

Rose Hill Elementary Title I Schoolwide Plan 2015-2016

Division Name: Lee

School Name: Rose Hill

Date: 2015-2016

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.

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® (available fall 2014):

- 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*, and USED guidance on *Title I Fiscal Issues* (including supplement/supplant and consolidating funds in schoolwide programs), 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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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.

Narrative: A comprehensive needs assessment was conducted and will continue to be, reviewed and revised annually. Revisions may indicate the need for additional staff, instructional materials, additional research-based program components, and/or staff training. In addition, the needs assessment reflects the requirements of all students, including EIS, ELS, migratory and homeless pupils as they enroll.

Student progress is monitored by progress reports and report cards sent out every nine weeks. Teachers use the SOL testing data from the previous year, as well as the current year, STAR Reading and Math, PALS, enVision Math, and teacher observations are used to determine areas in need of improvement in math and reading.

In conjunction with our school site assessments, the Lee County District continues its committee work of aligning curricula with the Virginia Standards of Learning. With the combination of the District's curriculum work and our school site work, we have identified math and reading as our area in need of improvement for 2015-2016. Since the 2012-2013 school years, Lee County has been under a Corrective Action Plan. Rose Hill Elementary has been fully accredited since the 2015-2016 school year and the SIP is in place.

Related Indistar® indicators (if applicable):

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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;
 - 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: Rose Hill Elementary School will incorporate a variety of strategies to address the four core areas of academic instruction and improvement of student performance. We will provide professional development and technical assistance for identifying curriculum needs, utilizing disaggregated test data and instructional strategies successful in improving student achievement and test scores. We will address academic needs through utilization of the following supplemental instructional programs: Jefferson Lab, Flanagan, Accelerated Reading, ABC Mouse, Modern Chalkboard, and Starfall. We will use the following assessments to provide differentiated instruction, remediation, and enrichment: SOL testing, PALs, STAR

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Reading Assessment, Think Central, and Interactive Achievement. Teachers will incorporate technology, Standards of Learning, Virginia Curriculum Framework, CIP Pacing Guides, Test Blueprints, ESS Sample Lesson Plans, and SOL Vertical Articulation into their lessons.

The school will host an annual Parent involvement Meeting and Family Reading and Math Night-Celebration of Success. Sessions with information related to understanding test data/results, NCLB Law, student academic performance, SOL testing, Parent Link App, and school surveys will be provided for parents and the community while students are given the opportunity to play on blow ups and eat.

Related Indistar® indicators (if applicable):

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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: The entire staff at Rose Hill Elementary has meet the requirements for the Highly Qualified status as mandated by the NCLB Law. The support staff are also highly qualified. Classes and courses are offered to meet the NCLB highly qualified requirements. Each certificate holder is required to document the accrual of 180 professional development points during a five-year period. Points for recertification are assessed on activities revolving around the following the county and school professional development plan. With the waiver of the NCLB Standards, teachers are now required to meet performance indicators under the new evaluation program, Teacher Performance Evaluation standards (TPES).

Related Indistar® indicators (if applicable):

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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: Lee County Public Schools professional development mission is to prepare and support educators to help all students achieve high standards of learning and development. They provide mandatory, meaningful, and on-going professional development opportunities in person and on-line for staff members in reading and mathematics. Training is provided during the summer and throughout the school year to help teachers in social studies, science, physical education, music, and art.

The Rose Hill Elementary staff utilizes analysis of disaggregated student data to help identify staff development needs. The principal plans additional in-service based on needs assessments. Workshops, conferences, and seminars are provided locally as well as through the state and national levels utilizing on line services when appropriate. Thus, the professional development of Rose Hill Elementary staff members is on-going and changes as needed. The 2015-2016 staff development plan includes training in the area of technology in the classroom, classroom management, time management and disaggregation of test data with an emphasis on language arts, mathematics, science and social studies, and working with students with various developmental and emotional issues. Professional development will continue to include training in utilizing Curriculum Framework, Standards of Learning blueprints, pacing guides, benchmark testing, CIP, Interactive Achievement, Pals, and other test data to align curriculum, instruction. Representative teachers attend local, regional, and state work-shops for ITC Training, SIP, Advanced-Ed, PALs,-and Leadership. Participants return to the school and share the training with the teachers at the school.

Related Indistar® indicators (if applicable):

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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: The Superintendent, Division Administrators and the Principal are responsible for the recruitment of highly qualified teachers and determine the critical need for the school. Collaboration with local higher education administrators, gives the division direct contact with potential highly qualified teachers. Division administrators attend job fairs to pursue highly qualified teachers. All teacher and support staff applicants are interviewed by our division committee and school principal.

Related Indistar® indicators (if applicable):

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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: Rose Hill Elementary believes parental involvement is a crucial component in a child's academic achievement. We believe parents must play an active role in their child's education. Providing learning experiences and materials needed in order to assist families at home enables students to achieve academic success. Opportunities are available for parental and family involvement with our school. Orientation night is held at the beginning of each school year. The Rose Hill School Improvement Plan team meets to discuss on-going strategies and concerns needed to for school improvement. Parents are also given a copy of their child's SOLs. Progress reports are sent home in the middle of every nine-week grading period, and parent-teacher conferences are held. Convenient meeting times are provided for the parents. Parents/guardians are given a copy of the student handbook, which explains the county/school rules and consequences. Disciplinary notices are sent home to notify parents of any behavior problems. Parents are encouraged to use resources such as books, laptops, and dictionaries that help parents in mathematics, language arts, science, and social studies in grades K-4.

The Principal and the Guidance Counselor also conduct home visits on an as needed basis. Other strategies to include Parent teacher Organization (PTO) meetings, Booster meetings and sponsored events. Parents can view grades through Power School or download the Parent Link App. A sign in front of the school is used to keep parents informed of upcoming events. Parents are also notified of all school and county announcements via the Phone Reach telephone notification system. The school will host an annual Parent involvement Meeting and Family Reading and Math Night-Celebration of Success. Sessions with information related to understanding test data/results, NCLB Law, student academic performance, SOL testing, Parent Link App, and school surveys will be provided for parents and the community while students are given the opportunity to play on blow ups and eat.

Results from SOL tests are sent home each year. Rose Hill provides individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessment required by section 1111 (b) (3). A copy of our School Report Card and student individual Virginia Standards of Learning Test Scores will be given to parents with written information explaining the test results. Currently English is used. Results from PALS tests are sent home each fall and spring. Students are assessed at the beginning, middle, and end of the year using the STAR Reading Assessment (grades 2-4) and STAR Math Assessment (grades 1-4). The PALS Reading Assessment is given at the beginning and end of year to students in grades K-2. Mid-term progress reports and report cards are sent home every 9 weeks. Reading and mathematics benchmarks are given at the end of each nine-week period and topic. Results are sent to parents with each report card.

Lee County has developed a wellness policy for all schools. Rose Hill will follow this policy in order to support parents' efforts to provide a healthy diet and daily physical activity for their children. School meals and snacks will be healthy and appealing to children while

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meeting nutritional requirements established by local, state, and federal regulations. The lunch room staff, parents, teachers, and students serve on the lunch menu committee to work together to provide lunches the students like.

Field trips, Skate-Time, dances, Student-Teacher ballgame, and Student Appreciation Day are physical activities that promote parent involvement. Many fund raisers are also held throughout the year in order to promote parent involvement and raise money for activities for the students. These include the following: Fall Festival, dances, doughnut sales, Food City Receipts, Box Top Collection, Scholastic Book Fair, and T-shirt Sales.

Parents are encouraged to be actively involved with decisions concerning the Title I program, as well as, review and approval of the plan. PTO and Parent Advisory Committee meetings are held the second Tuesday of each month. There are currently ten parents serving on this committee. They meet with teachers to make suggestions for improving the social, emotional, physical, and mental well-being of the students. Currently there are no language barriers or physical impairments inhibiting parent participation. Teachers are prepared to make arrangements if the need should arise. We want all parents to be involved. At the end of every school year kindergarten and Head Start graduation are held along with an awards program for all students in the school. There are ongoing discussions about ways to actively involve parents. Students, teachers, and parent join together to make learning successful and enjoyable for all involved.

Rose Hill is also very active in the community. Community volunteers read with our students and assist in many ways. Students attend programs, such as, nutrition lessons sponsored by the Lee county Extension Agency. The Wilderness Road State Park sponsors America's Frontier, the Christmas Tree Ornament Hanging, and state park lessons. William King Art Center provides an extensive arts education program for the school. M & M Farms brings pumpkins and flowers for students to buy on holidays. Students also participate in the Book-It program sponsored by Pizza Hut.

Opportunities such as Grand Parent's Day and National Lunch Week are provided for family members to eat breakfast and/or lunch with the students. Veteran's Day is celebrated with a special program honoring our community's veterans. Fun Day is held at the end of each year to show appreciation for the parents and community involvement with our students and school throughout the year. Students also participate in the Spelling Bee, 4-H Share the Fun, Jamestown-Yorktown, and other county sponsored activities. Parents and students use the school to participate in the Girl Scouts, Boy Scouts, and various sports activities throughout the year. Many other community sponsored activities also benefit from the use of the school.

Related Indistar® indicators (if applicable):

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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:

Head Start/Kindergarten Transition Rose Hill Elementary School believes the transition into school from Head Start, home, or other childcare setting should be a positive experience. This transition begins with the enrolment process. The Head Start staff works with the kindergarten teachers, the guidance counsellor, and the principal in a joint effort in the planning of the Head Start/Kindergarten registration. Head Start and Kindergarten work together to publicize registration.

Head Start transfers all records, assessments, and portfolios of the children they have served. They provide individualized transition plans for each child. They also provide transition training to kindergarten teachers. Kindergarten teachers invite the Head Start children to their classrooms to do activities throughout the school year. This helps children become familiar with new surroundings and helps them to better understand what to expect. Our kindergarten and Head Start teachers provide special activities, such as letter and number recognition, registration night. They also get the parents actively involved making this transition easy for all.

Related Indistar® indicators (if applicable):

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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 Teachers are involved in assessment decisions through division in-service programs providing information on various technology based assessment programs. Programs are introduced and opportunities for trial use are provided to ensure teachers have ample time for evaluation of such assessment programs. Teacher recommendations are utilized by the division and individual schools; in the purchase and implementation of various assessment programs. Lead teachers are utilized to provide teacher directed workshops on the utilization of these programs.

Related Indistar® indicators (if applicable):

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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: The Lee County School Board continues to work to align the curriculum with the Standards of Learning in the four content areas of English, Mathematics, Science, and History and Social Science for grades K-12. The Curriculum Framework is the basis of the approved curriculum. Rose Hill incorporates the county curriculum initiatives, adopted pacing guide (CIP), and curriculum guides into their academic programs. Teachers use textbooks, classroom assessments, and other resources along with the pacing guides in the four core areas when developing lesson plans, documenting each SOL taught.

Teachers use previous years SOL test scores, STAR Reading and STAR Math, Interactive Achievement Benchmark, PALS, and other assessments data to determine which students are not mastering SOL's. Teachers are required to document the progress each student makes. They are also required to create remediation folders for students who do not show mastery of SOLs. The math and reading specialists and remediation teachers work with small groups of students on specific SOLs after instruction has been given. Students are remediated in other areas as needed. The PALS tutor will provide services to all PALS identified students for a total of 2.5 clock hours per student, per week. Letters are sent home to parents notifying them when students do not pass Sol tests. Third grade students are required to complete 30 hours of reading remediation before being placed in the next grade level.

Related Indistar® indicators (if applicable):

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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.

Narrative: By combining Title I funds with other federal, state, and local funding and with private resources, the school wide budget can more effectively achieve the goal of raising academic achievement for all students. The school wide program utilizes the various funding and education program sources to support a comprehensive school wide plan that addresses the identified needs of all students in the school. The program will cooperatively utilize services (workshops, professional development activities, and etc.), combine available funds and incorporate services provided by Title I A (instructional supplies, parent involvement), Title II A (professional development), Title II B, Title IV A (parent/drug prevention, remedial instruction and supplies), Title V No Child Left Behind Act of 2001 (parent resource center, involvement and literacy) Title V, and Title VI to make the most of public resources.

State Funds

- ADM money is used to purchase instructional supplies.
- Enrichment funds provide money and opportunities for gifted students.
- State supported technology programs fund the on-line testing project.
- Rose Hill participates in 4-H and Jamestown-Yorktown.
- GED classes are held at Rose Hill Elementary.
- The Health Department works closely with Head Start for immunizations and physicals.
- The Department of Social Services refers pre-school children and ensures their needs are being met.
- Character Education programs are available.
- Crisis Prevention Intervention training is provided for administrators and principals Family Preservation works closely with the students in our school.

Local and Community Funds

- Southern Baptist Association provides books and hygiene products to students.
- The William King Art Center sponsors social studies activities for second grade
- Various churches and community organizations provide supplies and resources for the students and their families.
- ROHO provides students with Christmas presents by hosting a fishing tournament where students participate.

School Raised Funds

- The school and PTO purchase supplies for teachers, provide incentives for students, and provide money for less fortunate students for programs and fieldtrips.

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Related Indistar® indicators (if applicable):