

Riverdale Elementary School  
Every Student Succeeds Act of 2015  
Title I Schoolwide Plan

# Riverdale Elementary School



# Title I Schoolwide Plan

**Riverdale Elementary School  
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**Stakeholders:**

List the name and title of each stakeholder who participated in developing this plan.

Name of Stakeholder	Title
Tamee Railey	Co-Principal
Kisha Watford	Co-Principal
Hilliary Story	Reading Specialist
Melinda Lee	Reading Specialist
Charlene Walker-Briggs	Reading Specialist
Kristen Winters	Classroom Reading Teacher
Melissa Mabry	Classroom Reading Teacher
Darnell Lee, Jr.	Parent
Kristen Rose Edwards	Parent
Lorraine Whitehead	Title I Specialist/Community Liaison/Smart Beginnings WT
Christie Kizer	Special Education Lead Teacher

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**Division Name:** Southampton County Public Schools

**School Name:** Riverdale Elementary School

**Date:** June 2023

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

**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: Comprehensive Needs Assessment**

Riverdale Elementary School is located at 31023 Camp Parkway, Courtland VA, bordering Franklin City border. Approximately 554 children Pre-K–5th grade attend the school. The school serves two of the most under-resourced communities in Southampton County. The following reflects the school demographics: Black- 44%, White- 51%. Riverdale has qualified for Community Eligibility, 100% free lunch. Students with Disabilities-13% and 12 -EL Students. Riverdale’s Accreditation Status for 2022-2023: Accredited with all School Quality Indicators at Level One. Reading scores for “All Students” is 87%: 90% for “White” Students compared to 80% for “Black” Students. For Math: 92% pass rate. Needs Assessments are conducted on a regular basis reviewing data from the

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following sources: SOLs/3-5, PALS/Pre-K-3, Quarterly Benchmark Assessments, QRIs and/or Running Records/4-5, Pre-Post Performance Matters/used as Pulse Checks and Ganske Spelling. The following skills repeatedly surface in Reading as areas of opportunity: Making Inferences, Drawing Conclusions, Author's Purpose, Main Idea, Summarizing and Text Features;. Math areas of opportunity: Multi-step word problems, computation, problem-solving skills.

As a result of examining this data, we identified the following goals as our focus areas for improvement:

Goal 1-All Students will show an improvement in writing proficiency by demonstrating the knowledge of basic writing skills as measured by Writing Portfolios/Rubrics and the Alternative Writing Tests (Grade 5.)

Goal 2-The subgroup "*Black Students*" will increase their SOL pass rate or show growth in **reading** by 5% and the subgroup "*Economically Disadvantaged*" will increase their SOL pass rate or show growth in **reading** by 5% by June 2024 as indicated by the Spring 2024 SOL Testing.

**Goal 3**-The subgroup "*Black Students*" will increase their SOL pass rate or show growth in **math** by 5% and the subgroup "*Economically Disadvantaged*" will increase their SOL pass rate or show growth in **math** by 5% by June 2024 as indicated by the Spring 2024 SOL Testing.

The school leadership team, as well as, teachers from each school are included in countywide meetings that determine which academic assessments are used to evaluate students' achievement and/or need for remediation. Teachers receive the disaggregated data from multiple sources. It is then used to direct planning and instruction. The county provides professional development for the teachers that include disaggregation of data, how to read data results and emphasize the importance of using this information to structure daily lessons for positively impacting student achievement.

Believing that our children are one of the most valuable resources, Riverdale's administration, faculty, staff, and parents strive daily to ensure that our students are in a safe and drug-free environment. Riverdale will continue to make a conscious effort to maintain and increase a positive school climate, and adhere to this Schoolwide Plan.

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**Budget Implications:** Snacks/light refreshments for planning meetings with LEA, teachers, parents and community stakeholders

**Benchmark/Evaluation: Product-** A viable and powerful School-wide Plan that effects achievement for “All Students” and closes the achievement gaps.

**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:**

**Goal 1. Increase student achievement in writing**

**Strategies:**

Teacher will teach writing concepts in the allotted time for writing during the language arts block Prek-2, social studies block 3-5. Students need to have many opportunities to practice writing and teacher modeling is extremely important. Teachers need to model every writing activity required of the students. In addition to using the materials in the reading series the teacher will teach students journal writing and the steps in the writing process.

Teaching writing will be done through many formats:

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- Journal writing will occur on a daily basis in grades PreK-5.
- Poetry exposure and writing will begin in Pre-Kindergarten.
- The steps in the writing process (brainstorming, prewriting, revising, edit, and publishing) will be taught using teacher modeling.
- Teachers will make efforts to publish student writing. (Class books, hanging in the hall, through contests, etc.)
- Proofreading will begin in kindergarten and will continue through the upper elementary grades.
- The school issued iPads will be used for students to type their writing.
- Teacher modeling will occur in all grades. (Interactive writing, shared writing, etc.)
- Small groups can be utilized to teach the writing process. (Reading Specialist and Paraprofessional can help with this)
- Reference skills (using a dictionary, thesaurus, encyclopedia, internet, etc.) will be taught by the teacher and reinforced by the librarian during scheduled library times.

The reading specialists will assist teachers during the writing block with teaching and small group activities as needed.

### **Assessments**

Writing rubrics will be used to assess student writing. Teachers will assess student writing samples at least four times a year.

Alternative Writing Assessment (Grade 5 only)

### **Goal 2. Increase student achievement in reading**

#### **Strategies:**

- The Reading Specialist will organize reading resource materials by reading level and SOL content and assist teachers in finding the appropriate materials for instruction, as well as assisting in diagnostic testing such as VALLS.
  - We will utilize VALLS data as a diagnostic tool for reading instruction for grades Pre-K-3.
- We will use STAR data and/or Running Records as a diagnostic tool for reading instruction for grades 4-5 during in person instruction.
- Reading/phonics instruction will focus on working in the students' ZPD (Zone of Proximal Development) and ZAD (Zone of Actual Development) with an emphasis on differentiating instruction to assure individual reading success.
  - The Language Arts Block is a minimum of 90 minutes uninterrupted instructional time in person.

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- Teachers work to adhere to the guidelines set by the Comprehensive Reading Plan.
- All reading teachers will maintain fidelity to the core reading program: Houghton Mifflin Harcourt HMH Into Reading and/or integrate supplemental reading materials to assure we meet the interest and needs of each child
- Every classroom K-5 will have small group instruction coinciding with literacy stations based on 4/5 essential components of reading as listed by the National Reading Panel (Phonemic Awareness, Phonics, Vocabulary, Comprehension, & Fluency) This is non-negotiable!
- Reading Specialists were trained on the Research based LETRS (Language Essentials for Teachers of Reading and Spelling) program in 2023.
  
- In the early childhood/early literacy classes, we will emphasize concept of print:
  - a. Each K-1 teacher will utilize their big book easel to display big books for shared reading and model speech to print match
  - b. Students will “Read Around the Room” using pointers
  - c. Teachers will incorporate multi-sensory manipulatives for students to practice “pointing” ( ...dog bird baby cat).
- Reading instruction will focus on the essential elements of effective reading instruction as identified in the Report of the National Reading Panel Reports of the Subgroups Teaching Children to Read:  
**1. Comprehension**
  - a. “Shared Reading” (teacher reading to class) will be a daily part of instruction.
  - b. Each classroom teacher will organize literacy stations that focus on the sub-skills of comprehension, ie. inferences, main idea, drawing conclusions, author’s purpose, etc.
  - c. Lessons will periodically focus on test taking strategies
  - d. Whole group, small group and literacy stations will be implemented daily (having identified writing instruction critical need, occasionally time will be dedicated to responsive writing)
  - e. Computer programs (Reading Eggs K-3, IXL Reading 1-5, Performance Matters assessments, STAR Reading, Accelerated Reader©, etc.) board games and SMART Boards will focus on comprehension.
  - f. Students will be exposed to all genres of printed text especially nonfiction that would include topics from Science and Social Sciences SOLs such as selections about Johnny Appleseed, volcanoes, etc.
  - g. Students will apply the strategy for solving/self-correcting text, “Does it make sense?” first prompted by the teacher, then becoming self-talk and eventually internalized

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- h. Students will be encouraged to participate in a school wide Accelerated Reader® contest by way of the on-line program “Renaissance Place”. Points accumulation will be monitored closely by the reading teachers and Reading Specialists. Reasonable/differentiated goals will be set for individual students.
- i. All K-5 teachers will effectively model, support and remind students what “good readers” do. Teachers will monitor and provide opportunities for students to take AR tests.
- j. Performance Matters will be incorporated in grades 2-5.
- k. Teachers will increase the rigor of questioning to include questions that require higher level/critical thinking
- l. Anchor charts will be displayed in the classrooms

**2. Vocabulary**

- a. Content Word Walls will be used in PK-5 classrooms
- b. High frequency word banks will be an integral part of word study (list of Most Common Words (150) from Overcoming Dyslexia by Sally Shaywitz who served on the National Reading Panel, and expanded to the “Second Hundred” and “Third Hundred” Instant Words as listed in the Reading Teachers Book of Lists, 2000) and/or The FRY List.
- c. “Shared Reading” will be a daily part of instruction
- d. Students will practice fluent writing of high frequency words (list of Most Common Words (150) from Overcoming Dyslexia by Sally Shaywitz who served on the National Reading Panel, and expanded to the “Second Hundred” and “Third Hundred” Instant Words as listed in the Reading Teachers Book of Lists, 2000) and/or the FRY List.
- e. Computer software, games, ELMOs, document cameras and SMART Boards will be incorporated frequently into classroom stations along with one to one student iPad devices.
- f. SOL content area vocabulary will be integrated into reading instruction and resources such as art, music, library, and physical education.
- g. Verbal classroom discussions of weekly vocabulary to increase vocabulary and comprehension.
- h. Increase exposure to using context clues and strategies in grades K-2.

**3. Phonemic Awareness/Phonics/Spelling**

- a. Picture sorts and/or word sorts will be an integral part of word study
- b. Teachers will use Read-Alouds of poems and stories with rhyme, rhythm, and repetition...selections that “play with words”
- c. Teachers will model and assist students in learning to stretch words as a means of isolating phonemes for spelling and/or word study



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- d. Word games will be played as a means of word study
- e. Spelling instruction will be differentiated utilizing VALLS Spelling Report 1-3, Ganske Word Journeys Assessment –Guided Phonics, Spelling, and Vocabulary Instruction for grades 4-5 staying in the student’s Zone of Proximal Development and following logical word knowledge progression (systematic) Students will be screened periodically to assess specific levels.
- f. Students will learn to use the strategies for solving text/self-correcting text: Students will utilize the prompt “Get your mouth ready”, first prompted by the teacher, then becoming self-talk, and eventually internalized.
- g. Students will apply the strategy: “Does that look right?” first prompted by the teacher, then becoming self-talk and eventually internalized.
- h. Computer software to include Reading Eggs K-3, Walkabouts PreK - 2, Waterford PreK-2, games and SMART Boards and iPads will be incorporated frequently into classroom centers.
- i. IPI (Informal Phonics Inventory) will be used in first and second grade.
- j. Teachers PreK-2 will implement Heggerty Phonemic Awareness Curriculum by Literacy Resources, Inc.
- k. Sound walls will be used in classrooms K-3 to reinforce phonics instruction.

**4. Fluency**

- a. 20% of reading instructional time will focus on fluent reading. Fluent reading is defined as text that a student can read with speed, accuracy and proper expression. A text is considered to be at a student’s fluent level when they can read it with 98% accuracy and is usually at least one level below instructional level.
  - a. class book baskets
  - b. easy to read AR/library books
- c. Students will read on their independent level and re-read selections on their instructional level in addition to decodable text.
- d. Teachers will model fluent reading
- e. Teachers will use UVA Standard Fluency Ratings (PALS) to measure fluent reading in grades 1-3.
- f. Students will use age-appropriate activities that focus on fluency.
- g. Lessons will focus on high frequency words (list of Most Common Words (150) from Overcoming Dyslexia by Sally Shaywitz who served on the National Reading Panel, and expanded to the “Second Hundred” and “Third Hundred” Instant Words as listed in the Reading Teachers Book of Lists, 2000) and/or The FRY List. Teachers will use heart word method when teaching high frequency words that cannot be decoded.
- h. Computer software, Board games and SMART Boards will be incorporated frequently into classroom stations.
- i. All classrooms including content classes will have rotating classroom libraries by use of leveled library accessed by the teacher.

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j. All teachers are considered reading teachers. Non-fiction reading strategies, aligned with the Essential knowledge, skills and practices from the Virginia SOL Reading Curriculum Framework, will be taught in content classes with emphasis on development of the technical vocabulary for the content which facilitates fluent reading.

**Goal 3: Increase student achievement in math specifically in the areas of Algebra, Practical Problem Solving, Multistep Word Problems, Number Sense, Geometry, Time and Money, Measurement and Computation and Fractions (pictures)**

**Strategies:**

- a. Manipulatives, centers, SMART Board activities and multi-sensory/real life activities will be incorporated throughout instruction
- b. Using the results of assessment instruments, teachers will differentiate instruction to assure that the students are working in their Zone of Proximal Development and that mastery is achieved on the sub-skills necessary for the understanding of higher math skills
- c. Teachers will develop and use activities and teaching strategies that would scaffold content across the K-5 curriculum.
- d. There will be differentiated, daily math remediation/enrichment; a minimum of 30 minutes every other day and in class. (Students will be instructed in flexible groups)
- e. Test-taking strategies will be practiced continually
- f. Teachers will use technology, including SMART Boards and one to one student iPads to make available fun ways for the repetition necessary for math concepts and facts to transfer to long-term memory. Students will participate in Performance Matters, IXL, Walkabouts PreK-2, Waterford PreK-2.
- g. Teachers will continually revisit math skills, objectives and strategies previously taught
- h. The Science Lab will house math manipulatives for school wide use.
- i. Students in grades 1-3 will participate in a timed basic facts drill to increase student ability and speed of recalling basic facts. Class charts recording individual student records will be kept, students' goal is to beat his/her record/time.
- j. Teachers will emphasize number sense, including number lines, across all instructional strands and develop word problems from the text.
- k. Teachers will encourage the use of nonfiction literature within the rotating class libraries accessed by the teacher.
- l. In order to differentiate math instruction, math teachers will implement math stations to facilitate small group instruction at least twice a week.
- m. Students in grades 1-5 will use IXL math during classroom instruction.
- n. Implement current Curriculum map for grades K-5.

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The faculty and staff will make themselves aware if there are any language or physical impairments that might inhibit a student from participating in any activity and work together to resolve any issues that would be a barrier to equal access.

**Budget Implications:** Riverdale Elementary School has 3 Reading Specialists. The Title I Part A application includes funding for two Reading Specialists, math manipulatives and interactive content software, as well as funding for technological devices. In addition; card stock, printer ink, sentence strips, chart markers, paper and additional consumable materials are needed and included in the budget. The additional Reading Specialist is funded by Virginia Literacy Act.

**Benchmark/Evaluation:** Students will be assessed formally at the culmination of each SOL objective in each content area by means of Performance Matters and Benchmark Testing. Teachers will use ongoing formative assessments to continually assess student progress/mastery in all content. For Reading, all students will be administered the VALLS (PK-3) or a QRI/and or Running Record (4/5), 3 times a year: Fall, Mid-Year & Spring and the quarterly Alternative Writing Assessment. Data will be disaggregated to shed light on subgroups “Students with Disabilities” and “Disadvantaged Students” in order provide individual and specific skills development for these focus groups.

**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:**

**Strategies:**

To specifically target students who experience difficulty mastering their SOLs as determined by previous years scores (K-5), SOL released tests, County 4.5-Weeks Benchmark Tests, Performance Matters or students who fail to meet a proficient/advanced level of success in their reading achievement as

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determined by VALLS, Benchmark tests, QRI's or IPIs; these diagnostic tests are scheduled and administered on an ongoing basis throughout the school year. An additional focus is on the students that would fall in 1 or more of the subgroups for AYP.

1. Remediation/Enrichment each day for a minimum of 15 minutes to focus on specific skills identified to focus on building specific skills that were identified.
2. Inclusion teams (Title I, SPED Teacher, SPED Paraprofessional, and classroom teacher) in or with classrooms to assist in assuring that each student is successful in classroom activities as well as remedial activities. We work in "V" formation: whole group...small group ...individual, until each student has received instruction that would assist in their mastery of the target objective.
3. Summer Reading Program for all K-5 students for both remediation and acceleration. Pre K will receive Early Literacy Kits containing materials aligned with the state approved STREAMn3 Curriculum.
4. Pull-out for more individualized instruction for specific objectives/concepts students fail to master in larger setting using a differentiated method of teaching the concept
5. Instruction includes a multi-sensory approach and integrates as many of the intelligences (Gardner's Theory of Multiple Intelligence) as possible into each lesson to better meet the learning styles/modalities/gifts of the different learners
6. Peer Tutors
7. Differentiated instruction in which there are accommodations or modifications to curriculum/lessons/material that would assist in meeting the diverse needs our student population
8. Virginia Pre School Initiative and Title I Early Childhood four-year old programs  
Working with UVA/CASTLE/STREAMin3 Curriculum, Walk About, Waterford
9. Before School Tutoring. Bus transportation provided for under served population.
10. Summer School
11. Promote the use of the Title I Parent Resource Center
12. IXL Reading and Math
13. Walk About program for grades Pre K-2.
14. Waterford

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**Budget Implications:** Riverdale Elementary School has 3 Reading Specialists. The Title I Part A application includes funding for 2 Reading Specialists and Program & classroom materials, leveled books for classroom libraries from a variety of genres, to include fiction and non-fiction readers as well as decodable text readers. The additional Reading Specialist is funded by Virginia Literacy Act.

**Benchmark/Evaluation:** Students will be assessed formally at the culmination of each SOL objective in each content area by means of Performance Matters and Benchmark Testing. Teachers will use ongoing formative assessments to continually assess student progress/mastery in all content. For Reading, all students will be administered the VALLS (PK-3), QRI and/or Running Record, STAR (4/5), 3 times a year: Fall, Mid-Year & Spring. Data will be disaggregated by student's/specific skills in need of remediation to provide additional time and quality of instruction, to increase student achievement and mastery of state standards and to strengthen the academic program in the school.

**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 of 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

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- 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:**

Professional development and recruitment/retention of effective teachers (particularly high-needs subjects)

We have adopted a school wide Positive Behavior Intervention Supports (PBIS) to support, model and encourage desired behaviors and expectations of both staff and students. A PBIS team, consisting of various faculty members, meets monthly to modify our behavioral matrix as needed. This team also implements a variety of reward choices for students. All teachers will display, model and teach the Behavior Matrix to students. An at home Behavior Matrix will be provided to parents to implement with students at home.

To ensure that teachers and paraprofessionals have the knowledge and strategies necessary to successfully implement the curriculum in a way that ensures an increase in student achievement, Southampton County Public Schools provides meaningful, on-going professional development opportunities during the summer and throughout the year. All principals, teachers, paraprofessionals and administrators have input in determining the professional development needs. A committee of administrators prioritizes the needs using data from the Standards of Learning tests, VALLS Pre-K-3, and 4.5 weeks/nine weeks Benchmark tests. Book studies, classroom follow-up, and coaching are deeply embedded into the professional culture to assure transfer of pedagogy from theory to practice. Reading Specialists assist in the coordination and implementation of the professional development plan at the individual schools, including modeling literacy lessons.

Personnel are encouraged to attend conferences and workshops that will inform the teachers/administrators of the latest research based educational practices. These opportunities are selected to focus on the specific needs of the schools. Staff attending these types of opportunities is required to share the information as well as implement the new strategies in their classroom. The LEA (Local Education Agency) administrator responsible will ensure that the professional development opportunities are on-going and relevant.

All new teachers participate in the mentor program provided by the division. Lead mentors and coaches will provide ongoing training for new teachers throughout the year. Each new teacher will be assigned a mentor in their building to assist them with daily questions and

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situations. The intent of the mentor program is to support professional growth and to help new teachers develop the necessary skills that would assure their success in the classrooms.

Riverdale Elementary Staff will attend conferences and professional opportunities when available outside of the county. The principal will schedule workshops during the preschool in-service week and throughout the year that emphasizes research-based theory and practices.

Workshops/in-services that recommended by this committee are as follows:

- a. Professional Conferences on math, reading and writing both in person and virtual.
- b. Math Manipulatives Training
- c. Differentiated Instruction Training
- d. Multi-sensory methods training including brain-based learning
- e. Training on the importance of the affective side of learning and what it looks like in a classroom/school (class/school climate/culture)
- f. Follow-up support in the classroom for programs/curriculum /theory adopted/implemented
- g. Grade level meetings in which teachers can share successes or concerns
- h. County personnel to stay up to date on current research/policies and share pertinent articles and/or changes in relative legislation/dogma

Time Lines for Professional Development TBA.

The New Teacher In-Service Program provides comprehensive training to meet HOUSSE requirements. Individual plans will be developed for each teacher to meet “fully licensed and endorsed” status. Other training programs meet or exceed HOUSSE requirements for professional development. To assist paraprofessionals in preparing for the Para-Pro test, each school is equipped with a computerized tutorial for them to use to prepare for the test. Paraprofessionals may take the Para-Pro test by computer at the school board office. Once the test has been passed, the fee for taking the test is reimbursed. The teachers receive information on the PRAXIS and the county has a partnership with Paul D. Camp Community College for needed classes. There are 26 teachers at Riverdale that hold a Bachelors Degree, 21 teachers that have attained Masters Status. All of the paraprofessionals have passed the ParaProfessional test or have an associate’s degree or higher.

Southampton County Public Schools will continue to go on recruiting trips like the Great Virginia Teach-In and similar activities.

**Preschool transition from early childhood education programs to local elementary school programs:**

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Parent assistance programs for transition of PreK students from Head Start, Title I Pre-K, Special Education Reverse Mainstream, and Virginia Preschool Initiative to kindergarten in the elementary schools will take place each year. Parents of students attending these programs are invited to attend school related activities such as parent workshops .

PreK and Kindergarten teachers will collaborate informally throughout the year to identify student strengths and weaknesses. In late May/early June, a parent workshop takes place for parents of PreK children on ways to assist their child at home during the summer to practice skills for kindergarten. Each family receives an Early Literacy Kit filled with materials such as magnetic letters, dry erase board, markers, journals and Keep Books™. Riverdale will host an open house giving parents and students a chance to meet teachers.

Transition from elementary education to local Middle School:

Visits to the High School for cultural events assist our students in the transition. Southampton Middle School guidance department will host a meeting with the 5th grade students to set up preliminary course schedules. Southampton Middle School Administration will visit 5<sup>th</sup> grade students to share expectations. Students and parents will be invited to visit the Middle School during the summer after they get their schedule for orientation. Meeting with middle school administration about other ways to transition students.

**Empowering parents to work with their children at home to master state standards:**

Parental involvement is an important component of Southampton County Public Schools' mission. We strive to empower parents so they may play an active role in their child's educational process. We will supply families with the necessary information and materials they need in order to assist their children at home to improve academic achievement. This is reflected in the written parental involvement policy of each Title I school which closely correlates with the LEA's written parental policy.

At the beginning of each year we hold a Title I General Session/Open House where each parent/guardian receives a Parent Packet (for families that were unable to attend, the students are given a packet to take home the next day). The packet includes, among other information, activities that the parents can incorporate into their daily routines to enhance learning potential, environmental factors that increase learning ability, and a list of resources outside of the school that the parents can use at home with their child. At this event, each family also receives a copy of their child's SOLs, booklets about what it means to be a Schoolwide Title I School and all services and resources available for them and their child.



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The packet also includes a “Title I Compact” that details the responsibilities of each of the parties involved in the student’s education. This compact is to be signed by each student, parent and teacher.

We hold a minimum of 2 workshops a year for families with emphasis on specific educational strategies, the 5 components of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency) or ways of problem-solving environmental issues that might impair learning.

The Title I Teacher/Parent Liaison works closely with the teachers at each of the four Title I schools to assist them with parental involvement activities, including SOL workshops. There is a Title I Resource Center available for families located in the Title I building. Each Title I school will promote the use of this resource.

Other strategies include school sponsored parent/student events, and parent-teacher conferences. Periodic informative correspondence via social media to inform families about events as well as supply them with information on additional ways to help their child at home. Report cards/progress reports are distributed every nine weeks. Interims will be sent out half-way through each report period. Results from the SOL tests (for those students who participated), printouts of their child’s VALLS results, and *Accelerated Reader*™ reports are sent home to parents when the information is available. Parents have opportunities to discuss the data at each parent-teacher conference (held after each nine-week interim report).

Each school will have at least two parent representatives on their schoolwide planning committee and to attend the Parent Advisory Council that will meet at least twice a year. The two parents serve as our representatives on the DAC (District Advisory Council). The parents will have an opportunity to be actively involved with decisions concerning the Title I program as well as review and approval of the school-wide plan.

The faculty and staff will make themselves aware if there are any language or physical impairments that might inhibit a family member from participating in any family activities. Arrangements are made to assure each willing parent’s full involvement.

Riverdale will implement a Family Reading and SOL Night, Title I Fall Festival and Math/Science Night. In addition, there will be an SOL Workshop at the beginning and an SOL Game Day later in the year to educate/inform parents on parenting practices that increase student achievement. Parents will have the opportunity to work with their children at home using a variety of take-home kits and activities. But most of all, we want to create an atmosphere where the parents feel that they are part of our learning community; that we are partners; faculty, staff, parents, support staff and principals in their child’s journey to becoming literate.

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Riverdale will plan the following semester activities in order to increase parental involvement and build parent capacity to help their children at home with state standards:

First Semester- Title I Reading Night and SOL Night, Title I Fall Festival

Second Semester- Math and Science Night, SOL Game Day.

**Coordination and integration of federal, state and local services and programs:**

Coordination and integration of programs supported under ESSA take place in a variety of ways at the federal, state and local levels. The Safe and Drug Free School program offers parent workshops. Adult Basic Education services and career and technical classes are available through the Southampton County Schools Technical Center. The Technical Career Center and Paul D. Camp Community College offer GED classes. Crisis Prevention Intervention training is provided for administrators and principals. Character Education programs are available in each school. Computers, software licensing, other equipment, technical support, training and repair services are available to all schools through local funds. State supported technology programs funds the on-line testing project. WHRO Public Television Station provides training and technical support to staff. Through Project YES, which is funded by state funds, provides peer mediation, SADD, student counseling, training for guidance counselors and parents at the secondary level. English as a second language classes are offered at the Technical Career Center in the evenings for parents and community members. Translation services and information in Spanish are available for parents and students.

Head Start students are invited to attend the PreK to Kindergarten transitional workshop. Each student attending Head Start that will be attending Kindergarten the following Fall receives an Early Literacy Kit sponsored by the Southampton County Schools Title I Program and The Camp Foundations. The county Title I Parent/Teacher Liaison frequently communicates with the Head Start Program Director and the Children's Center and assists with activities when requested such as staff development and parent workshops. The Southampton County Health Department and Department of Social Services work closely with the Instructional Specialist to ensure we are meeting the needs of the preschool children in the county. Social Services refers preschoolers for the program and works with the parents to make the process of entering school a smooth transition. The Health Department works with the school system to assist families with immunizations and physicals. School nurses are liaisons between the schools and the Health Department. The

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Special Education Department plays an important role in the pre-screening of preschool children. Speech therapists screen for any speech/language delays. Early Childhood special needs teachers team up with preschool teachers to screen each child using the Brigance® Preschool Screening Instrument.

When professional development is planned, all groups who may benefit from the training are invited to participate. When parent workshops are scheduled, the Adult Education Coordinator and the Technical Career Supervisor are included in the planning to maximize the number of families being reached. Coordination between Virginia Preschool Initiative and Adult Education takes place to offer GED courses. Parents of preschool students attending the child care class at the Technical Career Center are invited to participate in all parent workshops and family activities. Virginia Preschool Initiative and SPED Inclusion classes are included in services and activities sponsored by the LEA. Each class receives instruction from the music and physical education teachers each week. The librarian meets with each class weekly and students check out books to take home. Funds are coordinated to support programs for targeted subgroups in the following ways: SOL materials, SOL remediation, PALS©, and provide remedial services for students in each of the subgroups.

**Budget Implications:** Title I Part A funding provides funding for:

Reading Specialists and select Reading Teachers to attend the Virginia State Reading Conference (registration, meals and transportation).

Parent workshops: light meals, materials and resources for the parents of the Pre-K and K-5 students to work with their children at home to sharpen school readiness skills for kindergarten (Pre-K) and (K-5) master state standards.

Pre K ParaProfessional

**Benchmark/Evaluation: Sign-in sheets**