

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

Division Name: Fairfax County Public Schools

School Name: Dogwood ES

Date: 10/10/17

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 has been

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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:

The Dogwood Leadership Team consisting of grade level team leaders, specialist team leader, a math lead, literacy lead, Responsive Classroom lead, counselor, instructional coach, school based technology specialist, and administrators, met in the summer of 2017 to review the school-wide data and to plan next steps as a school. The analysis covered the scope of the school wide needs as well as drilling down to the needs of specific subgroups of students in our school. We explored the possible factors that impacted our students' learning (positive and negative) and worked to develop a School Innovation and Improvement Plan that addressed the needs indicated in the data. As the school year started, the grade level teams set SMARTR goals that reflected their work within the School Improvement Plan. Individual teachers also set their own SMARTR goal around the team/SIIP SMARTR goals to reflect the needs of the students in their classroom. We are planning on hosting a Parent Coffee in October to hear the families' hopes and dreams for their children.

Summary of data analysis and identified needs:

For reading, a review of SOL, DRA2, and DRA2 WA indicates that reading achievement continues to be an area of focus. We noted that we have made significant gains in closing the reading gap for students in the 2016 DRA data. Those students who are reading below grade level might be in multiple subgroups that includes students with disabilities, English Language Learners, and economically disadvantaged students. See Dogwood ES's reading results in the additional documentation. Specifically, a need was identified to continue to differentiate the learning for advanced readers as well as those students who are reading below grade level. The staff is working on refining their formative assessment methods as well as strengthening their guided reading structure to provide this support for all students. Using the Jan Richardson guided reading model also has been a focus as it embeds the word work within the guided reading structure. Student discourse is an area that we will focus on to support all aspects of literacy.

Dogwood ES is implementing the Being a Writer program in grades K-6. We understand the importance of targeting every component of literacy (oral language/reading/writing/word study) to support the development of our readers. The dialogue around writing instruction is taking place within CLTs and the monthly professional development meetings.

For mathematics, Spring 2016 SOL results indicated that our results decreased across all subgroups. See Dogwood ES's mathematics results for the 2017-2017 school year for additional documentation. A need to continue to refine our small group model (guided math) within the math workshop model was identified. Due to the fact that our students are coming in at different entry points in schooling, the importance of having flexible multi-step problem solvers was discussed. We also indicated the need to increase student discourse in the area of math to support the higher level thinking and processing for all students.

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Science continues to be an area of need, despite Dogwood being fully accredited. The importance of higher level thinking, authentic experiences for students, and incorporating writing in the science planning and instruction was discussed. Teams will have at least one science CLT a month to ensure effective planning.

Budget Implications:

Keeping the .5 STEAM teacher staffing

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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:

Based on the data analysis and needs identified above in literacy, Dogwood ES is committed to implement a reading workshop model for reading that places a priority on guided reading practices. Additionally, the grade level teams have committed to meet on a weekly basis to collaborate in the area of language arts, including unpacking and pacing out the standards, developing student friendly essential questions, exploring and committing to best instructional practices, developing common formative assessments, and sharing the results of those assessments to further plan our instruction. These team meetings, called Collaborative Learning Time (CLT), will focus on language arts on a weekly basis. Professional development will be embedded through the CLTs as we analyze the assessment data and determine instructional needs. CLT learning topics that have been discussed have been around phonemic awareness, increasing fluency, and vocabulary development. A quarterly team day has been woven into the master calendar to allow teams to come together to analyze the progress of the grade level students and to develop intervention/enrichment plans from the data.

To support our staff in strengthening our Tier 1 instruction for all students, we have two literacy and 2 math coaches integrated into the classrooms to provide job embedded professional development.

Based on the data analysis and needs identified above for mathematics, Dogwood ES is working to strengthen mathematics instruction by strengthening our mathematics workshop model that also includes small group instruction/guided math groups. The workshop model includes a daily focus lesson, small group instruction, independent practice opportunities, as well as formative assessments. Additionally, the grade level teams have committed to meet on a weekly basis to collaborate in the area of mathematics, including unpacking and pacing out the standards, developing student friendly learning targets, exploring and committing to best instructional practices, developing common assessments, and sharing the results of those assessments to further plan our instruction. These team meetings, called Collaborative Learning Time (CLT), will focus on mathematics on a weekly basis. Professional development will be embedded through the CLTs as we analyze the assessment data and determine instructional needs. CLT learning topics that have been discussed have been around higher level thinking, multi-step problem solving, student discourse, and academic vocabulary. A quarterly team day has been woven into the master calendar to allow teams to come together to analyze the progress of the grade level students and to develop intervention/enrichment plans from the data.

Budget Implications:

Team Days, Leadership Data Review, Literacy and Math Coaches

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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:

The Dogwood ES master schedule reflects the schedule for the daily 2-hours of uninterrupted language arts instruction and one hour of uninterrupted math instruction with intervention/enrichment built into the instructional block. Advanced Math is offered in 6th grade to give students who require enrichment and advanced study early access to grade 7 math content and support algebra readiness. An accelerated math group in fifth grade provides exposure to the sixth grade curriculum for select fifth grade students. We have the STEAM (science, technology, engineering, arts, and mathematics) class scheduled for every classroom to explore these areas for at least 30 minutes a week. We have dedicated reading teacher to serve as a Tier 3 interventionist. We have established a special education co-teaching model in grades 3-6 to support all students. We have established a guided reading partnership for every classroom teacher with an ESOL teacher. We have a one-to-one technology initiative in grades 3-6. We are focusing our schoolwide learning around the implementation of the IB Learner Profiles.

Budget Implications:

IB training for all staff members

Hiring and maintaining the .5 STEAM teacher resource position

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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.

Narrative:

The Advanced Academic Resource Teacher and our two other STEAM teachers facilitate weekly problem solving strategies lessons for all classes in grades K-6 and works closely with classroom teachers and specialists to identify and recommend students for Young Scholars and Advanced Academic services. Enrichment opportunities and educational field trips are offered free of charge to targeted students during the summer to allow students to deepen their passion for learning and explore new ideas. We offer the MentorWorks program to provide targeted students with mentors from Business Partners and from the Dogwood staff members. Mentors meet weekly with students to provide academic support, help students with social skills, and build positive relationships with students. The Dogwood Connections (which consists of 2 parent liaisons of whom one is bilingual) team coordinates with county and community services to identify and address family needs that support students' availability for learning, including holiday assistance, clothing, and food. Food and clothing pantries are available through Dogwood Connections to further address immediate support for students who require support managing situations of stress or anxiety. The school social worker coordinates with county and community services to identify and address family needs that support students' availability for learning, including healthcare and nutrition. We send home weekly food bags through the Helping Hungry Kids program. Our Dogwood Connections works with this organization and others that provides a backpack meal over the weekend to provide food for selected students. We have a partnership with the Children's Science Center. Through this partnership, we are able to offer a Science Night where the center provides our students with a free Science Night which provides our students with hands on STEAM experiences and scientific role models.

Budget Implications:

Hiring and maintaining the 2 parent liaison positions.