

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

Capron Elementary School

Committee Members

Mrs. Devonda Gary
Principal

Kathy Thompson
Title I Reading Specialist

Sheila Roach
Grade 3 Teacher

Connie Johnson
First Grade Teacher

Katie Holland
Parent

Tracey Johnson
Parent



Title I Schoolwide Plan

**Revised
June 2024**

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Division Name: Southampton County Public Schools

School Name: Capron Elementary School

Date: June 2024

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.

1. Narrative:

Stakeholders: Mrs. Devonda Gary-Principal, Kathy Thompson-*Title I Reading Specialist*, Sheila Roach – *Third Grade Teacher*, Connie Johnson- *First Grade Teacher*, Katie Holland-*Parent*, Tracey Johnson-*Parent*

Comprehensive Needs Assessment of entire school based on information on the performance of children in relation to the state content and performance standards.

Capron Elementary School is located in western Southampton County, Virginia. It is a rural area on Route 58 between the two small cities of Emporia and Franklin (each are approximately 15 miles from the school). The school serves Pre-Kindergarten through fifth grade students with an enrollment of 195. There is one small mobile home park and no public housing in the district. Most of the families live in single-family housing. Adequate housing continues to be one of the community's major concerns.

The Southampton Correctional Center is the major employer in the area. Agriculture is the main occupation of the district. All of the students ride buses to school. The free and reduced lunch participation rate is now operating under community eligibility. This is the second highest percentage of any school in Southampton County. The school also provides a breakfast program. Minorities account for 48% of the school population.

Specific Data:

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Virginia Standards of Learning (SOL) Assessments for 2024:

Reading: *Pass Rates: Grade 3 – 87%, Grade 4 – 86%, Grade 5 – 81%*

Math: *Pass Rates: Grade 3 – 100%, Grade 4 – 93%, Grade 5 – 93%*

Additionally, the Virginia Literacy Partnerships statewide literacy screener Virginia Language & Literacy Screening System (VALLSS), Writing Portfolios/Rubrics/County Alternative Writing Test (5th grade) as well as formative assessments on an ongoing basis are utilized to obtain specific skills data to inform areas of weakness. This data indicated that areas of concern for reading are- reading comprehension, critical thinking skills, phonics, fluency & basic writing skills. And for math, areas of concern for math are-basic math facts, math problem solving, and measurement.

Schoolwide reform strategies that provide opportunities for all children to meet the advanced and proficient levels of student performance; use effective instructional strategies; address the needs of all children in the school; and are consistent with the state and local plans.

School-wide Goals

Goal 1: Increase student achievement in Reading

The Student Subgroup *Black* students will show an increase in the Reading SOL pass rate by 5%; and the Student Subgroup *Students with Disabilities* will show an increase in the Reading SOL pass rate by 5%, as measured by Virginia testing programs and the AMO guidelines stated in the *Every Student Succeeds Act*.

Goal 2: Increase student achievement in Math

The Student Subgroup *Black* students will show an increase in the Math SOL pass rate by 5%; and the Student Subgroup *Students with Disabilities* will show an increase in the Math SOL pass rate by 5%, as measured by Virginia testing programs and the AMO guidelines stated in the *Every Student Succeeds Act*.

Goal 3: Increase student achievement in Writing

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

Budget Implications:

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Benchmark/Evaluation: Students will be assessed formally at the culmination of each SOL objective in each content area by means of 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 Virginia Literacy Partnerships Virginia Language & Literacy Screening System (VALLSS) - (PK-3), QRI or LTRS Phonics and Word Reading Survey (4/5), 3 times a year: Fall, Mid-Year & Spring.

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: Reform Strategies for:

Goal 1: Increased Student Achievement in Reading

The Capron Elementary School plan is defined by the Virginia Literacy Act (VLA) where every student in kindergarten to grade 5 will receive core literacy instruction based in scientifically based reading research and evidence-based literacy instruction. This plan follows the same criteria established by the Southampton County Public Schools Comprehensive Reading Plan. Teachers need a blend of strategies and methods that include phonemic and basic skill instruction as well as a rich literature environment. To ensure that science based literacy instruction is occurring, classroom teachers will devote **two** hours daily to the instruction of reading and language arts. During these **two** hours, areas such as comprehension, critical thinking, phonics and fluency will be taught. The language arts block will be divided up into four areas: whole group instruction, small group instruction, word study, and writing which will be included in the 2024-2025 schedules for teachers.

Whole group instruction will be used for teaching group activities such as comprehension strategies using the 95 Percent Group Program (K-1) and Houghton Mifflin Harcourt Reading Series (K-5) and modeling the activities. The reading specialist will also assist teachers during this time by assessing reading behaviors of students, modeling whole group activities, and assisting with testing procedures.

Whole group instruction will be used to address the four reading components in our balanced literacy program:

- a. Shared Reading – involves reading in unison, with children joining in with teacher on refrains and in multiple readings. It includes big books, poems, songs, story charts and individual copies of the same story.

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- b. Guided Reading – teacher selects and introduces new books or selections appropriate to students’ instructional levels. The teacher directs the children to read the whole text to themselves, and follows up with discussion and direct teaching of reading skills and strategies.
- c. Read-Alouds - teacher selects the books and reads aloud on a daily basis to foster within children a love of literature.
- d. Independent Reading – children read to themselves or with partners. The reader independently solves problems while reading for meaning.

Small group instruction will be used for teaching small group activities such as guided reading groups, differentiated instruction activities, and tiered learning. The reading specialist will assist teachers during this time by assisting with small reading groups and with learning groups (skill groups). Small group instruction allows the teacher the advantage of targeting specific group members, observing and monitoring the needs of the individual readers.

Word study instruction will be used for teaching phonics, fluency, and vocabulary. According to the National Reading Panel, these areas are extremely important in teaching children to read. During this time the teacher will use the 95 Percent Group Program (K-1) and Houghton Mifflin Harcourt Reading Series (K-5) activities and many of the other activities indicated in the Phonics/Fluency portion of this plan.

Other activities include:

IXL - an immersive K-12 online **learning** experience that provides comprehensive, standards-aligned content for math, language arts, science, and social studies.

Waterford – a program that helps all children develop the foundational academic and cognitive skills they need for school success in reading, math and science.

Learning A to Z (RAZ Plus) - includes a robust collection of resources, lesson plans, activities, and quizzes to ensure students receive the differentiated instruction they need. It provides a wealth of leveled PreK-6 resources that can be used in whole-class and small-group instruction to individual practice.

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Comprehension/Critical Thinking

Teachers will use strategies, programs, and activities indicated in this section during the allotted whole group instruction time. Reading comprehension and critical thinking are essential not only to academic learning in all subject areas but to lifelong learning as well. Improving comprehension and creating strong minds are very important focuses for teachers at Capron. In order to effectively teach comprehension and ensure success for all students several strategies and programs will be utilized. The evidence-based literacy program Houghton-Mifflin Harcourt's Into Reading (K-5) will be used as our core instructional program by the classroom teachers on a daily basis.

The Houghton Mifflin Harcourt Series (K-5) is a set of six theme-based analogies – one for each six weeks of school. There are nine stories in each book. Spelling, language arts and phonics are integrated within the stories. The series also offers skills tests, holistic tests, home-school connections, practice books, spelling books and a multicultural handbook.

Teachers will also have many other evidence literacy based instructional strategies to choose from to incorporate into the daily instruction of comprehension. Strategies included are:

1. Teachers will teach the comprehension strategies known as the *Big 6* during The whole group instruction time. The Bureau of Education and Research states that these six strategies are the most effective comprehension strategies to teach. The strategies are predicting, questioning, thinking, aloud-teacher and student, using text structure, using visual representations of text and summarizing. Teachers will continue reinforcing these strategies throughout the year.
2. Teachers will model **all** strategies and activities for the students.
3. Teacher will allow time for sustained silent reading daily. DEAR (Drop Everything and Read) time will be at least 10-15 minutes daily with the teacher modeling as well.

Phonics/Fluency/Vocabulary/Phonemic Awareness

Teachers will use strategies, activities, and programs indicated in this section during the allotted word study block.

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Teachers will use a variety of programs and strategies to increase phonics skills and fluency in grades PreK-5. Strategies, activities, and programs that will be used during this time are: Houghton Mifflin Harcourt Reading Series, Word Sorts, Sound Wall activities, Word Study notebooks, Read Alouds and Repeated Readings.

Equipped for Reading Success by Kilpatrick is a comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition and it will be used by the Reading Specialist in a small group setting.

Heggerty Phonological and Phonemic Awareness (Kindergarten and Primary) is a research-based 35-week of daily phonemic and phonological awareness lesson plans for the classroom teachers to use as a supplemental instructional program.

Bridge the Gap – these intervention lessons for Grades 2-5 were written to provide teachers, Reading Specialists, and interventionists with a simplified curriculum for teaching phonological and phonemic awareness with targeted instruction, based on student needs. The lessons include explicit instruction in early, basic and advanced phonemic awareness skills.

S.P.I.R.E. – is a research-proven reading intervention program for our lowest performing students and will be used by the Special Education department. This teacher-led 10 step lesson plan that walks students through phonemic awareness and phonics, spelling, vocabulary, comprehension and fluency instilling and reinforcing every stage of development.

The 95 Percent Group Program (K-1 2) is an explicit and systematic phonics literacy instruction backed by the science of reading. It combines evidence-based instruction tools, resources, and knowledge into one comprehensive program – proven and trusted to help students master reading fundamentals.

The Houghton-Mifflin Harcourt Reading Series (K-5) will be used as our core evidence-based literacy instruction program and it offers many activities to incorporate phonics instruction into daily instruction. Some of the many activities included in the reading series are poems, phonics take home readers, and activity sheets. The phonics activities coincide with the reading story for the week.

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UFLI Foundations: An Explicit and Systematic Phonics Program by Holly Lane and Valentina Contesse is an explicit and systematic phonics program that will be used by the classroom teachers as a supplemental resource.

IXL - an immersive K-12 online **learning** experience that provides comprehensive, standards-aligned content for math, language arts, science, and social studies.

Learning A-Z (Raz-Plus) –is a supplemental resource available to teachers to support Science of Reading instruction. This resource will empower teachers to meet the diverse needs of students with ease while covering all skills for effective reading instruction providing over 1,500 decodable texts and foundational reading resources.

Sound Walls - Sound walls support key aspects of learning to read that are backed by the science of reading. These include phonemic awareness (the ability to isolate and manipulate the smallest units of sounds within spoken language) and phonics (the ability to make the connection between the sounds of spoken language and the printed letters and words on a page). Based in the science of reading, sound walls in the classroom help educators reinforce the importance of explicitly teaching the skills of letter-sound correspondence. Sound walls help children isolate and identify the individual sounds that make up words and link how a word is spoken to how it is written and spelled.

Read-alouds will be done on a regular basis to expose students to fluent reading. Repeated readings refer to reading selected text numerous times. Teachers will use both read-alouds and repeated readings frequently. Listening centers will also be used to help students with hearing the text read correctly and fluently.

Paired Reading (Buddy Reading) – a research based fluency strategy used with readers who lack fluency. Students who are more fluent are paired with less fluent readers to read aloud to each other.

Assessments

Virginia Kindergarten Readiness Program (VKRP) – an assessment tool that gives schools, teachers and families a complete picture of school readiness. It includes a coordinated set of assessments that measure a student’s skills in early mathematics, literacy (VALLSS) K and Pre-K Language Screener), self-regulation and social skills. VKRP uses the Early Mathematics Assessment System (EMAS) to measure students’ mathematical thinking.

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Virginia Literacy Partnerships Virginia Language & Literacy Screening System (VALLSS) - the statewide literacy screener that will be used to determine individual phonics needs of the students. The teacher will use the VALLSS assessment to meet individual phonics and literacy needs. The VALLSS screening will be given in the fall, mid-year, and the spring to students in K through grade 3. VALLSS aligns with the most current evidence base and includes a more comprehensive and expanded coverage of skills. The screener accurately identifies students at risk of developing reading difficulties and allows for measurement of growth over time and across grade levels as it is vertically-aligned.

Qualitative Reading Inventory (QRI) – an assessment of reading skills that requires students to partake in word identification, oral reading tests and the answering of comprehension questions. It targets areas such as word identification, fluency and comprehension.

LTRS (Language Essentials for Teachers of Reading and Spelling) Phonics and Word Reading Survey - The survey is a tool for identifying which correspondences and patterns the student has learned, and which ones the student needs to be taught for grades 4 and 5.

Benchmark tests will be given at the end of each nine weeks to assess comprehension.

SOL tests will be given in the spring to students in the testing grades to assess reading.

Performance Matters – a dynamic tool for educators to administer assessments (pre-made or locally-created) that makes gauging instructional gaps simple and straightforward.

Goal 2: Increase student achievement in Math

Teachers will teach mathematics for a minimum allotted time of ninety minutes each school day. During the ninety-minute instructional block teachers will follow the set pacing guide for the SOL objectives for his/her particular grade level. The teachers will use the textbook series purchased for the county as pacing allows, to teach the SOL objectives in addition to hands-on materials, math manipulatives, and any other materials to aid in teaching the math Virginia Standards of Learning objectives.

The math focus areas of need are basic facts instruction, measurement instruction, word problem instruction, and math vocabulary instruction.

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Basic facts instruction will be a daily review of about 10-15 minutes of the allotted math time. During this time teachers will review basic facts and give basic fact drills. The drills can be in the form of paper/pencil, games such as Bingo, flash card activities, use of manipulatives, or computer games. Teachers in grades one and two will review daily one-digit addition and subtraction facts with the students using one or more of the previous drills. Teachers in grades three and four will review daily one digit multiplication and division facts with the students using one of more of the previous drills.

Measurement instruction by teachers will be on going throughout the school year. Teachers will use measurement in science experiments during the year and as homework review. Hands on manipulatives or everyday items will be used to teach measurement. Items considered everyday are milk jugs, measuring cups, scales, food items, etc. Students need to be actively involved when learning measurement. Teachers will use visual displays and model activities for the student as well.

Word problem instruction will be on going throughout the school year as well. Solving problems is a significant part of everyday life. Students need to be able to solve problems independently and understand what is being asked. Teachers will teach problem solving by using graphic organizers, teaching key words, using games, using centers, and using problem solving strategies within all subject areas.

Math vocabulary is also a significant part of math instruction. Students must understand the vocabulary for the math problems they are trying to solve.

Teachers can teach math vocabulary through the use of word walls, hands on activities, math visuals, and Interactive Notebooks. Word walls can be used to reinforce new math concepts and as a daily review of needed vocabulary. Hands on activities and math visuals will enable the student to fully understand new math concepts. Word files or word notebooks can be used to document all new math vocabulary learned so students will have a ready reference.

Other activities include:

Blooket - a web-based quiz game platform for group competition or solo study in the classroom. It uses a quiz-style digital game coupled with character-based gaming to teach students.

IXL - an immersive K-12 online **learning** experience that provides comprehensive, standards-aligned content for math, language arts, science, and social studies.

Waterford – a program that helps all children develop the foundational academic and cognitive skills they need for school success in reading, math and science.

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Assessments:

Benchmark tests will be given at 4 ½ week and 9 week marks to assess math material taught.

MAPS – Measure of Academic Progress – is a computerized adaptive test which helps teachers, parents and administrators improve learning for all students and make informed decisions to promote a child’s academic growth.

Performance Matters – a dynamic tool for educators to administer assessments (pre-made or locally-created) that makes gauging instructional gaps simple and straightforward.

SOL tests will be given in the spring to students in grades 3-5 in the area of mathematics.

Goal 3: Increase student achievement in writing

Teacher will teach writing concepts in the allotted time for writing during the language arts block. 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. Teachers will use the Houghton Mifflin Harcourt Reading series to teach grammar and writing. 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:

- Journal writing will occur on a daily basis in grades Pre K-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.
- 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)

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- 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.

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)

Budget Implications: 1 Reading Specialist, additionally, the Title I Part A application includes funding for math manipulatives and interactive software, as well as funding for technology devices. In addition card stock, printer cartridges, sentence strips, chart markers, paper and additional consumable materials are needed and included in the budget.

Benchmark/Evaluation: Students will be assessed formally at the culmination of each SOL objective in each content area by means of Power School/Flanagan Checkpoints 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 Virginia Literacy Partnerships PALS (PK-3) or a QRI (4/5), 3 times a year: Fall, Mid-Year & Spring. Data will be disaggregated by targeted Subgroups.

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:

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Activities to identify, and ensure timely assistance to students who experience difficulties in mastering state standards. (Intervention Strategies/to provided additional instructional time and quality of instruction to students)

1. Daily remediation in language arts and math as determined by each teacher.
2. After school tutoring program in Spring - offered to students in grades 3-5 in preparation for the Virginia Standards of Learning tests.
3. All students who score in the high-risk band on VALLSS must have a student plan using the Student Reading Plan Template for students in Kindergarten through Grade 3 provided by the VDOE.
4. Intervention meetings - meetings held by school officials to assist those students who are not achieving on grade level that are attended by the classroom teacher, special education teacher, guidance counselor, principal, and parent. Strategies to assist the student in learning and possible testing options are discussed. Follow-up meetings are planned to check on child's progress.
5. Remedial Support Personnel
 - a. Title I Reading Specialist
 - b. Guidance Counselor
 - c. Speech Teacher
6. Pre-Kindergarten Program - Transition from Head Start, Title I preschool/pre K and Virginia Preschool Initiative to kindergarten in the elementary schools will take place each year. (component 7)
7. Tutors are hired to come in months before the SOLs to help with remedial instruction of struggling students.

Strategies to increase parental involvement

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 "Title I Family Handbook" (for families that were unable to attend, the students are given one to take home the next day). The handbook 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 resources that the parents can use at home with

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their child. At this event, each family also receives a copy of their child's SOLs. Parents are informed about the program and all services and resources available.

Every student/parent/teacher signs a "Title I Compact" that details the responsibilities of each of the parties involved in the student's education.

The Title I Teacher/Parent Liaison works closely with the teachers at each of the three Title I schools to assist them with parental involvement activities, including SOL workshops. We have established a countywide Family Resource Center. Each Title I school will promote the use of this resource.

Other strategies include PTO meetings and sponsored events, parent-teacher conferences, and home visits. Periodic newsletters/calendars will inform families about school and program events as well as supply them with information on additional ways to work to help their child at home. Report cards/progress reports are distributed every nine weeks. Results from the SOL tests (for those students who participated), printouts of their child's Virginia Literacy Partnerships Virginia Language & Literacy Screening System (VALLSS) results. Parents have opportunities to discuss the data at each parent-teacher conference (held after each report period).

Each school will have at least one parent representative on their school-wide planning committee and to attend the Parent Advisory Council that will meet at least twice a year. 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 of each school 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.

Pre-Kindergarten will offer two parent training workshops. In addition to the parent training workshops, there will also be a transition workshop offered for kindergarten readiness.

Additional activities

Capron Elementary School strives to make itself the center of community activity especially for the families. We have an excellent Pre-Kindergarten program in place. This means that many children are attending Capron Elementary from age four to age ten or eleven. We want our parents involved all along the way.

Parents play a vital role in our learning community. One of our best guarantees of children's success in the school is their family's involvement. Studies show that it is crucial for parents to be involved in their children's education, both in school and at home.

Activities:

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- **Literacy Night** - The parents will be invited to come out to school and read books with their children.
- ***Read Across America Day activities** – Special visitors read to each classroom, cupcakes, bookmarks and pencils for everyone.
- **Breakfast with Dad, Mom and Grandparents Days** – The parents and grandparents will be invited on specific days to share breakfast with our students. (Doughnuts with Dads, Muffins with Mom and Gingerbread with Grandparents)
- ***SOL Count Down to Standards of Learning Night** – give parents information on how to assist their children in studying for the SOL tests.
- ***SOL Pep Rally** – SHS band performs to get the children excited about the SOLs.
- ***Grade Level Plays** – several grade levels perform plays during the school year.
- ***Field Day** – parents will be able to enjoy watching their children participate in a variety of fun games and activities.
- * Community Mentors come together the first day of school to welcome students back to school.

Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Strategies:

Teachers from each school are included in county-wide meetings that determine which academic assessments are used to evaluate students' achievement and/or need for remediation. These meetings include Teacher Advisory Committee, Grade Level meetings, Data Teams, Leadership Team, Comprehensive Reading Program Committee, and Lead Teacher Committees. All of these groups have input into the type and frequency of the assessment instruments. Teachers receive the disaggregated data from multiple sources. It is then used to direct planning and instruction. The county sponsors workshops 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.

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Budget Implications: The Title I Part A application includes funding for 1 Reading Specialist for Capron Elementary School for the Pre-K Program & classroom materials, two part time tutors, funding for the Summer Reading Program, leveled books for classroom & take home libraries from a variety of genres, to include fiction and non-fiction readers.

Benchmark/Evaluation: Students will be assessed formally at the culmination of each SOL objective in each content area by means of Power School 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 Virginia Literacy Partnerships VALLSS (PK-3) or a QRI (4/5), 3 times a year: Fall, Mid-Year & Spring. Data will be disaggregated by individual student's/specific skills in need of remediation (additional time and quality of instruction) to increase student achievement and mastery of state standards.

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
- 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.

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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: • **Differentiated Instruction** design for individual and specific skills building for students in need of additional instruction to master state standards will occur in all subject areas. The following activities will be used to differentiate instruction in math, language arts, science and social studies.

1. Graphic organizers - an at-a-glance, visual representation of the important details of a text or topic. They are powerful visual tools that can help students focus their attention on key elements in a story, text, or topic area; integrate prior knowledge with newly-learned material; develop thinking processes; and become self-directed learners. The following eight organizers should be used across the curriculum regularly by the teachers to more accurately assess the students by highlighting what students are thinking and how they process information:

- Story Web
- Story Map
- KWL Chart
- Comparison Map
- Venn Diagram
- Time Line
- Chain Reaction
- Paragraph Frame

2. Cooperative learning groups - grouping that allows students to work in small groups with a common goal. Children of all achievement levels will work collaboratively allowing "low achieving" students to benefit from being in contact with a variety of achievement levels. When teachers use cooperative learning groups made up of students of different experiences and abilities to work together toward a goal, there are significant increases in learning.

3. Skill driven learning stations/centers - classroom areas that contain a collection of activities or materials designed to teach, reinforce, or extend a particular skill or concept.

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4. Tier groups - teachers examine curriculum and decide if tier groups are needed:
 - a. Tier by Challenge - design tasks to represent different levels of challenge based on Bloom's Taxonomy.
 - b. Tier by Complexity - design tasks that represent simple and complex applications of content or skills.
 - c. Tier by Resources - design tasks that engage students in different and varied resources matched to their learning needs.
 - d. Tier by Outcome - design tasks that use common materials for different learning outcomes.
 - e. Tier by Process - design tasks that ask students to use different processes but address the same outcome.
 - f. Tier by Product - design tasks that ask students to present what they have learned in different ways.

5. Code to the Future is an educational program designed to teach students the language of technology. It integrates both Programming and Game Design giving students a well-rounded understanding of how to utilize technology to create technology projects.

Assessments

In a differentiated classroom, assessment is ongoing and diagnostic. Its goal is to provide teachers day-to-day data on students' readiness for particular ideas and skills, their interests, and their learning profiles.

Formative assessment may come from:

- small-group discussion with the teacher and a few students
- whole class instruction
- journal entries
- portfolio entries
- skill inventories
- pretests
- homework assignments
- student opinion
- interest surveys
- Epic Showcase demonstrating projects created in Code to the Future

At benchmark points in learning, such as the end of a chapter or unit, teachers in differentiated classrooms use assessment to formally record student growth. Even then, however, they seek varied means of assessment so that all students can fully

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display their skills and understandings. Assessment always has more to do with helping students grow than with cataloging their mistakes.

Positive Behavior and Incentive Strategies

The 7 Habits of Happy Kids teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.

Bucket Fillers Program is designed to encourage acts of kindness throughout the school. Bucket fillers are those who help without being asked, give compliments and generally spread their love and good feelings to others.

In order to motivate students who are at risk, a number of rewards system for academic and behavioral achievement is implemented:

- PBIS (Positive Behavioral Interventions Support)
- Book Vending Machine – students receive a token for a free book for positive behavior.
- Each child will go home with a packet of on-grade level books for summer reading enjoyment.

Instruction by highly qualified personnel

The New Teacher Round-Up Program will provide more comprehensive training once a month to new teachers. Individual plans will be developed for each teacher to meet "highly qualified" status. All teachers have to be certified in the subjects being taught.

All para-professional have to take a test or hold an Associates degree to qualify for the job.

High Quality and ongoing professional development for teachers, principals, paraprofessionals, and pupil services personnel, parents and other staff if appropriate, to enable all students to meet SOL requirements.

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,

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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, Virginia Language & Literacy Screening System (VALLSS) Pre-K-3, and six 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.

As part of the Virginia Literacy Act (VLA), K-5 educators are required to receive training in evidence-based literacy instruction aligned to science-based reading research. As a part of this training, self-paced Canvas courses are being offered that focus on building a strong literacy knowledge base on key topics but also focus on the application to instructional practice in the classroom.

Personnel are encouraged to attend conferences, workshops and academies 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 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 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.

Additional Professional Development Activities

- Peer Observations
- Virginia State Reading Association conference attended by Reading Specialist
- LTRS (Language Essentials for Teachers of Reading and Spelling) – a flexible literacy professional learning solution for educators and administrators that teaches the skills needed to master the fundamentals of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language.

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Strategies to attract high quality, highly qualified teachers Collaboration with college personnel and professors will take place in order to encourage students to choose teaching as a profession.

National Board Certified Teachers – are highly accomplished educators who meet high and vigorous standards through intensive study, expert evaluation, self-assessment, and peer review. These teachers are needed to prepare diverse student populations with skills they need to complete in the world today.

Plans for transition of preschool students

Transition from Head Start, Title I preschool/pre-K 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 PTO meetings and parent workshops. In the spring of the year, the teachers are invited to bring the students for a visit into the kindergarten classrooms. The kindergarten teachers meet with the preschool/pre-K teachers and review each student's assessment data to determine each student's strengths and weaknesses. In June, a parent workshop takes place for parents to learn ways to assist their child at home during the summer to prepare them for kindergarten. Each family receives a backpack of materials such as magnetic letters, dry erase board, markers, journals and small books.

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

Coordination and integration of programs supported under ESSA takes 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.

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 pre-schoolers 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

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the Health Department. The 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 Title I preschool 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, and state summer school funding provides remedial services for students in each of the sub-groups.

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

Reading Specialist and 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 Teacher and Para-Pro

Benchmark/Evaluation: Sign-in sheets for parent and staff development activities. Students will be assessed formally at the culmination of each SOL objective in each content area by means of Power School 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 Virginia Literacy Partnerships VALLSS (PK-3) or a QRI (4/5), 3 times a year: Fall, Mid-Year & Spring. Data will be disaggregated by student's/specific skills in need of remediation (additional time and quality of instruction) to increase student achievement and mastery of state standards.

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