

**School: Vaughan Elementary School**

## **Warren County Schools**

### **Title I Schoolwide Plan**

A comprehensive plan must address all of the components defined in the ESEA [Section 1114(b) of Title I of ESEA-NCLB]. Each required component is listed below and described in the plan. In the planning process schools will give an explanation of how each contributes to the creation of a successful schoolwide program.

1. **Comprehensive Needs Assessment-**
2. **Schoolwide Reform Strategies-**
3. **Instruction by Highly Qualified Staff**
4. **High Quality and Ongoing Professional Development**
5. **Strategies to Attract Highly Qualified Teachers**
6. **Strategies to Increase Parental Involvement**
7. **Pre-school Transition Strategies**
8. **Including Teachers in Decisions Regarding the Use of Assessments-**
9. **Activities for Children Experiencing Difficulty**
10. **Coordination and integration of Federal, State, and Local Services**
  - 10.1. **Resources Used in Programs**
  - 10.2. **How Assessment Results are Reported to Parents**

### **Planning Committee Signatures**

<b>Principal:</b>	<b>Renee Mizelle</b>
<b>SLT Chairperson:</b>	<b>Trina Paynter</b>
<b>Teacher:</b>	<b>Diane Colin</b>
<b>Teacher:</b>	<b>Marion Barnes</b>
<b>Parent:</b>	<b>Jennifer Tucker</b>
<b>Parent:</b>	<b>Michelle Graf</b>
<b>Date:</b>	<b>October 12, 2015</b>

1. Comprehensive Needs Assessment of the Whole School

(including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).

- a. Assessment data: ABCs, AYP, K-2 Assessments, other
- b. Poverty and demographic data
- c. Personnel data
- d. Professional development needs
- e. Parent and community survey data

Assessment is an ongoing activity at Vaughan Elementary School. K-2 students are assessed with Teacher made tests, Star Math, and County Benchmarks. In Reading, K-3 students are assessed using Reading/3D, three times a year with at-risk students being assessed every two weeks. Students in grades 3-5 currently take Benchmark tests in Reading and Math each nine weeks and an End of Grade Test in Reading and Math. Fifth Grade students take an End of Grade Science test. Students in Grades 1<sup>st</sup>-5<sup>th</sup> are assessed using Star Reader, Star Math each six weeks.

Report cards go home every six weeks. Grades reflect student performance on teacher made tests, projects, book reports, homework and other activities. Teachers analyze data to determine if there is a positive correlation between benchmark performance and report card performance.

Discipline records are kept on all children with referrals. All records are kept in a written folder as well as the PowerSchool discipline reporting system. All suspensions are recorded on the Incidence Management System in PowerSchool.

A very big part of K-2 Assessments and 3-5 EOG Assessments is the disaggregated analyses provided by the County Testing Coordinator. All data is broken down into gender, race, income level, exceptionality and other subgroups, so that help can be provided for those identified by the data.

All parents, students and teachers at Vaughan Elementary School are required to sign a learning compact at the beginning of the school year. Parents also attend the grade level Accountability/Back to School Night held at the beginning of each school year. All the staff operates from a master schedule for each day. After-school remediation is provided for at-risk students after the 3<sup>rd</sup> Six Weeks each year. This remediation is conducted by classroom teachers, and highly qualified retired teachers. School-wide intervention sessions are provided daily for at-risk students.

Staff Development needs are determined by surveys, teacher renewal needs, county-wide mandate, and the implementation of school wide reform strategies. Staff members attend reading workshops during the summer and then return to share with the rest of the staff. Professional development for the coming school year will include: behavior Strategies Session, Reading Strategies Workshop, Global Awareness, *Teach Like a Champion* Book Talk, annual conferences for Media, Guidance and Exceptional Children's Teachers, and Accreditation Process.

There is written communication with parents several times each month. The guidance office publishes a monthly newsletter. We also have a computerized calling system, Connect Ed. This system allows the principal to call all parents or subgroups of parents to deliver oral messages. Surveys are sent out annually to parents and students to determine school needs. The data is used to improve the teaching and learning at VES.

2. Schoolwide reform strategies.

Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

Vaughan Elementary School has a school improvement plan. Even though it is a three year plan, it is constantly reviewed and updated based on needs assessment results. The school improvement plan focuses on student proficiency at each grade level on Common Core State Standards. Students who fail to meet county or state standards are involved in weekly intervention sessions. Students in grades 3-5 are tutored the second half of the year for 75 minutes, 2 days per week. Students who were barely proficient as measured by the EOG tests are also tutored two days per week during tutorials. Students in grades K-5 who are considered at risk or perform below grade level are tutored by volunteers, a day tutor, or researched based computer programs.

Vaughan School uses disaggregated test data, discipline referrals data, and others to determine if target groups have gained or lost growth and if plans for improvement need to be stopped, continued or revised.

School Reform Strategies for 2015-16:

- Implement Reading 3D Assessments
- Hire a reading tutor
- Offer after school tutorials
- Accelerated Reader
- Use of Earobics, Read Theory, and Adapted Mind Computer Programs
- Assess students' reading progress using STAR Reader at least 3 times a

year

- Assess students' math progress using STAR Math at least 3 times a year
- Provide differentiated small group and center instruction
- Implement a 90 minute reading block in grades K-5
- Implement "Math Fact Masters" Award Program
- Utilize Accelerated Math in grades 4-5 to master basic skills
- Hire a math day tutor to provide intervention for at-risk students
- Conduct home visits implemented through the Home Visit Program
- Weekly qualified volunteers to do individual and small group interventions
- PLC Data Sessions
- Parent Education Nights (Reading and Math)
- 1<sup>st</sup>/2<sup>nd</sup> Grade use of Engage New York math curriculum
- Daily School wide interventions
- Teacher Websites
- Classroom Dojo
- Orton Guillingham/Working Memory/Auditory Discrimination Intervention Program
- After School Clubs
- Battle of the Books
- K/5<sup>th</sup> Buddy Reading Program

3. Instruction by highly qualified teachers.

High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

100% of the teaching staff at VES are highly qualified. Student and teacher assignments are based on teacher experience and qualifications.

4. High-quality and ongoing professional development.

Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

New teachers in a grade level are encouraged to attend the North Carolina Grade Level Conventions. Teacher assistants attend all staff development held at the school and all are mandated to remain highly qualified. The principal participates in all staff development at the school level as well as that mandated by the superintendent and board of education. Each year our school is involved in monthly technology trainings offered by our Media Coordinator in order to keep the staff abreast of the new technology resources and/or activities available to them and the students. (Class Dojo, Chrome Books)

This year we have planned the following:

1. One Kindergarten teacher, one second grade teacher and one fifth grade teacher will attend a summer Reading Workshop (Strategies to Increase Student Performance in Elementary School)..
2. Staff attend BOY staff development day offered by the district on various topics (sign up based on need).
3. Global Awareness two day Lesson/Unit Development Workshop
4. Monthly professional development sessions on how to effectively utilize technology in the classroom.
5. Order books, *Teach Like A Champion* and hold PLC sessions monthly on how to implement effective teaching strategies.
6. Refresher sessions on Reading 3D Data analysis.
7. Home Visit Training
8. Dr. Golden – Behavior Session #2
9. SACS Accreditation Conference and Information Sessions

5. Strategies to attract highly qualified teachers to high-need schools.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

Vaughan School is interested in attracting and retaining highly qualified staff. The core curriculum teachers at Vaughan are a very stable group. The principal and School Improvement Team encourages teachers to stay by giving them input in school-wide decisions as well as grade level decisions. Special recognitions, awards, thank you notes, gifts and teacher appreciation week all play a part in the stability of the staff. The school is kept clean. Discipline problems are dealt with quickly and effectively. Teachers have materials and supplies as needed. The PTA strongly supports the teachers and the entire school program. The board of education has a comprehensive and generous system of incentives to attract and keep teachers. Other strategies include: assigning beginning teachers with a mentor for three years, monetary incentives for beginning teachers provided by the county and laptop

computers for all teachers.

1. Positive results for staff moral on NC Teacher Working Conditions Survey.
2. Teachers receive a laptop computer
3. Assign teachers to teach subjects and/or grades in their area of strength.
4. Provide teachers with support from administration.
5. Provide high quality professional development.
6. Provide needed classroom resources to teach core subjects effectively.
7. Place highly qualified teachers in every classroom.
8. Teacher of the Year Recognition
9. Positive encouragement/support from administration
10. Open door policy of the principal

6. Strategies to increase parental involvement.

Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents, especially in helping their children do well in school. In addition, parents must be involved in the planning, implementation, and evaluation of the schoolwide program.

Vaughan School has strong parental support. Parents have high expectations of their children in academic performance and in matters of student behavior. Parents are frequent visitors with and without appointments. Parents are encouraged to participate in the PTA, on the school improvement team, yearbook committee, fund raisers and fall festival. Each year there are four PTA meetings, two or three musical concerts, a Cultural Heritage Program, a Native Americans Program, field trips, Family Reading Nights, a Reading Education Night, a Math Education Night, a Parent Education Night, as well as Monthly Grade Level Parent Luncheons. An Accountability/Back to School Night is held at the beginning of each year to discuss important school information and grade level expectations and curriculum. Two sessions are provided for each grade level in case parents have students in more than one level. An open house is held at the beginning of each school year. Other events to increase parental involvement include: Volunteer activities, Family Reading Nights, Field Day, Parent Education nights and Career Day

This year we have implemented a Home Visit Program. Participating teachers will be visiting at least 3 students per class to build parent/teacher/student relationships.

1. Parents serve on School Improvement Team. (announce opportunity for serving on SIT at first PTA meeting and Accountability/Back to School Night.
2. Schedule parent conferences throughout the school year. (2 regular and 1 at-risk conference in January)
3. Schedule a Reading Night to share reading strategies.
4. Hold an "Accountability/Back to School Night" at the BOY to share curriculum expectations. (serve dinner)
5. Schedule 6 Family Reading Nights.
6. Send a monthly newsletter from Guidance/Principal Department.

7. Hold a parent education night. (topic determined by parent survey)
8. Pre-K parents are invited to monthly parent involvement classroom activities.

7. Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.

This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

As of the 2007-08 school year, a classroom of 18 Pre-Kindergarten students has been housed at Vaughan Elementary School. There is a close working relationship between the pre-kindergarten teacher and the kindergarten teachers. These teachers meet throughout the school year to share and learn what is expected and required from the students at each level. Teachers also discuss assessment results. At the end of each school year, the pre-kindergarten students visit the kindergarten classrooms. The teachers also meet to discuss pertinent information needed for the upcoming school year. Kindergarten teachers also receive from the Pre-K teacher copies of all Pre-K assessment data as well as portfolios of student work.

All 5<sup>th</sup> grade students visit the middle school and attend information sessions geared toward all aspects of the middle school experience. Students are given an opportunity to ask any questions they may have about going to the middle school. The students tour the school and have lunch as a group. The guidance counselor also teaches middle school transition lessons each spring. Any student having concerns about going to the middle school has additional sessions with the counselor. All fifth grade students also participate in an annual Fifth Grade Celebration. Before the school year ends there is also a Promotion-Retention meeting held where the fifth and sixth grade teachers meet to discuss academic problems and concerns of rising 6<sup>th</sup> graders.

The following is planned for this school year:

- Conduct home visits to Pre-K students to provide review of placement, schedule and activities.
- Conduct annual Pre-Kindergarten and Kindergarten registrations.
- Give students registering for Kindergarten a packet of information on “Starting School.”
- Pre-Kindergarten students visit Kindergarten classrooms.
- Pre-Kindergarten and Kindergarten teachers meet to discuss appropriate placement as well as needs/concerns of students entering kindergarten.
- Pre- K students attend the annual Kindergarten Celebration.

- Fifth grade students attend tour the middle school and attend information sessions.
- Hold Promotion/Retention Meetings with 5<sup>th</sup> and 6<sup>th</sup> grade teachers at the end of each school year to discuss academic needs and concerns of students entering 6<sup>th</sup> grade.
- Hold an annual Fifth Grade Celebration.

8. Measures to include teachers in decisions regarding the use of academic assessments.

In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

All parents in the school are given a copy of the N.C. Report Card each year. Each parent receives written documentation of the Reading 3D or EOG results for their own children. Parents are familiarized with objectives and student progress at orientation, Accountability Night/Back to School Night, parent conferences and weekly work folders. Teachers are familiar with both school wide data and individual student data. Teachers use the data to help plan for learning levels and styles in their classrooms. Teachers make recommendations to special education programs, tutorial programs, and enrichment programs based on data from assessments and classroom performance. Teachers use data from assessments to complete personal education plans, to individualize lessons, to build assessments, and to help write IEP's for students. Teachers make retention and promotion recommendations to the principal based on performance data from assessments.

The principal and school improvement team use data to make decisions concerning the school improvement plan, to write goals and objectives, and to stay abreast of student performance.

This year we plan to:

1. Hold monthly PLC grade level meetings as well as school side meetings to look at and disaggregate student data.
2. Provide refresher session in how to read and understand Reading 3D Data.
3. Monthly grade level meetings with the Principal to read and discuss student data.
4. Teachers use STAR Reading and STAR Math Data to monitor student progress.
5. Teachers use Accelerated Reader and Math data to monitor student progress.
6. District will provide valuable reading and math benchmark data.
7. The state mandates the use of Reading 3D to measure student performance in reading for grades K-3.
8. Teachers can use their own formative assessments to measure mastery of Common



Core objectives.

9. Teachers review effectiveness of day tutors using classroom data.
10. Teachers use HomeBase data to create classroom assessments.

9. Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.

The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

Teachers and staff at Vaughan School provide a wide array of activities for children having difficulty performing at school. Teachers work with students in small groups, at learning centers, and with computers. Teachers address levels and learning styles with other activities such as listening activities, hands on activities, experiments, and special field trips. Students are encouraged by character education activities, positive behavior rewards, Accelerated Reading rewards and enrichment activities. All students in grades 3-5 experiencing difficulty have access to in-school/after-school tutorial sessions held two or three days each week. Students in grades K-3 who are experiencing difficulty in reading and/or math attend remedial sessions with a tutor or a qualified volunteer at least two times per week. Earobics, a computer program, also provides remediation for these students. From 8:20 – 8:50 am each morning at-risk students receive extra support in reading, math or writing through intervention sessions. Teachers create and review a personal education plan for each student having difficulty. The school focuses on things that all students can be good at such as attendance and conduct.

This year we plan to do the following:

1. Review PEP to assess progress toward reading and math goals.
2. Modify instructional plans for at-risk students.
3. Provide intensive intervention.
4. Use computer programs: Earobics, Study Island, Math Facts in a Flash, Accelerated Math, Accelerated Reader, Adapted Mind, Read Theory, Starfall, etc.
5. Implement Intervention strategies in reading as indicated by Reading 3D reporting system.

6. Implement components of “The Daily Five.”
7. Use Title I money to hire a Reading and Math Day Tutor.(if money is available)
8. Schedule school wide intervention time.
9. Schedule weekly volunteers to serve as tutors.

**10. Coordination and integration of Federal, State, and local services and programs.**

Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

Vaughan School receives services from all three levels of government. In addition, the school receives money from the Warren Education Fund, private citizens and supporters of Vaughan Elementary School.

Local funds are used mostly for purchasing instructional materials. State funds are used to improve student achievement. Title I funds are used to reduce class sizes, improve computer skills, purchase computer programs, purchase instructional supplies and equipment, provide professional development sessions, provide field trip opportunities for all students, and to implement and support the Pre – Kindergarten program as well as offer parent involvement activities in Grades Pre-K through Grade 5. Federal funds are also used to hire Reading and Math Day Tutors and other needed computer and instructional resources and materials. This year, Title I funds will also be used to help fund the Home Visit Program expenses and training.