

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

**Division Name: Fairfax County Public Schools**

**School Name: Beech Tree ES**

**Date: Fall 2017**

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:

*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](#).
- 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.

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).

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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:**

**Multiple Stakeholders:**

On the first Wednesday of every month, the Responsive Instruction Core team meets before school to review student academic progress, reviewing progress monitoring data for each intervention group, adjusting groups and/or goals, or intervention to meet individual student needs. These groups are created within the first weeks of school, using reading and math levels, as well as previous intervention data, if any. The members of the RI Core team are: principal, assistant principal, instructional coach, literacy coach, math interventionist, literacy interventionist, lead ESOL teacher, and lead Special Education teacher.

Fall Conferences were held and teachers shared individual student data with parents, identifying areas of strength and areas for growth. Parent input was utilized to learn ways that Beech Tree ES can further support family engagement and involvement in support of student achievement.

**Summary of data analysis including a variety of data sources:**

- \*Spring SOL scores
- \*Spring DRA scores
- \*Fall iReady data

**Language Arts SOL**

Spring 2016-2017

Data: 76%

Gap Group 2 (Black): 73%

Gap Group 3 (Hispanic): 67%

Asian: 85%

Economically Disadvantaged: 70%

LEP: 71%

SWD: 81%

White: 88%

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**Math SOL**

Spring 2017-2018

Data: 77%

Gap Group 2 (Black): 82%

Gap Group 3 (Hispanic): 64%

Asian: 86%

Economically Disadvantaged: 71%

LEP: 70%

SWD: 69%

White: 97%

Our data demonstrated that the consistency of planning for the Balanced Literacy workshop and Math workshop is increasing student achievement. It also demonstrated a need for further targeting of student learning gaps. The instructional coach and literacy coach will continue to facilitate grade level planning during two CLTs a week and bi-weekly PD Mondays will center around how to plan for more rigorous and differentiated guided reading and guided math.

**Budget Implications:**

The Title I Budget is used to pay for the full time instructional coach, two summer planning days per team, and summer hours to support those planning days for the literacy coach and lead ESOL teacher.

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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:**

Based on the data reviewed, the instructional coach and literacy coach will continue to support grade level instructional planning:

Teams will plan for a consistent, purposeful Balanced Literacy block and Math workshop to close the gaps for LEP, Hispanic and Students with Disabilities.

**Additional Actions include:**

1. Continue with year 3 of The Benchmark Literacy Series school-wide implementation with professional development support from the Literacy Coach.
2. The Literacy Coach will provide monthly professional development focusing on effective use of data to plan for small group differentiation, implementing best practices for second language learners and students with disabilities, through ESOL and Special Education collaboration, while providing rigorous and relevant instruction, during the language arts workshop.
3. The Literacy Coach will facilitate weekly CLTs where teams share accountability in the planning and assessing of effective instruction through purposeful, Focus Lessons, Guided Reading, Independent Practice, and Assessment
4. We will continue to focus on strengthening the work of our Responsive Instruction Core Team as follows-
  - Teams plan, develop, and deploy frequent mini-assessments, to identify students at risk and work through the CLT cycle.
  - Teams will use RTI 10 Protocols to identify students who may require Tier 2 or Tier 3 interventions.
  - The Responsive Instruction Core Team will meet once a month to review ongoing Tier 2 interventions and progress and assess Tier 3 interventions and progress monitoring as needed.
  - The school will use a multi-tiered system of support to assign research-based interventions aligned with the individual needs of identified students.
  - The Responsive Instruction Core team will meet monthly to discuss data across all grade levels as well as students who may need Tier 2 and Tier 3 support.
  - Teams will analyze data to modify and plan interventions and enrichment through the Responsive Intervention process with the support of content experts.
  - The school will use progress monitoring for targeted intervention students to ensure fidelity and effectiveness. (TA03)
  - The Responsive Instruction Core Team will assess bi-weekly data for Tier 2 interventions and weekly data for Tier 3 interventions on a monthly basis.

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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:**

**Extended School Day:**

Analyzing the eCART Window 1 data and iReady data, the 3rd, 4th, and 5th grade teams identified students in need of additional intervention and supports outside of the school day. Six teachers provide Reading and Math Before School Intervention for 35-45 students in grades 3 through 5 from February through April, providing reteaching opportunities and test taking strategies, to build students' content knowledge and confidence in their ability to demonstrate their knowledge through a variety of formats to include multiple choice and open ended questions.

**Enrichment:**

A molecular biologist provides weekly enrichment for students in grades Kindergarten through 5 once week for an hour through our established STEM lab. The master schedule was adjusted in order to provide each class with an hour of enrichment a week. The STEM teacher also provides hands-on lab work for 4th graders and a review of 4th grade Science content for 5th graders, in collaboration with the 4th and 5th grade teams.

**Budget Implications:**

Title I funds are used to pay for the Before School Intervention hourly teachers as well as instructional materials to support student learning and achievement.

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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:**

On the first Wednesday of every month, the Responsive Instruction Core team meets before school to review student academic progress, reviewing progress monitoring data for each intervention group, adjusting groups and/or goals, or intervention to meet individual student needs. These groups are created within the first weeks of school, using reading and math levels, as well as previous intervention data, if any. The members of the RI Core team are: principal, assistant principal, instructional coach, literacy coach, math interventionist, literacy interventionist, lead ESOL teacher, and lead Special Education teacher.

Every Tuesday and Thursday, general grade level teams meet as CLTs, or Collaborative Learning Teams, to use student data, FCPS pacing guides, and their curriculum map, to plan for literacy and math instruction. Every other Monday, the literacy coach and instructional coach provide differentiated, grade level professional development, with a focus on balanced literacy and math workshop. Data dialogues take place within both of these structures.

On the second Wednesday of every month, the Professional Development Leaders meet before school to review staff input and plan for monthly, differentiated, professional development led by teachers, for teachers, on a monthly basis, during staff meetings.

On the third Wednesday of every month, the Responsive Instructional Leaders meet before school to review RI Core team data, as well as EDSL data, to discuss and plan for students' academic, social, and emotional needs.

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The Family Focus Team, which is made up of: principal, assistant principal, administrative assistant, parent liaison, school counselor, and school social worker, which meets on a monthly basis to discuss Beech Tree student and family needs. Parent Coffees and Parent Nights are scheduled and planned based on community input and areas of need noted by team members. Community resources and mental health resources are sought out by team members, as needed, for students and their families.

All stakeholders are invited to go on school-sponsored on admin and/or teacher guided quarterly Saturday Family Field Trips to provide family friendly learning opportunities within the public transportation routes, such as the Metro Rail. These field trips teach and model accessible learning opportunities for families to replicate on their own and share with other local families.

**Budget Implications:**

The Title I Budget is used to pay for the full time instructional coach, two summer planning days per team, and summer hours to support those planning days for the literacy coach and lead ESOL teacher. Extended Parent Liaison hours are paid through Title I funds to support the Family Focus Team. Buses for quarterly Family Field Trips are also paid for through Title I Family Engagement funds. These field trips model how families have access to family friendly educational experiences in the Metropolitan areas.