

Oakland Elementary School

Title I Schoolwide Plan

Division Name: Suffolk Public Schools

School Name: Oakland Elementary School

Date: November 4, 2016

Select One: Initial Plan Revision

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Elementary and Secondary Education Act of 1965* (ESEA). Guidelines for plan development include the following:

- The comprehensive plan should be developed during a one-year period;
- The plan should be developed with the involvement of parents and other members of the community to be served;
- Individuals who will carry out the plan, including teachers, principals, administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school, should be involved in the development of the plan;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public;
- Information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate, the plan should be developed in coordination with programs under Reading First, Early Reading First, Even Start, the *Carl D. Perkins Vocational and Technical Education Act of 1998*, and the *Head Start Act*.

The ESEA requires ten components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

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To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the ten required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that related to the schoolwide components.

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

Using Indistar®:

- Access the Title I Schoolwide Plan template from the “Complete Form” tab of the Indistar® dashboard.
- Provide a narrative response that describes how the school has addressed the requirements for each component;
- Where applicable, identify the indicator(s) and task number(s) from the school’s Indistar® plan that align with each required component;
- Click “Save” at the bottom of the form to save your responses; and
- Submit the plan to your LEA Division Contact by returning to the dashboard. Under the “Submit Forms/Reports” tab, go to the Title I Plans section, and select the Title I Schoolwide Plan “Submit” button.

Not Using Indistar®:

- Access the Title I Schoolwide Plan template on the Title I web site
http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml,
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

Schoolwide program resources, including a *Schoolwide Plan Peer Review Rating Rubric*, United States Department of Education (USED) guidance on *Designing Schoolwide Programs*, USED guidance on *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and USED guidance on *Title I Fiscal Issues*, can be accessed at the following Web site: http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at: http://www.doe.virginia.gov/federal_programs/esea/index.shtml.

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Oakland Elementary recognizes the importance of communicating and collaborating with staff, parents, and community stakeholders. The Schoolwide Planning Team involves various stakeholders in developing this plan, such as teachers, paraprofessionals, parents, principal, and central office personnel.

Schoolwide Program Planning Team (SPPT):

- Temesha Dabney, Principal
- Andrea Wilkins, Dean of Students
- Erica Grant-Hudson, Guidance Counselor
- Yashica Blackmon, Academic Coach
- Brenda Snashall, Title I Reading Specialist
- Lucy Willis, Karen Lawson, Jennifer Britt, Kindergarten
- Kaye Jefferson, Kristen Lepore, Jaime McMullen, Angela Mills—First Grade
- Mary Griffith, Valerie Fields, Alan Gross—Second Grade
- Sherry Gross, Rebecca Phipps, Melanie Wilde—Third Grade
- Donna Yeaman, Jenifer Banks, Julianne Tise—Fourth Grade
- Melissa Phillips, Ashley Ashcraft, Faye Stringfield—Fifth Grade
- Jodie Linkous—Art
- Rena Long—Music
- Anne McCoy—Physical Education
- Michelle Waggoner—Librarian
- Jessica Joyner—Special Education
- Allie Bulls—Special Education

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- Gayle Thacker—Special Education
- Reshawn Parker—Special Education
- Patrice Wiggins—Title I Assistant
- Judith Dempsey, Alicia Felts, Lisa Dice, Rita Anderson, Michael Bjorklund, Sally Evans—Instructional Assistants
- Timothy Oglesby, Parent
- Jeanette Rinehimer, Parent

The Schoolwide planning process began in December of 2015 and continues to be an ongoing process. The entire Oakland teaching staff voted to accept the Schoolwide Plan and began by reviewing the Schoolwide procedures, forming into groups for the Comprehensive Needs Assessment, and then forming subcommittees for each of the ten components. The committees continued to meet to identify and complete the Schoolwide Plan.

The availability of this plan and future Title I revisions will be made available to the Parent Teacher Association, parents, and the public through the school's website and copies will be available upon request in the main school office.

Component 1 - §1114(b)(1)(A): A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in §1309(2)) that is based on the information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in §1111(b)(1).

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 summary of data analyses must be included. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

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Narrative: Data analysis will include the 2014 – 2015 and 2015-2016 Standards of Learning (SOL) results with subgroup data for grades 3 – 5, the Measures of Academic Progress (MAP) assessment, the Phonological Awareness Literacy Screening data for grades kindergarten through third, and the local benchmarks for the second nine weeks from 2014-2015, 2015-2016 and 2016.

Oakland Elementary is currently fully accredited in the areas of reading, mathematics, history, and science. The 2014 – 2015 reading SOL pass rates are as follows: Grade three – 74% reflecting an improvement of 6% from 2013-2014, yet a decrease of 5% from 2012-2013, Grade 4 – 83% reflecting a 14% increase from 2013-2014, as well as a 5% improvement from 2012-2013, and Grade 5 – 81%, showing an increase of 3% from 2013-2014, yet a 9% decrease from 2012-2013. The 2014 – 2015 mathematics pass rates are as follows: Grade three 73%, down 1% from 2013-2014, and 4% below the pass rate of 77% for 2012-2013, Grade 4 – 85%, a decline of two percent from 87% for 2013-2014, 6% lower than 2012-2013's rate of 91%, and Grade 5 – 83%, up 5% from 2013-2014, and 1% from 2012-2013. The overall pass rate in reading for grades 3 – 5 in 2015 was 79%, demonstrating a 7% increase from 2013 – 2014, and a 3% decrease from 2012-2013's pass rate of 82%. The overall pass rate in mathematics for grades 3 – 5 was 80%, demonstrating a 1% increase from 2013-2014, and a 3% decrease from 2012-2013. The 2016 SOL Reading pass rates are as follows: Grade 3—75%, Grade 4—82% and Grade 5—84%. The overall Reading pass rate for reading was 81%, which was a 1% increase from the previous year. The 2016 SOL Math pass rates are as follows: Grade 3—84%, Grade 4—90% and Grade 5—81% with a combined pass rate for grades 3-5 of 85%. That's a 5% increase from the previous year.

While Oakland did meet all of its Annual Measurable Objectives (AMOs) for 2014 – 2015, the Students with a Disability (SWD) category met its AMO by reducing the failure rate by 10% in both reading and math. Oakland will need to maintain an overall reading pass rate of 79.44 in reading and 80.15 in math to meet its AMOs for the current year.

Upon reviewing the Fall 2015-2016 Measures of Academic Progress (MAP) data and comparing the Rausch Unit (RIT) score, Grade 2's mean RIT reading score of 173.5 was .6 below the district (174.1) and .5 below the national norm of 174. Grade 3 mathematics was below the district and national norm as well with Oakland's mean RIT of 188.5, a district grade level mean RIT 188.8 (difference of .3), and national norm grade level mean RIT 189.9 (a difference of 1.4). RIT scores for Winter 2015-2016 for Oakland were above both the

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division and the national normative data overall in reading and math K-5, with the exception of Kindergarten mathematics which had a mean RIT score of 146.9, a mean district RIT of 147.7 (difference of .8) and a national norm of 148.8 (difference of 1.9).

Northwest Evaluation Association (NWEA) 2015-2016

	Reading	+Above/Below- Norm	Math	+Above/Below- Norm
Kindergarten	+11	+4	+11	-2
First	+13	+4	+13	0 (equal)
Second	+14	+6	+7	+10
Third	+12	+7	+10	+3
Fourth	+8	+8	+10	+5
Fifth	+5	+8	+5	+5

The Fall 2016 Northwest Evaluation Association Data shows the following: Reading—Grades 1-4 were above the norm with significant gains in grades 4 and 5. Kindergarten was the only grade level below the norm. Math—Grades K-3 were below the norm with grades 4 and 5 above the norm.

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Northwest Evaluation Association (NWEA) Fall 2016

	Reading	+Above/Below- Norm	Math	+Above/Below- Norm
Kindergarten	139.9	-1.1	137.6	-2.4
First	161.8	+1.1	156.3	-6.1
Second	175.6	-0.9	175.6	-1.3
Third	190.5	+2.2	189.3	-1.1
Fourth	203.0	+4.8	202.5	+0.6
Fifth	210.0	+4.3	212.0	+0.6

The Phonological Awareness Literacy Screening (PALS) scores for fall of 2015 illustrate an increase from fall 2014 of 16% third grade students identified to 18% in the fall of 2015. Upon reviewing the disaggregated data for third grade from the fall of 2015, 15% of the 85 students screened were identified. This shows an improvement of 3% in those identified for PALS. The Fall 2016 data shows a decrease in the number of students identified in grades 1 and 2 when compared to the previous year. There were slight increases in grades K and 3.

Phonological Awareness Literacy Screening (PALS) Spring 2013-2016 Results

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Grade	2013 % Identified	2014 % Identified	2015 % Identified	2016 % Identified (Fall)
Kindergarten	6%	2%	4%	5%
First	10%	11%	13%	9%
Second	6%	4%	16%	14%
Third	15%	14%	14%	19%

According to the 2014-2015 in first, third, and fourth grades, we a decrease in the Reading Benchmark scores (see the charts). Local reading benchmark scores for 2015-2016 for the second nine weeks as compared to 2014-2015 reflect a 6% decline in first grade from 98% to 92%, a 1% increase from 87% to 88% in grade two, and a 12% decrease in third grade from 63% in 2014-2015 to 51% in 2015-2016. Fourth grade shows a 2% decrease from 60% in 2014-2015 to 58% in 2015-2016 while fifth grade improved 9% from 80% in 2014-2015 to 89% in 2015-16. According to the 2016-17 first nine weeks reading benchmark data, significant decreases are noted in grades 3 and 4. Grade 5 had a slight decrease.

Reading Benchmark Comparison

Grade	2014-2015			2015-2016			2016-2017		
	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd
First		98%	96%		92%	92%			
Second		87%	85%		88%	95%			
Third	74%	63%	56%	52%	51%	66%	34%		

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Fourth	64%	60%	80%	36%	58%	88%	51%		
Fifth	54%	80%	81%	64%	89%	90%	63%		

Math Benchmark Comparison

Grade	2014-2015			2015-2016			2016-2017		
	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd
First	93%	89%	81%	84%	90%	82%	99%		
Second	93%	92%	88%	98%	95%	93%	81%		
Third	66%	76%	76%	85%	85%	68%	75%		
Fourth	77%	61%	54%	64%	67%	40%	46%		
Fifth	90%	70%	64%	78%	54%	58%	83%		

Data from the second nine weeks local math benchmark reflects a 1% increase in first grade from 89% to 90%, an increase of 3% for grade two from 92% in 2014-2015 to 95% in 2015-2016, a 9% increase in third grade from 76% in 2014-2015 to 85% in 2015-2016, a 6% increase in grade 4 from 61% to 67%, and a significant decrease in grade 5 from 70% in 2014-2015 to 54% in 2015-2016. Data from the

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2016-2017 first nine weeks math benchmark showed an increase in grade one when compared to the 2015-16 data. Grade levels 2, 3, 4 and 5 showed a decrease when compared to the 2015-16 school year.

It is significant to note that while the economically disadvantaged gap group for all passing students increased from 60% to 69% in 2015, the state pass rate for fifth grade in the same subgroup declined from 68% to 64% (see Gap Group Table). The percent of free and reduced lunch reported by the VDOE in October 2013 was 41.36%, with the percent of free lunches at 29.3%. In 2014 the percent of free and reduced lunches increased to 44.6%, with the amount of free lunches at 33.28%. In October 2015, the total free and reduced lunches decreased to 42.2%, however, the free lunch student population increased to 35.45%. These data points appear to forecast a demographic trend towards Oakland becoming an increasingly economically disadvantaged population. This demographic will create a corresponding increased need for instructionally sound research-based instructional methods that provide the most support for Oakland's students.

Oakland's improvement strategies include the following: Sum Dog, Study Island, Foundations (K-3), Brain Pop Jr., Leveled Readers and other books, AM Academy (8:30-9:00, K-5), remediation during resource blocks with parent approval, Title One services, courtyard visits to reinforce math and science skills, reading and math nights, and resource days. Books for emergent and beginning readers will be purchased and available for check out through the Title I teacher. Students will use Chrome Books to as a part of the instructional day to access various sites. In addition, Virginia SOL Coach Books will be used by 3rd-5th grade teachers to remediate skills not mastered.

Budget Implications: \$9339.75

Chrome Books; Books for emergent & beginning readers; Brain Pop Jr., SOL Prep Books; Phonics Chapter books

Related Indistar® indicators (if applicable):

IID09 Instructional teams will use student learning data to plan instruction.

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IID11 Instructional teams will review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to red flag students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.

Component 2 - §1114(b)(1)(B): Schoolwide reform strategies that—

1. Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in §1111(b)(1)(D);
2. Use effective methods and instructional strategies that are based on scientifically-based research that—
 - a. Strengthen the core academic program in the school;
 - b. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
 - c. Include strategies for meeting the educational needs of historically underserved populations;
 - d. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - i. Counseling, pupil services, and mentoring services;

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- ii. College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
- iii. The integration of vocational and technical education programs; and
- e. Address how the school will determine if such needs have been met; and
- f. Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

The Data Team will review progress monthly to analyze data.

Because of low test scores for select students across all grade levels, Foundations (kindergarten through third grade) and the Developmental Spelling Analysis (first grade through fifth grade) will be fully implemented to assess, teach, and monitor phonics, spelling, and vocabulary instruction on a daily basis through whole group and small group instruction. Through lesson plans and classroom observations, instruction will be more closely monitored this year to ensure alignment of all subject areas with emphasis on effective guided reading instruction.

The Title I reading teacher will increase her role as instructional leader through the monitoring of guided reading lesson plans, modeling instruction, and classroom literacy coaching visits. This shift in responsibility will be monitored and supported closely by the school administrator, academic coach and SAO representative. The goal is to increase teacher capacity while continuing to support tier III students.

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Teachers in grades 3-5 will use Virginia SOL Coach Books to assist in remediating skills in Reading and Math. Daily remediation will occur during the remediation & enrichment block at the end of each day as noted on the master schedule. Pre/post assessments will be used to rate effectiveness. Developmental Spelling Analysis will be implemented along with FUNdations strategies.

Budget Implications:

SOL Coach Books & Math Prep Books—\$1105.77

Related Indistar® indicators (if applicable):

IID09 Instructional teams will use student learning data to plan instruction.

IID11 Instructional teams will review the results of unit pre/post tests to make decisions about the curriculum and instructional plans and to red flag students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

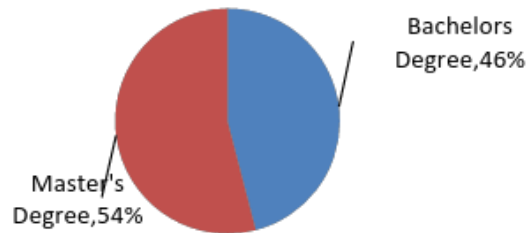
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Component 3 - §1114(b)(1)(C): Instruction by highly qualified teachers.

Evidence: Efforts to retain highly qualified staff to better meet the individual needs of all students.

Narrative:

Teacher Qualifications



The Federal Definition of a “Highly Qualified” teacher is one who holds a minimum of a bachelor’s degree. He or she has demonstrated subject matter competency in each of the academic subjects in which he or she teaches in a manner determined by the state and in compliance with Section 9101(23) of NCLB. *[Public Law 107-110, Title IX, Section 9101(23)(A-C)]* (Obtained from the Virginia Department of Education)

All of the teaching staff at Oakland Elementary is highly qualified to teach in the areas of elementary education. Of the 36 teachers currently on staff, 46% have a Bachelor’s degree and 56% have obtained their Master’s degree. In addition, two teachers have an endorsement in Gifted and three teachers have an additional endorsement of Administrative and Support.

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Professional Development Opportunities for Oakland Elementary School staff that can serve to have a positive effect on attracting and maintain a highly qualified instructional staff include the following:

Edivation is an online professional development opportunity provided through school division license for staff to use at their own convenience Teachers Aiming For Rewarding Goals and Effecting Techniques, classes are professional development sessions providing support with an emphasis on everyday components of teaching such as discipline, lesson planning, parent communication, assessment and curriculum alignment for new teachers.

In-House Professional Development is provided by colleagues with strengths and training in pertinent areas, determined by school need through a needs assessment or as shown through student performance data. Book studies and current pedagogy form the basis and benefit all participating staff members.

Professional Development Academy is sponsored by Suffolk Public Schools Office of Staff Development and provides staff with the opportunity to choose sessions that are relevant to their own professional growth needs.

Professional conferences, workshops and symposiums are available to interested teachers as funds are available. Professional leave can be requested and granted through administration for teachers to attend these conferences. Teachers can also take advantage of additional in-services, webinars and workshops that are provided by agencies and organizations including The Early Childhood Development Commission, Tidewater Teachers of Mathematics, The Planning Council of Hampton Roads and local universities.

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Graduate Degree programs are at times sponsored by the school division Satellite university locations in the city provide convenient meeting places and times for staff. As funds are available teaching staff can also apply for tuition assistance to supplement the cost of these programs.

As in all schools throughout the division, Oakland Elementary teachers whether novice or veteran, who are new to the system are provided with a highly qualified mentor. These mentors have superior subject knowledge, proven successful experience and the ability to coach new teachers. Completion of the mentorship program is a requirement. This support system is key to providing a positive initial teaching experience in our school.

- Teachers Aiming For Rewarding Goals and Effective Techniques (TARGET)
- Suffolk Teachers' Education Mentoring (STEM: In-building/on grade level mentors)
- New Teacher Orientation (NTO)
- Pre-service Week
- School level professional development
- Area conferences (VRSA, NAESP, Google Summit, etc.)

Oakland is proud to be a part of a school that promotes family-school partnerships by providing opportunities for parent involvement in education and input. Monthly Parent Teacher Association activities are held throughout the school year. Those meetings consist of the following events listed below.

- Parent Volunteer Connection
- Data Meeting and Study
- Open House
- Chorus and Reading
- Family Fitness and Nutrition

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- Math Night
- Readers Theater Night
- Literacy Night
- Art show
- Sol Strategies

Budget Implications: \$2103.36 (parental involvement)

Related Indistar® indicators (if applicable):

VDO1 Programs that engage and support family members will be provided. (2799)

IF08 Professional development for the whole faculty will include assessment of strength and areas in need of improvement from classroom ad observation of indicators of effective teaching.

Component 4 – §1114(b)(1)(D): In accordance with §1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

Evidence: Ongoing professional development planning that supports administration, teachers, and paraprofessionals to serve students and their needs.

Narrative: Multiple professional development opportunities exist throughout the school year, however, an increase in the monitoring of teacher implementation will take place in the 2016-2017 school year. This will allow teachers, paraprofessionals, and administrators to become more successful with newly learned strategies and practices while having the opportunity to receive observational feedback.

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School division or support staff who have attended the training will be assigned to help those who need more training in a given practice. Current on-going professional development areas of focus will include:

- Increase effective reading instruction—Foundations training, Study island, guided reading, Phonemic Awareness Literacy Screening (PALS), running records, Accelerated Reading monitoring
- Increase alignment of the written, taught, and tested curriculum—A continuation of Alignment of instruction and assessment training and implementation
- Increase collaborative teaching in inclusion classrooms—A continuation of Inclusion Model training and implementation
- Increase the effectiveness of Strategies Offered for Success
- Increase student enrichment activities through attending sessions offered by gifted teacher Martha Griffin
- Increase peer reviews during the reading block

The principal develops yearly professional development plan which includes school level sessions based on specific instructional needs at Oakland Elementary. The Professional Development plan correlates with the school's yearly school improvement plan. Instructional needs are determined by classroom observations conducted through the school year, the implementation of district mandated practices and the incorporation of instructional resources utilized to enhance instruction.

Budget Implications: \$3,340 NAESP Conference for admin team

Related Indistar® indicators (if applicable):

IF08 Professional development of the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

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Component 5 - §1114(b)(1)(E): Strategies to attract high-quality highly qualified teachers to high-needs schools.

Evidence: Efforts to recruit highly-qualified staff to better meet the individual needs of all students.

Narrative: Oakland Elementary works hard to maintain and acquire highly qualified staff through strong staff and administrative support. For example, staff sharing at meetings, ability to attend conferences and workshops, vertical planning, team planning, and staff attendance at school wide meetings is mandatory. We also lead staff developments during staff work days as well as attend SPS driven staff developments at the start of the year and throughout the school year. We have access to online courses through SPS Staff Development and constant ability to attend online and face to face classes via online and local universities.

Budget Implications: \$0

Related Indistar® indicators (if applicable):

IF08 Professional development of the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

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Component 6 - §1114(b)(1)(F): Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

Evidence: Parent/community involvement; compact development and implementation; parent policy and other required activities to involve parents.

Narrative: Oakland Elementary realizes that parents play an important role in the success of students' education. Parents, schools, and families working together can create meaningful partnerships that ultimately lead to significant gains across the board in student achievement. Parental involvement activities will be planned for the coming year based on the parental survey administered in the fall and the surveys given to Title 1 parents. The survey results indicated a need for continued sessions in the core subjects (Reading, Math, Science and History).

A meaningful two-way communication between the school and parents is extremely important. Multiple ways of communicating with parents are offered. Each event is publicized on the school's web page, automated voice messages, Facebook, flyers provided through Peachjar, school announcements were made and on the day of the event students were given stickers to wear home. Oakland also has two parents that are a part of the Title I Parent Advisory—H. Wulfehuhle and W. Riddick.

Parents are welcome to volunteer in activities during school, but must sign up through volunteer-connect. During the upcoming school year we would like to be able to open up times for parents to come in and check out books from our library, in an effort to help continue to increase reading skills.

A. Parent involvement in all phases of the schoolwide program:

Newsletters will be released monthly

PTA meetings are held monthly

Parents are involved on school committees

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Parent volunteers are utilized
Automated Messages and Updates

B. Parent education activities:

- ✓ Open House
- ✓ Orientation
- ✓ Student Handbooks
- ✓ Title 1 Information Night
- ✓ Parents joining students for lunch
- ✓ Grade Level Resource Activities (Field Day etc.)
- ✓ Phone calls/E-mails/Disciplinary Notices
- ✓ Parent and Family Nights
- ✓ Parent interests are expressed at PTA meetings
- ✓ Parent-Teacher Conferences are held twice yearly in November and February and throughout the year at the request of the parent or the teacher. These conferences provide parents with information that improves their skills for assisting children with homework.
- ✓ Progress reports are sent home at the midpoint each quarter to provide parents with information regarding student progress.
- ✓ Benchmark and SOL testing results are provided to parents.
- ✓ Oakland Elementary School will provide information to parents about the districts' Parent Resource Center. The center has Internet access and a great deal of information regarding parental involvement in a student's education.
- ✓ Home Access Center (HAC) is available on-line for parents to acquire daily updates regarding student grades, progress, and teacher comments as needed. Parents can also use this tool to contact teachers daily with any of their concerns.
- ✓ Parent-Teacher Pod Cast explaining classwork and SOL Strategies
- ✓ Lunch and Learn with Accelerated Reader Rewards. As students obtain 100 AR points, they will be invited to eat their lunch in the courtyard every Friday with taste tests from the garden. Parents are invited to picnic with them when possible.

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- ✓ Parent Book Check-Out/Local Library Cards
- ✓ Bookmobile and Tech Lab at least 2-3 times per year
- ✓ Remind 101
- ✓ Class DoJo

C. Monitoring the quality of parent activities:

Tracking of parent-teacher conferences, number of parents who attend workshops, open house, PTA, guidance conferences, and daily homework assistance by using sign-in sheets.

- The parent compact, parent involvement policy, parent permission letters, and Title one progress reports were discussed during the Title I Parent Orientation on November 1, 2016.

OAKLAND TITLE ONE PARENT WORKSHOPS 2016-2017

Training/Event	Description	Food	Materials	Date	Estimated Cost
Membership Drive and Welcome	Parents will be invited to join the PTA and yearly activities			9/13/16	\$0
Open House	Parents will be invited to visit homerooms			10/4/16	\$0
TI Orientation & Fitness Night	Parents will attend the TI Orientation & participate in fitness stations			11/1/16	\$0

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Reading Night & Chorus	Effective fluency strategies will be offered to parents with a timer bookmark and fluency pack before students select a book to read to their parents and take an AR quiz. Surprise wrapped book grab bags.		Grab Bag (separate by levels); Fiction & Non-fiction books (various levels)	12/6/16	\$600	
Math Night	Parents will learn about math strategies and receive books pertaining to math skills.		Math supplies; manipulatives Books (stories to assist in teaching math skills)	2/28/17	\$400	
Art Show and Chorus	Information will be shared with parents that will focus on illustrators and photographs, emphasizing the features of nonfiction books. Illustrated books will be awarded.		Non-fiction books for students to emphasize text features	3/7/17	\$400	

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SOL Strategies and STARS Performance	Parents will learn about effective SOL strategies and attend the STARS performance.		Testing strategies bookmarks	4/4/17	\$103.36
Talent Show Courtyard Tour	Students will tour the courtyard, receive a nonfiction book and seed bookmark.		Science non-fiction readers	5/2/17	\$600
TOTAL					\$2,103.36

D. Linkages to comprehensive family, health, and social services:

Services provided by the Suffolk Health Department, Department of Social Services, Sheriff's Department, Western Tidewater Community Service Board, and recommendations by school staff and the guidance counselor, the Suffolk School Board will provide educational, sociological, psychological, audio logical, visual, and speech screenings as needed.

Budget Implications: \$2103.36 (parental involvement); printing cost \$455.48

Related Indistar® indicators (if applicable):

VD01 Programs that engage and support family members will be provided.

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Component 7 - §1114(b)(1)(G): Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Evidence: The school assists and supports children in their transition from early childhood programs to elementary school through activities that are planned, implemented, and assessed. If the school is a middle school, address how the school will assist students in their transition to high school.

Narrative: Oakland Elementary houses two (2) Early Start classes for at-risk 4 year olds and is funded by the Virginia Pre-K Initiative grant. The students are prepared for our Kindergarten program, not only academically, but socially and emotionally as well. Students who attended Early Start are noticed to be more independent and confident at the start of Kindergarten and are encouraged to serve as role models for those students new to our school.

A. Student recognition of Kindergarten teachers:

- Early Start students are invited into Kindergarten classrooms at the end of the year to sit through a lesson and meet Kindergarten teachers.
- Kindergarten teachers are referenced often when seen in hallway.
- Early Start students and parents are encouraged to attend monthly PTA events where staff run interactive stations, such as Family Math Night, Family Fitness Night, Family Art Night, Family Reading Night, in addition to regular PTA meetings.

B. Activities to create a smooth transition:

- Early Start teachers implement many components of Whole Brain Teaching and the Wilson Foundations literacy program, as well as introduce many Kindergarten sight words throughout the year.
- The resource team includes Early Start students in weekly PE and Music classes alongside of Kindergarten classes, as well as plans a special “Shapes and Colors Fair” with rotating stations and parent volunteers.
- Each winter Early Start students learn international dances alongside of Kindergarten students and participate in a festive holiday dance performance with K-2 students and staff. Parents are in attendance as guests.

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- Beginning in the second half of the year Early Start students are paired with former Early Start students, currently in grades 3-5, to walk with them to buses during afternoon dismissal. The older students take great pride in being selected as an escort.
- Early Start students are taught their cafeteria account numbers during the last grading period of the year. Practice paper keyboards are sent home for parents to practice with their child as well. Older siblings may pick up their Early Start sibling each morning for breakfast once they have learned their number.
- Kindergarten students are invited to come to Early Start classes to serve as celebrity readers at the end of the year.
- Potential Kindergarten students and families are given tours of the building throughout the year by administration. In addition, there are two Early Bird Kindergarten registration events held in March and May.
- A summer packet of Kindergarten literacy activities, prepared by the Parent Resource Center, is sent home with end of the year checklists. A Kindergarten supply list and Kindergarten sight word list is also sent home at this time.
- Parents are invited to attend a family picnic lunch and certificate of completion ceremony during the last week of school. A district made video, entitled "A Day in Kindergarten: What's It Like?," is shown to all.
- As a part of the transition from Early Start, orientation will be held in September 2016. This orientation will include a presentation to the parents on curriculum, skills that will be taught, and school and classroom rules. The parents will be introduced to the daily classroom routine, the academic and behavioral expectations, and techniques and suggestions for assisting the child's transition into kindergarten
- Fifth grade students visit their zoned middle school.

C. Before and after Child Care

- KidsZone through Parks and Recreation
- Young Men's Christian Association (YMCA)

Vertical planning meetings between Early Start and Kindergarten teachers occur throughout the year to ensure consistency and share lesson ideas.

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Budget Implications: \$0

Related Indistar® indicators (if applicable):

VD01 Programs that engage and support family members will be provided.

Component 8 - §1114(b)(1)(H): Measures to include teachers in the decisions regarding the use of academic assessments described in §1111(b)(3) in order to provide information on, and to improve, the overall instructional program.

Evidence: The role and activities of teachers in 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.

Narrative: The Data Team will disaggregate and assess student learning with standards-based assessments monthly. An analysis of student data will continue to be a school-wide initiative. In addition, the Data Team will continue to analyze school-wide data to guide instruction and assessments. Grade levels will continue to meet weekly to discuss data and identify strategies for students in need of remediation. In addition, Title I reading specialist will attend the weekly grade level meetings in order to increase her role as instructional leaders among the staff.

Budget Implications: \$0

Related Indistar® indicators (if applicable):

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IID09 Instructional Teams will use student learning data to plan instruction. (107)

IID11 Instructional Teams will review the results of unit pre-/post-test to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

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Component 9 - §1114(b)(1)(I): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by §1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Evidence: A process for identifying students needing additional support to meet academic achievement standards which includes timely identification, implementation, and monitoring of interventions.

Narrative: As required by the district, a Comprehensive Literacy approach to teaching reading and writing in grades kindergarten-fifth will be used at Oakland Elementary. This approach defines Balanced Literacy as the Core Reading Program. The classroom teacher will implement the eight components of Balanced Literacy, as evidenced by lesson plans and walk-throughs. Additional assistance by the Title 1 Reading Specialists and teacher assistants will be provided to the classroom teacher during the reading block in order to promote reading achievement. This achievement will be evidenced by the Virginia Standards of Learning Results for grades 3-5, District Benchmark Assessments, Phonological Awareness Literacy Screening and NWEA Reading Data.

Foundations is research-based, systematic approach to phonics instruction. Tier 2 and Tier 3 kindergarten through second grade students will receive Foundations instruction during the literacy block in small group. The instruction will be provided by the classroom teacher or the teacher's assistant. This instruction will focus on gaps within phonics and phonemic awareness as indicated in current PALs data.

In the fall of 2016, all first through fifth grade students will receive a developmental spelling analysis to identify their instructional needs in regards to word study. Each teacher will implement Word Study within their literacy block based on these instructional needs.

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The principal will set aside time in each teacher's schedule for Response to Intervention (RTI) grouping. Each teacher will provide intervention based on pre/post assessments, local benchmark assessment results, Northwest Evaluation Association Reading Math, prior state assessments, and PALS data. The instruction will reflect the areas of focus in reading or math. During this time, the teacher will plan specific interventions for students that have not reached mastery on the taught objectives. Student achievement will be monitored through *Interactive Achievement*, formative and summative assessments.

Flexible small grouping will be implemented by grade levels to address areas of weakness as demonstrated by the Interactive Achievement reports. This report will identify the mastery rate of the locally tested Standard of Learning objectives. The small grouping will allow teachers to remediate for the areas of weakness.

Title 1 Reading Specialists will participate on the Leadership, Data, and Grade Level Team meetings. This will enable the Title 1 Reading Specialists to use the most current assessments and have input on the performance of Tier 2 and Tier 3 students receiving Title 1 support. In 2016-2017, the Title 1 Reading Specialist will ensure that all students who experience difficulty mastering the academic achievement standards receive effective, timely additional assistance. The Schoolwide Model will allow for flexible, small group instruction and tutoring for students with the most critical needs by this specialist.

Special Education teachers will use inclusive practices to best serve students' academic needs. The Special Education teachers will work closely with classroom teachers using both the Inclusion and Self-Contained models of instruction. Within these settings, they will utilize Foundations and word study Instructional Practices as determined by their Individual Education Plan.

Resource teachers (library, art, music, and physical education) will use cross-curricular instruction in order to meet the needs of all students at the school. They will use the State Standards of Learning as well as the local pacing guides to intergrade the core content into their lessons. A resource teacher will serve on the Leadership Team. The resource teacher will present information from these meetings back to the resource team so that the needs of the students will be addressed in their classes. Additionally, resource teachers will hold informal conferences with classroom teachers to discuss particular needs of a grade level, classroom, or student. On Family

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Reading and Family Math Nights where resource teachers will provide educational activities, while the parents attend workshops that address Reading and Math skills.

The guidance counselor will address academic and behavioral problems through conferencing with students when needed. The guidance counselor will support instruction and the Schoolwide Plan by implementing parent workshops such as Study Skills, Home Help, and Test Taking Strategies. Each workshop will be followed by a short written or oral evaluation.

Teacher assistants will support classroom teachers during their reading and math instruction. Teacher assistants will assist with instructional activities and work with small groups or individual students to reinforce skill instruction.

Strategies Offered for Success (SOS) is a program that offers strategies for success to teachers who are seeking extra assistance with students who are having academic, behavioral, or emotional problems. The guidance counselor and other teacher representatives serve on this committee to brainstorm ideas and implement an action plan that will be used with the student(s).

In-school remediation is implemented for all grades kindergarten through 5th within the classroom setting utilizing small group instruction. Teachers and/or teacher assistants will provide instruction for students based on local benchmarks and PALs assessments to determine skills to remediate as early as the first nine weeks.

1. The Title I specialist will assist in the monitoring of reading instruction.
2. Greater professional development and monitoring of the alignment of the written, taught and tested curriculum will take place using the Virginia Department of Education's *Basic Component Tools for School Alignment*.
3. The Developmental Spelling Analysis (DSA) will continue to be implemented in grades one through five.
4. Administration will monitor the practice of balanced literacy framework and provide differentiated teacher support.
5. Administration and Title I reading specialist will monitor the implementation of the Foundations program in grades K-3 throughout the school year.
6. The leadership team and the data team will meet to collaborate eight times per year.

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7. The master schedule included instructional assistants during the reading and math block.

Budget Implications:

Related Indistar® indicators (if applicable):

IF08 Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

IID09 Instructional Teams will use student learning data to plan instruction.

IID11 Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans learning opportunities because of their early mastery of objectives.

Component 10 - §1114(b)(1)(J): Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Evidence: Federal, state, and local funding sources are used to support and implement the plan. Resources, such as programs and materials, human resources, time, and community are used to meet the needs of staff and students.

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Narrative: The following information is based upon projected revenues and expenditures as detailed in the approved operating budget for 2016-2017 for Suffolk Public Schools.

The largest portion of the school division's operating budget is provided through state funding. The Commonwealth of Virginia will provide 59.06% of the Suffolk Public Schools revenue for FY 2016-2017. Funding from the state of Virginia consists primarily of Basic Aid funds, initiatives to improve education such as K – 3 Reduced Class Size and Virginia Preschool Initiatives. Additional state funds include monies for Early Reading Intervention, English as a Second Language and funds to support the education of wards of the state (foster home children).

Contributions from the locality (City of Suffolk) provide the next largest portion of school funding. Local funds will make up about 39.58% of the school system's operating fund revenues during FY2016-2017.

Federal funds that are provided to the school division and allocated to schools as appropriate include Impact Aid funds as determined by the number of families who are active military with housing provided as an alternative to home ownership or lease in the locality. These funds serve to replace the revenue that is typically provided through the levy of real estate taxes, Medicaid funds used to pay for services provided to special needs students and Title 1 funds that are used to supplement funding from other sources. Other than Title 1 funding the expected revenue from federal funds is expected to be less than 1% of the budget for FY2016-2017.

An additional source of funding includes rents, tuition, fees and earned interest. This figure is the smallest source of income coming in at a proposed 0.64%.

Additional support in the form of funds, volunteers and materials is provided through our Parent/Teacher Association, School Partners in Education Program and the local faith community.

These funds are compiled and distributed as appropriate to meet the educational needs of the students of Suffolk. Expenditures to meet these needs include human resources (instructional, administrative and support staff), supplies and materials, equipment and

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facilities, and student transportation. Funding is based upon a per pupil allocation based upon school membership at a set period of time in the beginning of the school year.

Oakland Elementary integrates and utilizes the sources of funding and services that are integrated and utilized to provide for the needs of our students, staff and families:

Title I, Part A (Federal)

Personnel – Reading Specialist and Paraprofessional

Instructional materials and supplies

Special Education (Federal)—Supports students with exceptional learning needs through instruction by highly qualified teaching staff and materials

Early Start (State) – Virginia Preschool Initiative Program for Four Year Olds provides a quality preschool program for at-risk students who will be entering kindergarten

School Counselor (Local)– supports struggling learners with academic, social and emotional issues

Media Specialist (Local)– supports struggling learners and teachers to increase student learning, expand reading levels and initiate the use of media to needs for differentiation—reading and math support

ELL Program – supports the needs of English Language Learners through instruction and materials

Gifted and Talented Program – personnel and materials

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Student Support Services Team – provides support and assessment of educational needs for students, teachers and families

Technology Department – oversees the purchase, distribution, maintenance, in-service and appropriate use of technology for staff and students

School Nutrition Program – ensures nutritious meals are provided for students

Partners – in – Education program – provides volunteers, school supplies and support for students, staff and programs for enrichment

Oakland Elementary Parent Teacher Association - provides volunteers, school supplies and support for students, staff and programs for enrichment

City of Suffolk Department of Parks and Recreation – provides before and after school child care

YMCA of Suffolk – provides before and after school child care

ECDC—Early Childhood Development Center

Public Libraries

Budget Implications: \$0

Related Indistar® indicators (if applicable):

IF08 Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

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