnostic assessments (MAP) will be given and the data will be disaggregated to adjust the flexible, tiered groups to meet the needs of individual students. Instruction during the embedded remedial blocks will re-spiraled based upon data outcomes.
- Quarterly goal setting will be done with individual students and teachers for the creation of specific strategies, beyond instruction, to meet the needs of individual students (i.e., attendance monitoring).

- Quarterly, all teachers will disaggregate data to create, differentiated, instructional action plans for improvement of students in Tiers 2 and 3.
- Adjustments will be made to a re-teach calendar based upon progress towards the grade level standards and the VDOE Blueprint.
- Ensure students with disabilities are included in appropriate intervention activities and programs. Students will receive small group and individual math instruction. Students will also attend after school tutoring. Student progress in co-taught classes will be reviewed quarterly.
- Ensure ELL students are included in appropriate intervention activities and programs. Students will receive small group and individual reading instruction. Students will also attend after school tutoring when feasible. In addition, student placement in ELL co-taught classes will be reviewed quarterly to monitor progress.

Young Scholars Advanced Academics Program
Students are eligible to receive advanced academic instruction in a Tier 1 setting. Students qualify based upon set criteria to include diagnostic assessment data, work sample evaluation, and an eligibility checklist based upon qualitative data.

Budget Implications: Funding for Extended Learning Opportunity Program staffing and materials is needed

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Benchmark/Evaluation (or related Indistar® indicators (if applicable):

STAT (Statistics) Meetings will be held on a quarterly basis to take a deep dive into individual, sub-group, classroom, grade-level and school-wide progress towards the proficiency of Standards of Learning.

Quarterly:
Scholastic Reading Inventory (Reading-selected students)
Developmental Reading Assessment (Reading)
Measures of Academic Progress (MAP)
School Created Formative Benchmark Assessments (Math)

By Semester:
SOL Practice Tests

Phonological Awareness Literacy Screening (Reading)

Component 4 §1114(b)(7)(iii):

Provide a description of school-wide 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 school-wide 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 school-wide 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:

Services for Students:

- A mentoring program for boys, Kappa League, and girls, The Pearls, meets monthly. The boys program focuses on STEM based activities with a focus on building leadership skills. The girls program focuses on literacy, science and leadership development.
- College visits in conjunction with the Advancement Via Individual Determination (AVID) for 6th, 7th and 8th grade students to expose students to future opportunities for career development. Students will be exposed in conjunction with the core

academic subjects, mindset and efficacy for increase in academic performance level.
- The Friday Enrichment program provides students with enrichment activities that extend beyond the classroom, but require skills that are learned as a part of the core curriculum program. Offerings include but are not limited to the Newspaper Club and Girls on the Go for Science.
- The Positive Behavior Intervention System Program (PBIS) is implemented as a school-wide system to establish behavior expectations and goals that proactively impact school culture and climate. The program's goals support the ultimate goal of creating an environment that promotes access to high levels of instruction for all students. The celebration of goal achievement is a core tenet of the program. Students earn Patrick Henry Dollars that can be spent for activities and the school store.
- The Multi-Tiered System of Support (MTSS) is implemented to address the individual needs of students academically and behaviorally. MTSS is proactively used to provide differentiated, tiered support to students for early intervention.
- A College Week in conjunction with the Advancement Via Individual Determination (AVID) for students is held to provide information on the types of college and university offerings that are available to students, the pathway towards college preparation, and benefits of a college education. Career Day is provided for all students for the sharing of information related to career possibilities and the pathway to the careers and how it relates to current elementary life.

Professional Development for Staff:
- Staff will participate in comprehensive, ongoing professional development related to:
    - -Guided Reading/Balanced Literacy
    - -Mindset
    - -Advancement Via Individual Determination implementation(AVID)
    - -Effective Collaborative Planning (job embedded)
    - -Effective Manipulatives Usage during Mathematics instruction
    - -Cyclical Data-Driven Instruction
    - -Reading instruction for intervention and enrichment
    - -Differentiated instruction and academic rigor
    - -Increasing Parental Involvement
    - -Student Engagement and discourse
    - -Accountable Talk
    - -Tiered intervention usage and implementation
    - -Co-teaching implementation and best practices for EL and SWD
- Staff will participate in Explicit Instruction and discourse pedagogical strategies workshops from school-based instructional coaches and administration. They will embed these strategies during the delivery of academic subjects.

- Use of instructional coaches and administration to model lessons and to collaborate with teachers on "best" practices. Coaches will build instructional capacity while working with teachers to impact student achievement, including, but not limited to, cultivating collaboration-site classrooms that will become "fish-bowls" for teachers and coaches to study and model effective instruction.
- Use all non-classroom based teachers: Reading teacher, Special Education teachers, ENCORE (Art, Music, Library, PE, CTE, Spanish, Dance), and English Language Learners teachers to implement strategies to help support core instruction and provide direct instruction to all students.

Evaluation of effectiveness of trainings will be done through the implementation of informal and formal observations, instructional walk-throughs, Instructional Rounds, and during collaborative planning and data meetings.

Recruitment and Retention of Effective Teachers:
- ACPS pursues diversity in the teacher workforce. ACPS actively recruits across all sectors (traditional and non-traditional) to create a diverse workforce. We recognize that educating today's student is extremely complex. We need different viewpoints to find more robust and higher fidelity solutions to the education challenges at hand. Therefore, we work across all sectors to find and attract the best mix of minds and talents to educate our students.
- ACPS uses targeted job-fair recruiting efforts. We target those job fairs that allow access to a high-quality, diverse pool of applicants. We constantly look at our "return-on-investment" and sustain job fair attendance that produces applicants and discards those that do not. We also are pursuing video recruiting, where one can send a DVD of the division and have the job fair organizer display it for open viewing. Such efforts cut costs and ensure wider marketing of our brand.
- ACPS uses non-traditional recruiting. We actively work with the regional Troop-to-Teachers Program to encourage our former military members to become educators and join ACPS. This pool has the potential to provide more educators with science and math experience as well as male-role models in the classroom.
- ACPS is making a long term commitment to building a strong, research-based foundation of professional development across the school division to strengthen the content, pedagogy, and relationships that translate into increased student engagement and higher achievement. We are working with Research for Better Teaching to develop more skillful teachers and leaders who will share a common language about the craft of learning, teaching, and leading.

Transition Programs:
- All students, from K-8th grade, participate in a Moving Up Day transition program. This opportunity provides students with a visit to teachers in the next grade level to learn about upcoming experiences to include curriculum and activities; for reduction of anxiety associated with unknown change, and dissemination of information and expectations for families.

Budget Implications: Support of enrichment, and college visit experiences through payment for entrance fees, if applicable and transportation fees.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):
-Behavioral participation data in tiers 2 and 3 and discipline data will be monitored to evaluate the effectiveness of the PBIS and MTSS programs.

-Evaluation of effectiveness of trainings will be done through the implementation of informal and formal observations, instructional walk-throughs, Instructional Rounds, and during collaborative planning and data meetings.