

## Creekside Elementary School-wide Title I Plan

**Division Name:** Suffolk Public Schools  
**School Name:** Creekside 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.

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.



**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](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](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](http://www.doe.virginia.gov/federal_programs/esea/index.shtml).



**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:**

The school-wide planning committee reviewed achievement data from the 2016-2017 school year to make revisions to the Title I School-wide Plan. State and district data was analyzed to identify specific needs of Creekside Elementary. In addition, data from the Phonological Awareness Literacy Screening (PALS) and Measures of Academic Progress (MAP) were reviewed. The administration, faculty, and staff of Creekside Elementary assisted the students in accomplishing academic successes; with strong academic performance throughout the year and intensive remediation, Creekside Elementary retained its status of Full State Accreditation for the tenth consecutive year. Under the revised guidelines set forth by the Virginia Department of Education, Creekside has been awarded Full State Accreditation for the next three years.

At the conclusion of this analysis, specific areas of concern were identified to focus on during the 2016-2017 school year. The following instructional needs for this building:

- Instructional staff must continue to ensure all lessons and assessments demonstrate alignment with state standards among the written curriculum, taught curriculum, and assessed curriculum.
- There was a significant increase in the number of special education students scoring proficient on the State Reading and Math Standards of Learning Test based on a average of grades three through five.
- The State Reading tests revealed improvement in balancing student understanding of fiction and nonfiction text. There was very minimal differences in the areas of demonstrating understanding of fiction and nonfictional text among all grade levels.

Instructional staff in grade three will continue to utilize a balanced mixture of fiction and nonfiction text during the reading block.

- Overall math data reveal a significant decrease in grade five Math, while grades three and four made minimal gains. As a result, the instructional staff should continue using best practices to improve math instruction all areas. Guided-math implementation will be a focus for the 2016-2017 school year.
- Current PALs data reveal intensive support is needed in grades first through third.

**Budget Implications:**

**Related Indistar® indicators (if applicable):**

**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:** Based on the areas of need identified by the data, the team developed goals in reading and math for the 2016-2017 school year.

**Goal 1:** Decrease the number of students identified for PALS intervention in grades kindergarten through third grade.

**Goal 2:** Continue to increase the percentage of GAP group 1 students scoring proficient on the state reading test.

**Goal 3:** Continue to increase the percentage of GAP 2 students scoring non-proficient on the state math test.

Reform strategies will be utilized to strengthen the core academic program in the school:

- Teachers' lesson plans will reflect alignment to state standards with evidence that each standard of learning objective has been unpacked. School administration will measure this task through observations, walkthroughs, and the analysis of lesson plans and assessment to ensure congruence with state learning standards among the written curriculum, taught curriculum, and assessed curriculum.
- Teachers in grades kindergarten through third will utilize PALS resources and lesson plans to facilitate learning and intervention for students in need of intervention. The administration will ensure this task through observations, walkthroughs, and lesson plans.
- Instructional staff will share best practices, materials, and resources with team members to ensure all educators are equipped for success. This reform strategy will be facilitated through grade level team meetings and faculty meetings within the school building. In addition, teachers will receive support from district level specialists and professional development.
- Instructional staff will review data to determine appropriateness of instructional intervention for students' instructional needs. This action will be assessed by systematic evaluation through Data Team and Leadership Team meetings. The focus of these meeting will be to identify which improvement strategies are positively affecting student achievement.

- Students will continue to receive differentiated instruction based on individual need to improve reading and math scores. School administration will measure this task through observations, walkthroughs, and the analysis of lesson plans and assessment to ensure congruence with state learning standards among the written curriculum, taught curriculum, and assessed curriculum.
- Building level administrators will clearly state expectations and provide guidance to instructional staff through ongoing monitoring of the written, taught, and tested curriculum. This action will be measured through an established system by building administration for monitoring instructional practices to ensure maximum utilization of classroom time, and to provide written feedback to teachers in the areas of curriculum alignment, student engagement, differentiation of instruction, and appropriate assessments. This system will be shared with instructional staff through faculty and grade level team meetings.

**Budget Implications:** Pending approval of the program the below cost may be associated with this request.

~ More focus on Math in our Before/After School program. ~ Cost of \$13,200 (26.40 per hr. x 5 hours x 10 weeks x 10 teachers)

~ Math supplies, books, teaching materials ~\$2,000.00

**Related Indistar® indicators (if applicable):**

**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 administration of Creekside Elementary recognizes the importance of teacher quality in raising student achievement. One hundred percent of the instructional staff of Creekside Elementary School meet the requirements for highly qualified status as defined by the federal government. The instructional staff ranges from veteran educators with over twenty years of experience to first- year teachers. Teachers new to the classroom and those new to the district are assigned mentors to provide support and guide them throughout the school year. In addition, the division-wide “Teachers Aiming for Rewarding Goals and Effective Techniques” (TARGET) program is designed to support teachers as they transition into Suffolk Public Schools.

Creekside Elementary has been very fortunate to have few changes in administration: The current Principal has lead the school since it opened in 2006; the current Assistant Principal has served in this current capacity since 2013. Last year a Dean of Students was added to the administrative team, bringing with him a depth of experience teaching both general education students and special education students as well as practically developing and utilizing proven positive behavior intervention strategies. To retain highly qualified staff, Suffolk Public Schools offers training and professional learning courses throughout the school year. At the opening of the 2016-2017 school year, all CES instructional staff members received research-based training about treating their students with equity, establishing positive relationships with their students, and incorporating positive behavior intervention strategies . Prior to the start of the 2016-2017 school year, credentials of potential instructional staff were reviewed closely to ensure that candidates had adequate experience in a child-centered and/or academic background (i.e., previous teaching, student-teaching, etc.) before offered employment. For the 2016-2017 school year, the CES administration strategically hired and assigned staff according to the academic needs of the student body.

**Budget Implications:** N/A

**Related Indistar® indicators (if applicable):**

**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:** Suffolk Public Schools requires each school to design an ongoing professional learning plan based on the analysis of data to help close the achievement gap. In addition to the professional development outlined in this plan, teachers are required by the division to maintain a professional learning plan that includes individual goals that relate to the advancement of professional skills designed to enhance instructional delivery through the utilization of research-based techniques and strategies. This professional learning plan is included in the Professional Portfolio reviewed by administration for teacher summative evaluations. Each teacher is encouraged to self-evaluate and establish goals for professional growth each school year. Once the goals are determined, teachers must earn fifteen professional learning points related to the stated goals. Points are earned through attendance at workshops, seminars, professional learning training activities, or by completing college level coursework.

In addition to encouraging teachers to enhance their own professional growth, the administration of Creekside Elementary will provide professional learning on the following topics:

- Written Taught, Tested Curriculum Alignment
- Guided Reading and Math
- Word Study
- Differentiated Instruction
- Student Engagement

**Budget Implications:**

**Related Indistar® indicators (if applicable):**

**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.

<p><b>Narrative:</b> To attract and retain highly qualified staff, Suffolk Public Schools has established a Mentoring Program. As mandated by the school district, beginning teachers and teachers new to the school district are assigned mentors for support and guidance throughout the year. Before the school year commences, administrators select experienced staff to serve as mentors. Mentors attend district training meetings designed to produce effective advisers and outline pertinent topics that should be reviewed with new teachers. Each mentor maintains documentation of meeting dates and topics addressed on a universal log that is signed by both the mentor and mentee. Logs must be completed appropriately in order for mentors to receive compensation. Administration at Creekside Elementary will continue to assign mentors to new teachers. As a result of an independent compensation study conducted during the 2014-2015 school year, SPS requested that the City of Suffolk fully fund the school division’s budget and while this did not take place, funding was such that salaries are increasingly more competitive with neighboring school districts. Additional incentives offered by the school division include a \$100 voucher for teaching materials and a proactive health care program offering opportunities to win fitness-centered technology and incentives for those staff members who complete required healthful living tasks.</p>
<p><b>Budget Implications:</b></p>
<p><b>Related Indistar® indicators (if applicable):</b></p>

**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:** Creekside Elementary believes that family engagement is a vital aspect to a child’s academic and social well-being. The School provides ongoing opportunities for families and community members to participate in and contribute to the implementation of school activities. To encourage greater family engagement in the school, Creekside formed a Family Engagement Committee consisting of the building principal, Title I staff, teachers and parents. This committee reached out to community and business partners to strengthen our family activities. Creekside Elementary School has business partnerships with establishments that provide donations, manpower, and financial support.

To promote school-wide opportunities for family input and engagement, Suffolk Public Schools has established a Parent Advisory Council for each of the Title I schools. The Council at Creekside will cultivate family engagement and set goals for family-supported student learning. The district also holds citywide meetings for parents and stakeholders four times a year. The Coordinator of Compensatory Programs serves as the facilitator for these meetings. This council reviews and updates the Suffolk Public Schools District-wide Title I Family Engagement Policy. The Policy is then adopted at the first meeting of the school year.

The family-school relationship begins each year when Creekside holds its annual Open House. Families and students are invited to the school to meet the teachers and are provided information about Title I Family Engagement, and school policies, procedures, and expectations. In addition, Creekside hosts a Title I Family Orientation Meeting in October. This meeting provides families an opportunity to learn about the Title I services offered to their children and various components of the Title I program. Families are informed about the Title I complaint procedures, the “Parents’ Right to Know”, and the School Report Card. Title I staff share information about the family resources available at Creekside and the Parent Resource Center located on the campus of Elephant’s Fork Elementary. At this meeting, Title I staff presents the School-Family-Student Compact and accept input and suggestions from parents. The Compact outlines

the duties and responsibilities of the teacher, parent, and student. Parents review and adopt the Family Engagement Policy each year. Finally, parents are selected to serve on the Parent Advisory Committee.

Creekside Elementary understands the importance of open communication between the school and home in fostering family engagement. All teachers are required to maintain and submit communication logs each nine weeks. Teachers are obliged to connect with parents to discuss relevant information at least twice per marking period. Core content teachers are required to contact parents to discuss strategies and interventions for students identified as needing Tier II/III instructional support. Teachers also send home weekly communication folders containing information set forth by the school division, mandated by Creekside, and pertinent to their individual classrooms. The instructional staff sends home weekly newsletters to inform parents about upcoming events, study strategies, and endeavors in the classroom.

Parents are continually informed about family engagement opportunities through information posted on the Creekside Elementary School website. Each month, families receive a monthly activity calendar citing the dates of upcoming family engagement opportunities that will be offered, as well as ideas and activities to promote literacy. Creekside promotes family engagement activities by sending out informational flyers and by publicizing events on the Creekside News Network, through the Suffolk Public Schools press releases, and Title I monthly calendars from the Parent Resource Center. In addition, on the day of a family engagement event, classroom teachers distribute stickers that read “Family Night” for students to wear home as a reminder of the evening’s event.

Creekside Elementary School hosts family events throughout the school year to increase family engagement and awareness. These family events are federally funded through Title I-A funds. At each event, families receive tools and materials from teachers and speakers. These resources include appropriate grade level books, handouts, strategies, and literature to support the child’s needs.

Creekside Elementary strives to continually foster and support family engagement in the school. All stakeholders will have a voice in family engagement activities and procedures for the 2016-2017 school year. At the school level, Creekside will continue utilizing a Family Engagement Committee to facilitate the activities for the school year. The family engagement activities for the 2016-2017 school year include

- Title I Parent Orientation
- Family Tool Kit Nights
- Reading and Math Through the Fine Arts
- Reading Night
- Family Fitness- 5K Run/Walk
- SOL Prep Night
- STEM (Science Technology Engineering Math) Night

To further involve families in the decision making and evaluation of the Family Engagement Plan for Creekside Elementary, an End-of Year Survey will be sent to families. In addition, Creekside will utilize an Exit Survey for each family engagement activity in 2016-2017 to evaluate effectiveness of the event. The Family Engagement Committee will utilize the School-wide Planning Committee's suggestions, survey responses, and end-of-year data to formulate effective family engagement activities that address the greatest area of need for the Creekside school community.

**Budget Implications:**

~Supplies and materials for each of the engagement activities. ~ \$1000.00

**Related Indistar® indicators (if applicable):**

**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:** The staff at Creekside Elementary works hard to ensure measures are taken to assist students in transitioning from one educational experience to another. Creekside Elementary partners with local community childcare centers and family home providers to share information. Pertinent information is shared with parents such as registration dates, required enrollment documentation, and kindergarten Standards of Learning. Early kindergarten registration is held in March and May from 8:00 a.m. to 5:00 p.m.

Creekside Elementary conducts an orientation for K-5 grade prior to the start of school. The orientation program is used to familiarize students and family members to school programs, community educational resources, school and classroom expectations. The teachers also discuss the curriculum, schedules, school supplies, and Positive Behavior Interventions and Support.

As part of collaboration with students who are transition from a preschool program, Creekside Elementary will collaborate with facilities to disseminate Kindergarten information. This information will focus on kindergarten readiness. This information assist parents and students an opportunity to begin a smooth transition to school by knowing future expectations.

In the month of May, fifth grade students who attend Suffolk Public Schools take a complementary field trip to their zoned middle schools. Creekside Elementary School students are zoned to attend John Yeates Middle School. When visiting the middle schools, students are introduced to the staff and given information regarding time management, transitioning between classes, the school-wide discipline policy, extracurricular opportunities, class schedules, and the dress code. Information is sent home to parents regarding their child's options for electives at the middle school and parents sign that they have seen their child's choices in regards

to course scheduling. In August, parents and students are invited to attend the middle school for an orientation and an opportunity to walk through the students' schedules and meet each of the teachers.

**Budget Implications:**

**Related Indistar® indicators (if applicable):**

**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 administration of Suffolk Public Schools and Creekside Elementary acknowledge the importance of teacher participation in decisions regarding assessment data. Teachers play a major role in decisions concerning high quality instruction in response to data. At the division level, **the Academic Coach** will serve on the Steering Committee for Math and Reading. This provides an opportunity for instructional staff in all grades to collaborate and share best practices. Representatives share this information with their home school. At the school level, Creekside Elementary has a Data Team which disaggregates and analyzes state and local assessment data. The data team specifically looks for any gaps or weaknesses among the proficiency gap groups the SOL strands. The team forwards their findings and recommended strategies to be implemented to the Leadership Team.

Suffolk Public Schools provides benchmark and nine week assessments for each grade level which teachers use to analyze data for further teaching, grouping, interventions, and retesting. Parents receive communication from teachers concerning their child's individual academic growth through report cards, MAP testing, SOLO assessments, Home Access Center (HAC), and parent conferences. Additionally, the principal reviews the school's Report Card from the previous school year at the first Parent Teacher Association (PTA) meeting held at the beginning of the school year.

The communication and collaboration between teachers and the Leadership and Data Teams will be ongoing to ensure assessment decisions are shared with all instructional staff. For the 2016-2017 school year, Creekside will continue to utilize the Data and Leadership Teams to analyze local and state data and formulate strategic instructional activities to improve academic achievement for all students. To further develop participation by all instructional staff, grade level representatives will meet with their respective grade

levels to develop a plan from these strategies shared from the Leadership Team. **To ensure the flow of communication between all teams (grade level, Data, and Leadership Teams), the Academic Coach will generate a school-wide note-taking document, that will be turned in weekly, and monitored for fidelity in the communication process. This will ensure teachers an opportunity to participate in the decision making process.** The plan will include the instructional strategies, timeline, and evaluation method. Results will be measured by the Data Team and forwarded to the leadership teams.

**Budget Implications:**

**Related Indistar® indicators (if applicable):**

**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:** Creekside Elementary recognizes the urgency in responding to students who are struggling learners. Student progress is monitored on an ongoing basis so that students can be adjusted as needed. Recognizing and providing additional assistance in a timely manner enables students to meet Virginia’s Standards of Learning. A variety of assessments is utilized to determine student progress and identify students in need of additional support who are experiencing difficulty mastering proficient or advanced SOL levels such as, PALS (Phonological Awareness Literacy Screening), MAP Testing, and benchmark assessments. Data from these assessments are disaggregated and analyzed at meetings of the Data Team, Leadership Team, and grade levels to ensure teachers are planning effective remediation groups.

The administration of Creekside Elementary disaggregates data to determine the areas of instructional need and to identify struggling students. Using the data, the Principal collaborates with instructional staff to develop intervention strategies for targeted students. Professional learning for instructional staff is also determined from this assessment information.

Again in 2016-2017, teachers will continuously monitor student achievement using PALS, MAP testing, and benchmark data to create ongoing remediation plans for students not meeting mastery of any given learning objective. Teachers will utilize Response to Intervention (RTI) methodology for identifying students for tiered instruction based on mastery of various assessments. This flexible

grouping allows for timely remediation and enrichment. Teachers incorporate differentiated learning strategies in their daily lesson plans to meet the needs of all students.

A strategies Offered for Success Committee (S.O.S) meets when a teacher or parent requests additional help with students who are experiencing academic and/or behavioral difficulties. This committee reviews the strategies the teacher has already implemented and offers additional strategies to help the child achieve success. The committee is composed if the student’s parent(s), classroom teacher, guidance counselor and other school division staff as appropriate (i.e., diagnostician, psychologist, social worker, lead teachers, and Title I Reading Specialists) who provide recommendations and services.

All staff members of Creekside Elementary are utilized to support the implementation of the School Proficiency Plan through a number of resources and programs. Creekside established tutoring programs to assist students in need of support in various subject areas, as identified by data. In addition, parents and community volunteers provide academic support through one-on one- or small group tutoring. The division employs ELL tutors to assist English Language Learners.

Creekside has two Guidance Counselors and a Dean of Students who encourage, support, and promote positive academic, social, and personal development for all students. Additionally, the community-based day treatment program YCAP (Youth Challenged and Positively Promoted) partners with Suffolk Public Schools to provide support to students who have difficulty maintaining self-control in the school environment. This service provides intervention and the support necessary to keep the student in the classroom.

Creekside Elementary offers numerous remediation opportunities within and beyond the instructional day:

- Title I Reading
- Instructional staff including paraprofessionals deliver small group instruction
- Summer School
- Flex remediation groups by all licensed professionals
- Individual tutoring
- Community volunteers

- Resource teachers integrate content matter into their lessons
- Intensive remediation prior to expedited SOL testing

In the 2016-2017 school year, Creekside Elementary will continue to utilize all staff to implement the schoolwide plan to enhance the academic achievement of all students. The mentoring, tutoring, and remediation programs that are currently in place will be maintained. Classroom teachers shall continue to use the assessment measures identified (i.e., PALS, NWEA MAP, local testing) to monitor instruction and create individualized remediation plans. In addition, Creekside staff, with specific emphasis placed on the role of the Title I Reading Specialists, will be utilized based on the needs identified by the performance data, as evidenced from the Comprehensive Needs Assessment.

- At each grade level, instructional staff will collaborate to ensure that the roles and responsibilities assigned to paraprofessionals during literacy instruction are uniform and appropriate across classrooms.
- The Principal and Assistant Principal will use informal and formal observations to assign professional learning training in math and reading for classroom teachers.

**Budget Implications:**

**Related Indistar® indicators (if applicable):**

**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:** Creekside Elementary uses a composite of resources to support the school-wide plan including Title I funds, professional learning (Title II A) funds, and local funding.

The School-wide plan will allow for greater integration of the federal, state, and local services and programs to improve the education of all students served in the school. Revenue from all three levels of support will be used to employ personnel, fund various programs, and facilitate purchases and expenditures for academic achievement.

State and Local Educational Agency Programs and Other Federal Programs:

Title I, Part A – Supports the instruction of reading and mathematics

Title II, Part A – Class-size reduction and Professional Learning

Special Education – Supports students with exceptional learning needs

Guidance Counselors – Supports struggling learners with academics, social, and emotional issues

Dean of Students – Supports the positive school-wide discipline program

Media Specialist – Supports students and teachers to increase student learning, reading levels, and the use of media for project-based

learning ELL– English Language Learners

Gifted and Talented Program

Suffolk City Parks and Recreation School Programs – Before- and after-school daycare

YMCA – Before- and after-school daycare

Youth Challenged and Positively Promoted (YCAPP) – Supports families

Strategies Offered for Success (SOS) – Supports students and assists teachers

Technology Department – Supports teachers and students using the technology; coordinates purchases and distribution of equipment and/or software

School Nutrition Program

### **Title I and Other Resources**

Title I funds support the salaries of Title I Reading Specialists, Academic Coach, and Title I teacher assistants in the school. Title I provides funds for materials and supplies as well as Parent Involvement allocation to support the school-based Parent Resource Center. Although the SPS Technology Department is responsible for equipment that is purchased in the school, Title I funds supplement the reading and math program with the purchase of Accelerated Reading and Accelerated Math subscriptions. In addition, the Technology Department provides funding for the Technology Lead Teacher to support teachers and students using the technology. While local funds are used to support in-school remediation, Title I funds allow the school to offer after-school tutoring for students who need assistance with skills required to meet proficiency on the state SOLs. Furthermore, Title I facilitates reading across the curriculum with the purchase of research-based materials and supplies.

Title II, Part A funds are used to support professional learning for all staff members and the salaries of class-size reduction teachers in the school. Class-size reduction promotes a smaller student/teacher ratio for Kindergarten thru 3<sup>rd</sup> grades. Local funds are also used to support the English Language Learners (ELL) program and gifted and talented students at the school. Eligibility for all these programs is determined by both state and district guidelines.

The school provides a continuum of placement options to meet the needs of students with disabilities. Special education funding is provided for teachers and paraprofessionals to provide co-teaching, inclusion, resource, and self-contained services to students who have exceptional learning needs. Special education staff is committed to collaborative practices in the general education classrooms. The speech pathologist works with classroom teachers to provide speech and language services. The school psychologist (shared by schools) works closely with the Special Education Supervisor and school administration to discuss next steps and progress monitoring procedures for those students who do not make progress.

The use of Response to Intervention (RTI) helps teachers diagnose and prescribe interventions for students who are struggling. Students who continue to struggle are referred to the SOS Team for further intervention and/or Services Support Team (formerly “Child Study”)

Parents use the YMCA or Suffolk City Parks and Recreation school-based programs for before- and after-school extended day care at the school site.

#### **Coordination with Other Programs**

The school-based Homeless Liaison will work with parents, teachers, and students to make a smooth transition for homeless families. The Liaison will collaborate with the Title I teacher for services. In School-wide programs, all students, including the homeless, are served. The school-based Homeless Education Liaison will also work closely with the Parent Resource Facilitator to ensure that these students are appropriated supplemental services, including books and materials that can be funded through Title I for use in the school and at home/or shelter. Additionally, The Department of Family and Children Services works closely with the schools when families need assistance and when the school Homeless Liaison has exhausted all efforts to help families.

When seeking Title I school-wide permission, Creekside Elementary School has received enthusiastic support from the school administrative office, Title I coordinator, school administrators, and district data coordinator. The Parent Relations Facilitator and Title I Coordinator provided time, expertise, and feedback on the Title I School-wide Plan. Additionally, the School-wide Chair worked with the other elementary school staff who were also completing a School-wide plan to share ideas, research, and coordinate some efforts. This process allowed School-wide Committees to support each other and increased staff collaboration. The Title I Schoolwide plans align with district goals, which center on improving student achievement and increasing community involvement.

Creekside Elementary School will also coordinate its professional learning plans with the district so that it becomes a synchronized effort. Central office administrators and parents have expressed a strong commitment to support the School-wide plan. School administration helped with the analysis of data and synthesis of priorities, strategies, and solutions. They read the School-wide plan and provided feedback based on the scoring guide provided. The Title I Coordinator provided guidance in the development of the School-wide Plan and answered many of questions that we had along the way. Creekside Elementary School is confident that district guidance and support will be ongoing as the plan is implemented during 2015-2016 school year.

A School-wide Committee will guide the process to annually evaluate the effectiveness of the School-wide plan. This team will be representative of all the stakeholders in the school, including the Principal, teachers, Title I Reading Specialists, parents and community members. In September 2016, the School-wide team reviewed the goals and action plans for the year. The School-wide team will help keep the plan and goals visible and a pervasive part of decisions to affect student learning. Data on the goals and action plans will also be collected and analyzed throughout the school year. Reports on progress or any changes will be made available to stakeholders along with opportunities for input. In the spring of 2017, the School-wide Team will review the plan for effectiveness based on collected data, goal attainment, feedback from school staff, parents and community and ideas or suggestions. The School-wide Plan will be an evolving, changing, growing map that uses the specific contextual data to make the most of resources we have to serve students. Student progress will be evaluated extensively after each benchmark. In May 2017, an evaluation will be conducted to analyze progress on goals and actions plans. These goals and plans will be revised or rewritten as appropriate. The plans will then be reviewed by the district staff and their input will be included. Revised copies of the Creekside Elementary School-wide plan will be kept at the school and at the district

office. An updated School-wide plan will be presented yearly, in the spring, to the Title I Coordinator to receive feedback. At Midyear and Year-end Academic Review meetings, the principal will present and discuss changes to the School-wide plan, reasons for these changes, and the school's progress in supporting students' academic success.

The Parent Advisory Council and school staff will be included in the review process lead by the School-wide Committee. The Parent Advisory Council is an approved body of staff and parents. Parents will have opportunities to be involved in the decisions via school surveys or questionnaires, through monthly PTA meetings held at the school, and during the Title I Orientation Meeting.

The School-wide Team will be selected based on participation in School-wide planning or by interest and willingness to serve. A rotation of staff members will be a priority so that everyone becomes thoroughly familiar with the School-wide plan and its implementation. The goal will be to have all stakeholders represented such as the Principal, classroom teachers, Title I and special education teachers, paraprofessionals, parents and community members. PTA members, other parents, members of the community may be encouraged or asked to join the Team.

The principal, along with the School-wide Team, will be in charge of collecting data on the goals and action plans. The School-wide Team will conduct a thorough analysis of data and goal attainment in order to annually review and update the plan, as needed, after gathering comments and responses from staff, parents, district and community. The Principal will be responsible for designating a person to update documents and make changes in the school-wide plan. Updates to the plan will be communicated and made available to the district, school staff, parents and the community.

#### **Fiscal Coordination**

The Indistar School Improvement Plan will include a file that explains how all funds will be used to support the Title I School-wide Plan.

**Related Indistar® indicators (if applicable): N/A**

<b>Budget Implications:</b>
<b>Related Indistar® indicators (if applicable):</b>