

Virginia Department of Education Every Student Succeeds Act of 2015 Title I Schoolwide Plan Template

Division Name: Manassas Park City Schools

School Name: Manassas Park Elementary

Date: September 30, 2019

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 *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers;
 - School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- 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 and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

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

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To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four 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 four components by following these steps:

- Access the Title I Schoolwide Plan template on the [Title I web site](#).
- 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 USED guidance on *Designing Schoolwide Programs, Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and *Title I Fiscal Issues*, can be accessed at the [Title I website](#) under Guidelines and Procedures/Federal Guidance.

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Stakeholders:

List the name and title of each stakeholder who participated in developing this plan.

Name of Stakeholder	Title
Dr. Jeffrey Jackson	Associate Superintendent for Teaching and Learning
Stacey Mamon	Principal
Tania Brown	Assistant Principal
Kelly Patullo	Intervention Specialist
Rebekah Chinchilla	Parent
Nicole Sarich	Math Specialist
Kayleigh McCann	Division Reading Specialist
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Component 1 §1114(b)(6):

A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative:

As part of the Manassas Park City School System, Manassas Park Elementary falls under the division plan. The Strategic Planning Team (SPT) has created and revised the division plan. The SPT initiated the process by completing a comprehensive needs assessment that included analyzing student performance data, reviewing the current strategic plan, and collecting input from division stakeholders through surveys and interviews.

Budget Implications:

The MPCS Strategic plan serves as a guide for the staffing and support structures for the instructional program. In order to provide the necessary services for MPE, it is necessary to provide instructional staff to support literacy, mathematics, and behavioral interventions beyond the staffing levels required by the standards of quality.

Benchmark/Evaluation:

Manassas Park Elementary, specifically, uses data from the Renaissance STAR assessments, Virginia Standards of Learning assessments, and ACCESS for ELLs to determine specific interventions and enrichments for all students. The Manassas Park Elementary School Title I team meets on a semi-annual basis to review data, collect feedback, and determine new goals for the coming semester.

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Component 2 §1114(b)(7)(A)(i):

Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Manassas Park City Schools is a small, suburban school division in Northern Virginia composed of four schools. All elementary aged students attend Cougar Elementary (Pre-K-2) and Manassas Park Elementary (Grades 3-5) Schools. Cougar Elementary School (CES) and Manassas Park Elementary School (MPES) participate in the federal Title I Program and both schools implement a School-Wide model. In addition, the school division has a diverse enrollment with 65.2% of students identified as English Language Learners and 48.1% of students identified as economically disadvantaged. Manassas Park Elementary School has a student enrollment with 40% of students identified as English Language Learners (receiving services) and 64% of students identified as economically disadvantaged. The Manassas Park City Schools' Strategic Plan is comprised of goals and objectives that focus on the vision, mission, and beliefs of the school system. To achieve Expectations of Excellence, Manassas Park City Schools cultivates and inspires the diverse school community to achieve academic excellence and make positive connections to the global society. The Strategic Plan identifies various goals that the school system embodies on a daily basis through the instructional program provided to students. The Title I Plan supports Manassas Park City Schools' Strategic Plan Goals focusing on preparing students to be life ready and supporting student safety and success. Manassas Park Elementary School offers a full complement of instructional programs that include core area classes, music, art, library, physical education, STEM, and technology. The school utilizes an instructional schedule that permits opportunities for small group intervention and enrichment instruction in language arts and mathematics. The Response to Intervention initiative provide additional instruction to struggling students. Cougar and Manassas Park Elementary Schools met state accreditation benchmarks for core subjects for 2018-2019. The goal of a School-Wide Title I Program is to use funds to improve a school's entire instructional program. School and community stakeholders conduct a comprehensive needs assessment to write the Title I School-Wide Program plan. The plan is reviewed by administrators, School Leadership Teams, certified staff, and the Title I Parent Advisory Council and receives one-hundred percent approval by all stakeholders. Six goals are identified, along with their corresponding resources, professional development plans, evaluations, and timelines. The School-Wide Program plan is augmented by the following documents: District Title I Parent Involvement Policy, School Title I Parent Involvement Plans, participation in state and federal programs, and other school documents. The MPES School-Wide Plan seeks to raise the academic achievement of all students. Achievement data for Cougar and Manassas Park Elementary Schools are listed below (from the 2018-19 Virginia Department of Education School Quality Profile, VDOE website).

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Budget Implications:

The Title I advisory committee meets in the fall and spring of each school year and, upon recommendation of the committee, will add a winter meeting for the 2019-2020 a school year. The committee strongly recommends that CES and MPE continue to enhance staffing levels to exceed the requirements established by the standards of quality (SOQ), promote parental involvement in education through outreach programs, provide a guaranteed and viable curriculum that is aligned with the Virginia standards, and to acquire and implement core and supplemental instructional materials that a research supported positive impact on student growth and achievement in math an literacy.

Benchmark/Evaluation:

Student Sub-Groups	English Percent Pass	Mathematics Percent Pass	History Percent Pass	Science Percent Pass
All Students	63	69	80	72
Black	71	71	78	75
Hispanic	58	63	79	67
White	71	81	79	79
Asian	88	93	TS	93
Students with Disabilities	30	42	37	47
Economically Disadvantaged	59	65	76	68
Limited English Proficient	58	65	62	71

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Component 3 §1114(b)(7)(ii):

Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Scientifically based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

MPES will provide a three-tier model of language arts and math instruction for all students in grades 3-5 in which students receive research-based, differentiated instruction based on their instructional needs and differing levels of support based on on-going assessments.

Budget Implications:

Title I funds are to be used to support acquisition of high quality Tier 2 and Tier 3 intervention programs with demonstrated research based impact of student achievement in literacy and mathematics.

Benchmark/Evaluation:

Goal 1: Manassas Park Elementary School (MPES) will implement an assessment framework utilizing a variety of assessments to determine student progress in literacy and core areas.

Objective	Resources	Professional Development	Evaluation of Progress	Timeline
Teachers will utilize assessments to determine reading and math progress, interpret results, diagnose difficulties, and make	<ul style="list-style-type: none"> • Testing & Assessment Materials • Manuals for interpreting results 	<ul style="list-style-type: none"> • Training in proper implementation of reading & math assessments • Quarterly writing assessments 	<ul style="list-style-type: none"> • Data Disaggregation • Quarterly review of data with administrative team 	2019-20

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<p>adjustments in instruction. Assessments to include:</p> <ul style="list-style-type: none"> • Anecdotal notes • Running Records • Formative Assessments • Locally Developed Benchmark Tests • PALS assessments (grade 3 only, following recommended guidelines) • STAR 360 Reading Assessments for screening students and as a diagnostic or progress measure (at least 3 times a year) • SOL Assessments • WIDA Assessments 	<ul style="list-style-type: none"> • Student database with assessment information • Personnel to administer assessments • Intervention Specialist • Title I Funds: 1 FT Reading Specialist; 1 FT Interventionist Specialist; .5 of Division Literacy Specialist • Local Funds: Training for Reading Specialists/Literacy Coaches in literacy assessments • Local Funds: Assessment materials for formative and summative assessments • Local Funds: Training for teachers in using differentiated assessments 	<ul style="list-style-type: none"> • Use of WIDA Language Development Standards to deliver appropriate instruction to ELs • Training in diagnosis of academic difficulties in reading/math for teachers • Grade level team meetings to analyze results and determine progress • Reading Specialist/Literacy Specialist working with grade level teams to analyze results and discuss instructional models • On-going training for Reading Specialist/Literacy Specialist • Timely and specific feedback from school administrators 	<ul style="list-style-type: none"> • On-going meetings with Associate Superintendent to evaluate student progress • Classroom Walk-Throughs • Formal and informal observations 	
Objective	Resources	Professional Development	Evaluation of Progress	Timeline
<p>MPES: Teachers will provide a daily 120 minute block for literacy instruction and 75 minutes for math. Additional and/or differentiated instruction will be provided based on student progress.</p> <p>Tier 1</p>	<p>Personnel</p> <ul style="list-style-type: none"> • Administrators (School and Central Office) • Reading Specialists • Interventionists • Instructional Technology Specialist • Instructional Technology Resource Teacher 	<ul style="list-style-type: none"> • Training in effective literacy components and practices (all teachers)- reading specialists/coach; outside consultants • Training in using materials (reading specialist/literacy coach; outside consultants) 	<ul style="list-style-type: none"> • Assessment data analysis • STAR Progress Monitoring • Report Card data • Classroom Walk-Throughs • Progress monitoring 	<p>2019-20</p>

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<ul style="list-style-type: none"> • Whole class/small group instruction • MPES students will utilize technology applications daily to ensure personalized instruction <p>Tier 2</p> <ul style="list-style-type: none"> • Identified students will receive at least 80 minutes of additional instruction per week • PALS protocol for student identification and services will be followed • Students will receive interventions and enrichment in a dedicated block. • Students identified may receive targeted instruction through push – in model by reading specialist/coach, as needed <p>Tier 3</p> <ul style="list-style-type: none"> • Identified students will be monitored by the Student Resource Team • Develop interventions targeting students’ specific needs to include assessment, instruction, and progress monitoring components 	<ul style="list-style-type: none"> • Special Education Teachers • Special Education Paraprofessionals <p>Assessment Data</p> <ul style="list-style-type: none"> • Use of assessment data to form groups <p>Texts & Materials</p> <ul style="list-style-type: none"> • Houghton Mifflin, <i>Journey’s</i> • Guided reading texts • Fountas and Pinnell Leveled Literacy Texts & program materials • Word Study • Local Funds: Additional materials for supplemental assessment, instructional and intervention materials • Local/ Title I/Title III Funds: Training for professional development in language acquisition based on WIDA Standards and in using differentiated practices 	<ul style="list-style-type: none"> • Training in utilizing assessment data for instruction (all teachers, administrators, specialist/coach • Training for teachers (Reading Specialists, Interventionists, Technology, Special Education, Special Education Paraprofessionals) in the use of specialized materials • Training in using Differentiated Teaching Practices • Other training by experts in specific programs and materials • Mentor Support 	<ul style="list-style-type: none"> • Student Resource Team • Student work samples analysis by teacher teams • Formal & informal observations 	
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<ul style="list-style-type: none"> • Instruction may take place in small group or individual setting, based on student need 			
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Component 4 §1114(b)(7)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

MPES will provide transition programs for students rising from 2nd grade (CES) to 3rd grade (MPES) and from 5th (MPES) to 6th (MPMS).

The district and school administration will seek to recruit a qualified, diverse applicant pool and retain highly effective staff. The administrative staff will implement a professional development plan for staff members based on individual and whole staff needs to promote the goals of the school.

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Budget Implications:

Title I funds are to be used to support acquisition of high quality Tier 2 and Tier 3 intervention programs with demonstrated research based impact of student achievement in literacy and mathematics.

Benchmark/Evaluation:

Objective	Resources	Methods	Evaluation of Progress	Timeline
MPES will conduct transition activities for all students rising to next grade level <ul style="list-style-type: none"> • MPES Open House • MPES Back to School Night 	<ul style="list-style-type: none"> • Classroom Teachers • Administrative Staff 	<ul style="list-style-type: none"> • Invite parents to meet teachers; tour building • School activities (students reading together) 	<ul style="list-style-type: none"> • Parent attendance at Open House 	Summer
The 2 nd and 3 rd grade teachers will plan and implement activities to transition students from 2 nd to 3 rd grade <ul style="list-style-type: none"> • Visit to MPES • MPES Open House (fall) • MPES Back to School Night (fall) 	<ul style="list-style-type: none"> • Classroom Teachers • Administrative Staff 	<ul style="list-style-type: none"> • Invite parents to meet teachers; tour building 	<ul style="list-style-type: none"> • Parent attendance at Open House 	Spring
The 5 th and 6 th grade teachers and counselors will plan and implement activities to transition students from 5 th to 6 th grade <ul style="list-style-type: none"> • 5th Grade Parent Meeting (May) • Visit to MPMS (June) • MPMS 6th Grade Orientation (August) 	<ul style="list-style-type: none"> • Classroom Teachers • School Counselors • Administrative Staff 	<ul style="list-style-type: none"> • Invite parents to meet teachers; tour building 	<ul style="list-style-type: none"> • Attendance at Parent Meeting 	Spring

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The Special Education department at MPES will implement a program for parents of students who will transition to another school in the division	<ul style="list-style-type: none"> • Director of Special Programs • Special Education Teachers • School Administrators 	<ul style="list-style-type: none"> • Advertise program to parents • Invite parents to meetings 	<ul style="list-style-type: none"> • Parent attendance at meetings 	Spring
Objective	Resources	Methods	Evaluation of Progress	Timeline
The district and school administration will recruit and retain highly effective teachers and staff	<ul style="list-style-type: none"> • Deputy Superintendent • Funds for recruiting by the district 	<ul style="list-style-type: none"> • Training on conducting interviews to recruit quality staff members • Checking references of all applicants 	<ul style="list-style-type: none"> • Recruiting results and retention rates for teachers and staff 	2019-20
The school administration will conduct effective and thorough evaluations of staff to include, but not limited to: <ul style="list-style-type: none"> • Establishing annual professional goals • Conducting pre-observation meetings • Conducting formal evaluations • Conducting classroom walk-throughs regularly • Conducting annual summative evaluations for probationary staff and tenured teachers in the cycle • Using student learning data • Using teaching artifacts • Using informal observations 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Central Office Administrators 	<ul style="list-style-type: none"> • Training for administrators on implementing effective evaluations • In-service for staff on the evaluation process 	<ul style="list-style-type: none"> • Annual professional goals documents • Goal Setting forms • Observation forms and narratives • Classroom Walk-Through Forms • Interim review forms • Teaching artifacts • Anecdotal notes • Intensive teacher improvement plans and supporting documents 	2019-20

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<ul style="list-style-type: none"> • Implementing intensive teacher improvement plans • Conducting classified staff evaluations annually 			<ul style="list-style-type: none"> • Classified evaluations 	
<ul style="list-style-type: none"> • Teachers and staff will work collaboratively by planning common learning objectives, implementing similar instructional activities and use of common assessment of student learning 	<ul style="list-style-type: none"> • Common planning periods before, during, and after school • Grade level meetings 	<ul style="list-style-type: none"> • Opportunities to demonstrate teamwork and common planning in different settings and on various projects • Training to improve communication between teams (faculty social functions; mixed level planning teams, etc.) 	<ul style="list-style-type: none"> • Grade level meeting minutes 	2019-20
<p>Teachers will complete annual professional development activities to include, but not limited to:</p> <ul style="list-style-type: none"> • Participation in collaborative teaching • Participation in staff & team meetings • Participation in grade-level, subject, school or division in-services • Attending conferences & workshops • Conducting workshops • Conducting peer observations of colleagues 	<ul style="list-style-type: none"> • Division funds for professional development and tuition reimbursement • Local Funds: professional development provided by reading specialists/literacy specialist to school staff; professional development materials for staff including, and workshop/course/PLC materials, as needed 	<ul style="list-style-type: none"> • Various professional development opportunities throughout the school year • MPCS Innovative Educators Program 	<ul style="list-style-type: none"> • Professional development logs • Individual recertification records • Attendance records at professional development workshops • Mentor logs • New teacher feedback 	2019-20

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<ul style="list-style-type: none">• Serving as mentors; coaches; grade level chairs; project leaders, etc.• Participation in Professional Learning Communities• Completing college coursework				
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