

**Virginia Department of Education  
Every Student Succeeds Act of 2015  
Title I School-Wide Plan**

**Division Name:** Virginia Beach City Public Schools

**School Name:** Parkway Elementary School

**Date:** September 30, 2021

**Select One:**      ☐ Initial Plan      ☒ Revision

Title I schools implementing school wide programs are required to develop school wide 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 school wide plan. The template below provides a framework that may be used to develop and/or update a school wide 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. School wide 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 four required school wide 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 school-wide components.

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**Directions:** Complete each of the four components by following these steps:

*Using Indistar®:*

- Access the Title I school wide 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 school wide Plan template on the [Title I website](#).
- 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.

**Stakeholders:**

Name of Stakeholder	Title	Signature
<a href="#">Katie Catania</a>	Principal	
Brittney Church	Assistant Principal / Parent	
Charlotte Schulte	Administrative Assistant	
Lisa Mungin	Reading Specialist	
Elizabeth Rojas	Reading Specialist / School Improvement Coordinator	
Christine Dalton	Reading Specialist	
Michelle Jones	Reading Specialist	
Lauren Salas	Gifted Resource Teacher	
Julie Byers	Instructional Technology Specialist	
Brigette Arlaud	Library Media Specialist/Family Engagement	
Annie Gray	School Counselor	

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Kathleen Beazley	Office Manager/Bookkeeper	
Shannon Stoner	Family Engagement	
Reviewed by: Danielle Colucci: Executive Director of Elementary Schools, School Leadership Laura Silverman: Title Director		

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**Narrative and Supporting Data:**

Parkway Elementary School currently serves 461 students in pre-kindergarten through fifth grades. Due to Parkway being a CEP school, 100% of our students receive free meals. Throughout the course of the school year, instructional teams comprised of specialists, classroom teachers, and administration spent time reviewing Standards of Learning (SOL) data and Division Benchmark Assessment Data (e.g., Reading Inventory, Quarterly Assessments, Computation/Estimation data). The implications discussed between the team members and the families of the attending students helped to determine the goals and strategies for the school's Plan for Continuous Improvement (PCI). Practices were refined throughout the course of the year and summer months during professional learning community meetings and leadership team meetings to address unfinished learning needs created as the result of the pandemic.

**Literacy**

The first area detailed in the school's PCI involves literacy. To align goal one of the school division's strategic plan, *High Academic Expectations*, with the accreditation requirements for the Commonwealth, the team designed a goal to focus on the acquisition of literacy skills necessary for success in school and life. This goal states that a minimum of 100% of students will score proficient or higher on the English: Reading State Growth Assessment. Additionally, the second goal states that By June of 2022, 100% of students in grades K-2 will meet or exceed the benchmark in the spelling task, as measured by the PALS Spring Assessment.

There is a need for focus on the areas that are more explicitly unpacked in component 1 ([Literacy Data Point 4: VDOE School Accreditation Detail Report in component 1](#)).

Overall, division benchmarks ([Literacy Data point 2](#)), Standards of Learning data ([Literacy Data point 1](#)), and PALS data ([Literacy Data point 5](#)) show there is a need to focus instruction in the primary grades on phonological and phonemic awareness instruction in order to increase the percentage of students reading on grade level by the end of second grade. There is also a need to address the areas of deficit due to the Covid closures specifically in the areas of spelling and writing for K-5, as well as phonics for K-2.

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**Literacy Data:**

**Literacy Data Point 1: Five Year Fact Sheet**

This chart includes data from the Reading Standards of Learning Assessment (grades 3-5) for the previous five years. This data includes the specific subgroups and increase and/or decrease in proficiency for each.

**Summary:**

Although the school-wide percentage of 76.02.% meets accreditation standards, several of the sub-groups and achievement gaps are evident to be areas of need (African American, Students with Disabilities, and African American Males). Also, the data shows that trending over the past 5 years our Students with Disabilities has the largest GAP in proficiency and the lowest percentage pass rate.

ENGLISH READING									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
<b>Total Passing</b>	<b>76.54</b>	<b>81.25</b>	<b>74.19</b>	<b>79.15</b>	<b>76.02</b>	<b>-3.13</b>	<b>1.83</b>	<b>-0.52</b>	
Caucasian	84.44	89.47	82.14	91.18	95.65	4.48	13.51	11.21	
Afr American	74.24	75.21	67.72	75.22	65.77	-9.46	-1.95	-8.48	
Hispanic	80.95	87.50	85.00	87.50	75.00	-12.50	-10.00	-5.95	
Asian	81.25	84.62	86.67	89.47	100.00	10.53	13.33	18.75	
Multiracial	65.38	92.31	80.00	67.86	86.21	18.35	6.21	20.82	
SWD	31.58	52.38	45.45	52.17	41.67	-10.51	-3.79	10.09	
POV	74.40	78.98	68.70	75.84	72.46	-3.38	3.76	-1.94	
Afr American Males	75.00	67.65	61.54	75.00	64.91	-10.09	3.37	-10.09	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	10.20	14.27	14.43	15.96	29.89	13.93	15.46	19.68	
Cauc vs Hispanic	3.49	1.97	-2.86	3.68	20.65	16.98	23.51	17.16	
Non-SWD vs SWD	48.78	31.86	31.98	30.27	39.15	8.87	7.17	-9.63	
Non-POV vs POV	6.93	7.59	13.86	11.26	12.02	0.76	-1.84	5.09	

**Literacy Data Point 2: District Benchmark Assessment Proficiency Counts**

This table shows the proficiency band percentages on the division benchmark assessment for literacy for grades 2-5 in both virtual and face to face classrooms. The three bands presented for each grade level are 0%-69%, 70%-84%, and 85%-100% and the percentage of students scoring in that band is represented.

**Summary:**

Since this Benchmark Assessment was the first one the students had taken, we do not have comparable data. The inference can be made that school closure and virtual learning impacted student proficiency as there was a majority of students who scored in the 0-69 proficiency band. The home testing environment for virtual students and non-traditional testing environment for face-to-face students may be a variable that accounts for this. Grades 2 and 3 show more virtual students reaching the 70-84 and 85-100

2020-2021 Percent Proficient			
Bands	0%-69%	70%-84%	85%-100%
	Benchmark 2	Benchmark 2	Benchmark 2
<b>Grade 2: (69 tested)</b>			
Virtual- (28)	30%	7%	1%
Face to Face- (41)	54%	4%	1%
<b>Grade 3: (77 tested)</b>			
Virtual- (33)	31%	10%	4%
Face to Face- (42)	51%	4%	-

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proficiency band than face to face students. Conversely, grades 4 and 5 show more face to face than virtual students reaching the 70-84 and 85-100 proficiency bands.

<b>Grade 4</b> (55 tested)			
Virtual- (22)	31%	5%	4%
Face to Face- (33)	36%	13%	11%
<b>Grade 5</b> (60 tested)			
Virtual- (26)	30%	10%	3%
Face to Face- (34)	27%	18%	12%

**Literacy Data Point 3: Reading Inventory Proficiency Counts**

This table includes the percentage of each subgroup (grades 3-5) that scored at the proficient or advanced proficient level according the Reading Inventory (RI). The percentage proficient does not include students reading below expected level who met their goal for growth.

**Summary:**

Comparing the reading inventory taken in the fall, at the mid-year point, and in the spring, Parkway faced challenges in moving students toward proficiency. The unique circumstances of virtual learning influenced our current data. In addition, students with disabilities remain an area of concern. Therefore, for the 2021-2022 school year we will continue to progress monitor and respond to data with a closer lens, and continue to disaggregate data within the Students with Disabilities subgroup within the RTI framework.

<b>2020-2021 Reading Inventory Data</b>			
<b>Grade Level or Subgroup</b>	<b>Percent Proficient or Advanced Proficient</b>		
	<b>Fall</b>	<b>Mid-Year</b>	<b>Spring</b>
<b>Grade 3</b>	31%	42%	41%
<b>Grade 4</b>	41%	41%	44%
<b>Grade 5</b>	45%	48%	55%
<b>Students with Disabilities</b>	0%	0%	4%

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**Literacy Data Point 4: VDOE School Accreditation Detail Report**

This table includes the preliminary pass rate for each subgroup on the 2019, English: Reading SOL assessment. It includes the number of students in the group that passed, the number of recovery students, and the number of students who grew in proficiency bands from the previous year.

**Summary:**

Parkway Elementary is meeting level one performance in the areas of all students, Asian, Economically Disadvantaged, English Learners, Hispanic, and White. Parkway is identified as **level three** for the subgroup of students with disabilities which places us as a Level Two in our Final Performance Level. Therefore, based on this data and the RI results, the SIPPS program will continue to be implemented this school year to help address the needs of our students with disabilities.

English Performance (Based on data through the 2018-2019 school year)									
Indicator	Data Source	Passing(2)	Recovery(3)	Growth(4)	EL Progress(5)	Total Tests(6)	Rate	Level(7)	Final Performance Level(8)
Academic Achievement - English									
All Students	Current Year	149	11	9		205	82.44	Level One	Level One
	Previous Year	167	10	15		219	87.67		
	Cumulative 3 Year	477	33	33		651	83.41	*Level One	
Achievement Gap - English									
Asian	Current Year	15	1			16	100.00	*Level One	Level Two
	Previous Year	17		1		19	94.74		
	Cumulative 3 Year	45	2	2		51	96.08	Level One	
Black	Current Year	73	5	8		115	74.78	Level One	
	Previous Year	85	9	11		121	86.78		
	Cumulative 3 Year	244	24	25		372	78.76	*Level One	
Economically Disadvantaged	Current Year	100	7	7		143	79.72	Level One	
	Previous Year	113	7	12		155	85.16		
	Cumulative 3 Year	303	21	23		435	79.77	*Level One	
English Learners	Current Year	8		1		9	100.00	*Level One	
	Previous Year	8				8	100.00		
	Cumulative 3 Year	22		2		24	100.00	Level One	
Hispanic	Current Year	12	2	1		17	88.24	Level One	
	Previous Year	14				15	93.33		
	Cumulative 3 Year	43	2	2		52	90.38	*Level One	
Students with Disabilities	Current Year	10	3	4		27	62.96	TS	
	Previous Year	12	4	4		27	74.07		
	Cumulative 3 Year	32	8	9		77	63.64	*Level Three	
White	Current Year	22				23	95.65	*Level One	
	Previous Year	31	1	1		35	94.29		
	Cumulative 3 Year	76	2	2		87	91.95	Level One	



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**Literacy Data Point 5: PALS K-2 Spelling**

Since we have identified a need to focus on phonemic awareness in K-2, this data point looks specifically at the spelling component of the PALS assessment. The data to the right shows our spelling score breakdown in grades K, 1, and 2 for Fall, Mid-Year, and Spring of the 2020-2021 school year.

**Summary:**

The data from last year was unique. While we teetered between virtual and face-to-face, each grade level had varying outcomes. Spelling is a difficult task to teach and practice virtually because the teachers aren't able to monitor the application of taught skills as they would in the classroom due to the challenges we faced with virtual writing instruction. The impact of virtual instruction is evident in the mid year scores for Kindergarten and 1st grade. Second grade had minimal growth but held scores with some progress. By the end of the year all grade levels made progress or maintained.

**2020-2021 Kindergarten PALS Spelling Task**

<b>Benchmark</b>	<b>Fall List 2 out of 20</b>	<b>Mid-Year List at least 10 out of 20</b>	<b>EOY List 13 out of 20</b>
Total # of students meeting benchmark	52/69	42/68	58/72
Total % meeting benchmark	<b>75%</b>	<b>62%</b>	<b>81%</b>

**2020-2021 1st grade PALS Spelling Task**

<b>Benchmark</b>	<b>Fall List 10 out of 44</b>	<b>Mid-Year List at least 24 out of 52</b>	<b>EOY List 20 out of 48</b>
Total # of students meeting benchmark	40/74	30/72	39/74
Total % meeting benchmark	<b>54%</b>	<b>42%</b>	<b>53%</b>

**2020-2021 2nd grade PALS Spelling Task**

<b>Benchmark</b>	<b>Fall List 20 out of 48</b>	<b>Mid-Year List at least 28 out of 56</b>	<b>EOY List 39 out of 56</b>
Total # of students meeting benchmark	41/77	47/77	47/77
Total % meeting benchmark	<b>53%</b>	<b>61%</b>	<b>61%</b>

**Numeracy**

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The second area detailed in the school's PCI involves numeracy. To focus on goal one of the division's strategic plan, high academic expectations, the team designed a state goal to focus on the acquisition of numeracy skills necessary for success in school and life. The goals state 1) By June of 2022, 100% of students in grades 3-5 will meet or exceed the state's proficiency benchmark in mathematics as measured by the Spring VDOE Growth Assessment (former SOL), 2) By June 2022, 100% of all students in kindergarten will reach proficiency or make 25% growth, as measured by the VKRP and 3) By June 2022, 100% of students in grades 1-2 will score proficient or higher in computational fluency as measured by the computational fluency rubric.

**Numeracy Data:**

***Numeracy Data Point 1: Five Year Fact Sheet***

This chart includes data from the Mathematics Standards of Learning Assessment (grades 3-5) for the previous five years. This data includes the specific subgroups and growth and/or decrease in proficiency for each.

**Summary:**

Although the school-wide percentage of 84% exceeds accreditation standards, there is a gap between African American (AA) and their Caucasian peers. Students with disabilities are not meeting the pass rate standard. There has been growth in both the SWD and the African American pass rates.

<b>MATHEMATICS</b>									
<b>PASSING RATES</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>'19-'18</b>	<b>'19-'17</b>	<b>'19-'15</b>	
<b>Total Passing</b>	<b>79.01</b>	<b>77.58</b>	<b>72.94</b>	<b>79.15</b>	<b>83.67</b>	<b>4.53</b>	<b>10.74</b>	<b>4.66</b>	
Caucasian	84.44	84.21	82.14	96.97	95.65	-1.32	13.51	11.21	
Afr American	75.76	70.49	65.35	71.68	77.48	5.80	12.12	1.72	
Hispanic	85.71	82.61	85.71	87.50	81.25	-6.25	-4.46	-4.46	
Asian	87.50	92.31	93.33	89.47	100.00	10.53	6.67	12.50	
Multiracial	73.08	92.00	76.00	75.86	89.66	13.79	13.66	16.58	
SWD	26.32	47.62	54.55	52.17	58.33	6.16	3.79	32.02	
POV	75.60	72.44	67.94	74.50	80.43	5.94	12.50	4.84	
Afr American Males	79.69	72.06	65.38	73.44	77.19	3.76	11.81	-2.49	
<b>GAPS</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>'19-'18</b>	<b>'19-'17</b>	<b>'19-'15</b>	
Cauc vs Afr American	8.69	13.72	16.79	25.29	18.17	-7.11	1.39	9.49	
Cauc vs Hispanic	-1.27	1.60	-3.57	9.47	14.40	4.93	17.97	15.67	
Non-SWD vs SWD	57.17	33.07	20.45	30.27	28.88	-1.40	8.42	-28.29	
Non-POV vs POV	11.07	17.12	12.52	15.83	10.94	-4.88	-1.58	-0.13	

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**Numeracy Data Point 2: District Quarterly Assessment Proficiency Counts**

This table shows the proficiency band percentages on the division benchmark assessment for math in grades 2-5. Benchmark one was administered in October and Benchmark 2 was administered in March. The three bands presented for each grade level are 0%-69%, 70%-84%, and 85%-100% and the percentage of students scoring in that band is represented.

**Summary:**

The data from the local 2019 assessment shows a significant difference from the 2019 report above (Math Data Point 1: Five Year Fact Sheet). The overall pass rate for grades 3-5 scoring 70% or higher on the Q3 local assessment is 59%. This gap may be due to the fact that the math content covered on this assessment did not include the quarter 4 material. The overall pass rate for the state standards of learning assessment for grades 3-5 is 84% which is 25% higher than the Q3 local assessment.

Instead of just focusing on computation and estimation, we are focused on filling in the gaps and building on the students' foundational math skills. By June of 2022, 100% of students in grades 3-5 will meet or exceed the state's proficiency benchmark in mathematics as measured by the Spring VDOE Growth Assessment (former SOL).

Benchmark Data 2020-2021 Percent Proficient						
	0%-69%		70%-84%		85%-100%	
	BM 1	BM 2	BM 1	BM 2	BM 1	BM 2
<b>Grade 2</b>	X	70%	X	18%	X	12%
<b>Grade 3</b>	76%	73%	18%	18%	6%	9%
<b>Grade 4</b>	74%	82%	13%	13%	13%	5%
<b>Grade 5</b>	50%	77%	29%	21%	21%	2%

\*Grade 2 did not take a benchmark 1 test at the beginning of the year.

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**Numeracy Data Point 3: VDOE School Accreditation Detail Report**

This table includes the preliminary pass rate for each subgroup on the 2019 Math SOL assessment. It includes the number of students in the group that passed, the number of recovery students, and the number of students who grew in proficiency bands from the previous year.

**Summary:**

Parkway Elementary is meeting level one performance in the areas of all students and all subgroups. We will, however, continue to focus on the Students with Disabilities subgroup since it is our largest gap in achievement as compared to All Students.

Virginia Department of Education 2019-2020 School Accreditation Detail Report									
School Division: 128 - Virginia Beach City Public Schools					Accreditation Status Last Year: Accredited				
School Name: 0820 - Parkway Elementary					Accreditation Status This Year: Accredited				
Grade Span: PK-05									
Mathematics Performance (Based on data through the 2018-2019 school year)									
Indicator	Data Source	Passing(2)	Recovery(3)	Growth(4)	EL Progress(5)	Total Tests(6)	Rate	Level(7)	Final Performance Level(8)
Academic Achievement - Math									
All Students	Current Year	164	14	11		206	91.75	*Level One	Level One
	Previous Year	167	17	9		226	85.40		
	Cumulative 3 Year	490	40	27		654	85.17	Level One	
Achievement Gap - Math									
Asian	Current Year	15	1			16	100.00	*Level One	Level One
	Previous Year	17		1		19	94.74		
	Cumulative 3 Year	46	2	2		51	98.04	Level One	
Black	Current Year	86	11	11		121	89.26	*Level One	
	Previous Year	81	12	6		124	79.84		
	Cumulative 3 Year	250	31	22		377	80.37	Level One	
Economically Disadvantaged	Current Year	111	12	9		146	90.41	*Level One	
	Previous Year	111	15	7		163	81.60		
	Cumulative 3 Year	311	34	20		446	81.84	Level One	
English Learners	Current Year	8				8	100.00	*Level One	
	Previous Year	8				8	100.00		
	Cumulative 3 Year	23				23	100.00	Level One	
Hispanic	Current Year	13				14	92.86	*Level One	
	Previous Year	14				15	93.33		
	Cumulative 3 Year	45				49	91.84	Level One	
Students with Disabilities	Current Year	14	3	4		27	77.78	*Level One	
	Previous Year	12	4	3		27	70.37		
	Cumulative 3 Year	38	10	8		79	70.89	Level One	
White	Current Year	22				23	95.65	*Level One	
	Previous Year	32	2	1		35	100.00		
	Cumulative 3 Year	77	2	2		86	94.19	Level One	

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**Numeracy Data Point 4: Computation and Estimation Data**

This table includes the percentages of Parkway students' proficiency on the common computation and estimation assessments during the fall, mid-year, and end of year assessments. The percentages of proficiency are listed for each administration of the assessment.

**Summary:**

The benchmark of 80% of students being proficient on the common Computation and Estimation assessment was not met by any grade level and minimal gains were made. Next year, we will continue to work on the computation and estimation strand, while also filling in the numeration gaps that students need as a foundation for mathematical understanding. Our goal this year is 100% of students in grades 1-2 will score proficient or higher in computational fluency as measured by the computational fluency rubric.

2020-2021 PCI Computation & Estimation Data Students 80% or Above			
Grade Level	Fall	Mid Year	Spring
1st Grade	19%	46%	55%
2nd Grade	6%	6%	21%
3rd Grade	17%	19%	20%
4th Grade	2%	8%	9%
5th Grade	9%	20%	29%
Schoolwide	11%	20%	28%

**Science**

- As of Spring 2019, Parkway was exceeding the state benchmark of 70% by 15.14 percentage points in the area of science. When looking at the specific subgroups, all subgroups met the 70% benchmark, but each of our subgroups went down with African American males being the lowest at 72% and African Americans being 76%. Inquiry and STEM are focus areas for Parkway Elementary School.

**Science Data:**

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**Science Data Point 1: Five Year Fact Sheet**

This chart includes data from the Science Standards of Learning Assessment (grade 5) for the previous five years. This data includes the specific subgroups and increase and/or decrease in proficiency for each.

**Summary:**

Parkway Elementary is meeting required pass rate performance. Economically disadvantaged students met the benchmark but decreased the percentage pass rate by 8.59%. Students who identify as African American declined in scores from Spring 2018 to Spring 2019. There is a 9 point percentage gap between students who are Economically Disadvantaged and their Non-Economically Disadvantaged peers.

GRADE 5 SCIENCE									
PASSING RATES	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Total Passing	79.07	86.67	74.19	90.54	85.14	-5.41	10.94	6.07	
Caucasian	90.48	91.67	<	100.00	90.91	-9.09	<	0.43	
Afr American	74.42	85.37	62.86	83.33	76.19	-7.14	13.33	1.77	
Hispanic	<	<	<	<	<	<	<	<	
Asian	<	<	<	<	<	<	<	<	
Multiracial	<	<	<	100.00	100.00	0.00	<	<	
SWD	40.00	<	<	<	<	<	<	<	
POV	75.86	82.46	69.70	87.76	79.17	-8.59	9.47	3.30	
Afr American Males	77.78	90.00	61.90	77.27	72.00	-5.27	10.10	-5.78	
GAPS	2015	2016	2017	2018	2019	'19-'18	'19-'17	'19-'15	
Cauc vs Afr American	16.06	6.30	<	16.67	14.72	-1.95	<	-1.34	
Cauc vs Hispanic	<	<	<	<	<	<	<	<	
Non-SWD vs SWD	44.21	<	<	<	<	<	<	<	
Non-POV vs POV	9.85	17.54	9.61	8.24	16.99	8.74	7.37	7.13	

**Science Data Point 2: District Quarterly Assessment Proficiency Counts**

This table shows the proficiency band percentages on the division benchmark assessments for literacy for grades 2-5 and quarters 1 and 2 from last year. The three bands presented for each grade level are 0%-69%, 70%-84%, and 85%-100% and the percentage of students scoring in that band is represented.

**Summary:**

Although we do not have Quarter 3 data, the trend from the other 2 quarters indicates growth specifically for grades 3 and 5. Comparing this to the local 2019-2020 assessment shows a difference from the 2019 report above (Science Data Point 1: Five Year Fact Sheet). The overall pass rate for grades 3-5 scoring 70% or higher on the most recent datapoint at Quarter 2 is F2F

2020-2021 Percent Proficient									
Bands	0%-69%			70%-84%			85%-100%		
Quarter	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
Grade 2	-	-	-	-	-	-	-	-	-
Grade 3	-	-	-	-	-	-	-	-	-
Grade 4	-	83%/72%	-	-	17%/22%	-	-		-

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38% and 42% for virtual. F2F Students are highlighted in blue and virtual students are highlighted in yellow. This gap most likely is due to the timeframe in which the assessment was given, ,covid mitigations concerning use of investigative materials, and possible rigor of the test.	<table><tr><td>Grade 5</td><td>-</td><td>79%/80%</td><td>-</td><td>-</td><td>21%/20%</td><td>-</td><td>-</td><td>-</td><td>-</td></tr></table>									Grade 5	-	79%/80%	-	-	21%/20%	-	-	-	-
Grade 5	-	79%/80%	-	-	21%/20%	-	-	-	-										
<p><b><u>Self-Management/Social-Emotional Skills</u></b></p> <p>To focus on goal three of the division's strategic plan, social and emotional wellbeing, the team designed a state goal to highlight the growth of peer interactions and social emotional skills, necessary for success in school and life.By June 2022, 100% of students in K-5 will demonstrate social emotional learning competency with focus on self-management and citizenship as demonstrated through school SEL student survey and rubric.The school continues to explicitly review school-wide rules and procedures with the implementation of PBIS (year 4). Data supports the need for instruction geared towards self-management. The school's Student Response Team (SRT) will continue to meet to address the needs of individual students who demonstrate behavior concerns through research-based interventions.The team will work to develop "Success Plans" that teach replacement behaviors and reinforce the desired behavior as a target intervention. We will also implement the PBIS program of Check In Check Out for those students requiring more targeted support to build success both in the classroom and with their SEL needs. The school's "unwind zone" will continue to be utilized to meet the daily needs of students and assist with overall regulation.</p>																			
<p><b><i>Discipline Data Point 1: Student SEL competency survey (K-5)</i></b></p> <p>Summary: Due to school closures and the hybrid model for instruction (virtual), there was not an increase of infractions indicated by school referrals. As we enter year 4 of PBIS, school-wide expectations will continue to be explicitly taught and positive interventions will help support student behaviors. Our discipline model incorporates strategies that build social emotional skills and foster positive peer interactions. During office or counseling visits, students receive social emotional instruction using conferences, think sheets, check-in sheets, and goal setting. Social emotional instruction is geared towards supporting self-awareness, social awareness, self-management, relationship skills, and responsible decision making.</p> <p>Our SEL data from 2020-2021 indicates, students understand school-wide rules and expectations but often struggle with peer interactions, regulating</p>	<div>★ The student SEL competency survey (K-5) showed 70% of students scoring in the self-management domain and 87% for responsible decision making.</div> <div>➔ The score for self-management is aligned with the daily challenges our students face with regulating emotions, thoughts and behaviors for different situations.</div> <div>➔ Our counseling team continues to support the push for SEL instruction and adjust for students who need an individualized approach.</div>																		

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emotions, and self-management. They need effective tools and strategies to help improve social and emotional skills.	
<b><i>Discipline Data Point 2: Unwind Zone Data</i></b>  <b>Summary:</b> Students requiring more support will participate in small group instruction and /or participate in the PBIS CICO structure. The unwind zone will continue to be used as a resource for students needing assistance with self-management and regulation throughout the school day.	<ul style="list-style-type: none"><li>★ Unwind Zone Data: As of 3/26/2021~ 157 visits. As of 6/21/2021 383 total visits</li><li>★ 47% report sadness as a reason for visit. (38 % sad, 30 % mix of tired/sad/angry for end of year data).</li><li>★ 69% utilized an adult to help (same for end of year data).</li><li>★ 73% reported being happy when leaving. (up to 81% for end of year data)</li><li>★ 97% report that visit helped (same at end of year)</li><li>★ 40% of the visits are from students in 3rd grade (same for end of year)</li></ul>



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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.

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Parkway Elementary School  
The Power of Paws Ability  
2021-2022



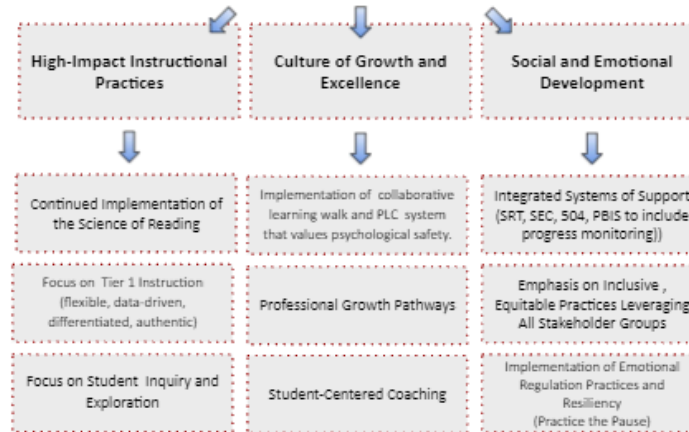
**Mission**

Through compassion and educational rigor, our mission at Parkway is to empower every student to reach their full potential by fostering collaborative relationships between families, students, staff, and community in an inclusive environment.

**Vision**

Foster within every child a sense of curiosity and a love of learning.

***Through the differentiated application of***



***As measured by***

Key performance measures (grades, attendance, assessments, survey data, data dive collection, learning walks, PLC sessions, coaching sessions)

***Resulting in***

Future-Ready Students

**School Narrative:**

Through compassion and educational rigor, our mission at Parkway is to empower every student to reach their full potential by fostering collaborative relationships between families, students, staff, and community in an inclusive environment.

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As a Virginia Beach City Public School, we ensure our teachers focus on the four critical PLC (DeFour & Eaker) questions to lead our work around student and staff learning as we focus on content standards.

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student has not learned it?
- How will we respond when a student has learned it?

Our school's Plan for Continuous Improvement (PCI) is aligned to the school division's six strategic goals of the Virginia Beach Compass to 2025:

- Goal One: Educational Excellence (*literacy, core knowledge, and transferable life skills*)
- Goal Two: Student Well-Being (*physical, mental health of all students, resilient learners who are personally and socially responsible*)
- Goal Three: Student Ownership of Learning (*rigorous, authentic, and students taking ownership of their learning*)
- Goal Four: An Exemplary, Diversified Workforce (*fosters a climate that values and invests in a high-quality, diversified workforce*)
- Goal Five: Mutually Supportive Partnerships (*family, school, the division, businesses, military, faith-based, civic and city agencies that support student well-being*)
- Organizational Effectiveness & Efficiency (*division resources, operations, and processes to support the division's strategic goals.*)

**Literacy Narrative:**

To ensure we build a strong foundation in literacy, K-5 and maximize learning for all of our students, instruction based on scientific research will be implemented. To support this and to address gaps in student learning caused by school closure and virtual learning, an emphasis will be placed on phonological awareness, orthographic mapping, and syllable instruction in all grade levels to strengthen students' word reading automaticity. In addition, teachers will learn to utilize effective vocabulary routines that will impact student breadth and depth of word knowledge. A focus on teaching language structures and verbal reasoning will also serve to support our students in broadening their comprehension competencies. Title I Interventionists will work closely with teachers to provide additional targeted instruction for identified tier III students. Teachers will collaborate and participate in coaching cycles to support fidelity with Tier I instruction. Reading specialists will be used to model effective instruction in response to student data for both general education and special education teachers. Teachers new to the profession, the school, or to a grade level will require instructional coaching to understand student needs and inform their Tier I and Tier II instruction. Strengthened teacher capacity will improve small group instruction and differentiated, independent practice aligned to curriculum standards. Meetings will occur throughout the year to disaggregate and analyze data and determine appropriate interventions for subgroups with an emphasis on Students with Disabilities. Grade level collaboration sessions will include both special education and general education team members who will engage in enhanced pedagogy, and instructional delivery. Specifically, for students with disabilities, teachers (general education and special education) will collaborate to design programs that are specific to the needs of each student as they are explained in the Present Level of Academic and Functional Performance section of the Individualized Education Program (IEP) and Specially designed instruction (SDI) will occur. Collaboration with regular education and special education teachers will be provided during collaboration and school-wide professional development to build capacity in instructional delivery in phonological awareness. Special Education teachers will utilize the SIPPS program to support targeted instruction for identified students. Feedback, targeted to the written, taught, and tested curriculum will be given so that students can develop and refine goals for success. Because reading and written expression are inextricably linked, targeted writing instruction will complement expression of skills learned in reading and further build appropriate use of vocabulary and encoding skills.

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**Literacy SMART Goal:**

- By June of 2022, 100% of students in grades 3-5 will meet or exceed the state's proficiency benchmark in reading as measured by the Spring VDOE Growth Assessment (former SOL).
- By June 2022, 100% of all students in grades K-2 will meet or exceed the benchmark in the spelling task, as measured by the PALS Spring Assessment .

**Literacy Strategies:**

- Use the VBCPS unpacked curriculum and documents to effectively plan, deliver, and assess instruction aligned to the objectives;
- Implement and monitor the use of aligned learning targets and success criteria in the classroom;
- Provide support utilizing PALS data to address areas of student weakness.
- Provide systematic instruction in phonological awareness through the Heggerty curriculum, Sound Walls, and Phonics lessons from T&L.
- Implement and monitor the use of the DSA and the PALS Spelling task to guide systematic word study instruction utilizing the scope and sequence provided by T&L.
- Participate in PLC session facilitated by literacy coaches and classroom teachers;
- Use coaching cycles with school-based reading specialists and coaches (Title I support) and receive feedback from Department of Teaching and Learning coordinators/specialists (division support)
- Use intervention resources (technology, Title I Interventionists, SIPPS, PALS, Title I tutors, Title I Reading Specialist) for students identified.
- Use technology as an aligned independent station during small group instruction (e.g., Achieve 3000-division, Imagine Learning-Title I, Smarty Ants - Title I) to collect formative data on student growth and provide opportunities for learning;
- Increase the opportunities for students to read independently in school and at home; One school, One Read
- Provide small-group instruction focused on reading strategies, phoneme awareness, and reading skills based on student need;
- Data analysis meetings after Beginning, Mid-Year, and Spring assessments

**Literacy Budget Implications:**

- Additional Title I Reading Specialist/Coach
- Purchase Phonic Books for 3rd, 4th, 5th, and Special Education Teachers to address deficits with encoding and decoding in the upper grades.
- Technology reading intervention computer programs to supplement those provided by the division ex. Achieve 3000-Division, Imagine Learning-Title I,
- Support the purchase of culturally responsive texts, social stories, readers, and other instructional materials to supplement the resources provided by VBCPS to provide diversity in text and vocabulary/text complexity;
- Pay for tutors (in addition to remediation funds provided by the division) to pull small groups based on student need (use data to determine tutoring groups);
- Support the purchase of additional classroom supplies/materials to supplement the resources provided by Virginia Beach through school-wide school discretionary funds

**Literacy Benchmarks and Evaluation:**

- Reading Inventory (RI), Phonological Awareness Literacy Screening (PALS), VA Growth Measures, Division Benchmark data, Reading Standards of Learning Assessments –Data analysis PLC sessions by leadership team with the goal of revising tutoring schedules and small group interventions (PLC agendas/minutes);
- School support meetings with division representatives with the goal of monitoring and analyzing budget implications (Presentations, minutes for meetings);
- Tutoring Schedules/Time Sheets to monitor attendance, student groups and topics of support;
- Lesson plans which outline the use of instructional materials and tutoring plans; and

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- Observations conducted by administration.

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**Numeracy Narrative:**

Overall, division benchmarks (see [Numeracy Data Point 2](#)) and Standards of Learning data (see [Numeracy data Point 1](#)) show there is a need for us to focus on numeracy and computational fluency in order to increase the percentage of students proficient in the area of mathematics. As data for the area of numeracy is unpacked, there is a need for us to focus on several areas that are more explicitly unpacked in component 1 (see [Numeracy Data Point 1: Five Year Fact Sheet](#)). Students with disabilities is an area of focus. Currently, the school is not meeting the 70% benchmark for this subgroup.

**Numeracy SMART Goals:**

- By June of 2022, 100% of students in grades 3-5 will meet or exceed the state's proficiency benchmark in mathematics as measured by the Spring VDOE Growth Assessment (former SOL).
- By June 2022, 100% of all students in kindergarten will reach proficiency or make 25% growth, as measured by the VKRP.
- By June 2022, 100% of students in grades 1-2 will score proficient or higher in computational fluency as measured by the computational fluency rubric.

**Numeracy Strategies:**

- Use the VBCPS unpacked curriculum and documents to effectively plan, deliver, and assess instruction aligned to the objectives;
- Implement and monitor the use of aligned learning targets and success criteria in the classroom;
- Participate in PLC session facilitated by mathematics coaches and classroom teachers;
- Participate in quarterly data meetings facilitated by mathematics coaches and classroom teachers;
- Participate in learning walks with the mathematics coaches and receive feedback from Department of Teaching and Learning coordinators/specialists(division)
- Use intervention resources for students identified by data;
- Use technology as an aligned independent station during small group instruction (e.g., Redbird, iKnowIt) to collect formative data on student growth and provide learning opportunities;
- Provide small-group instruction focused on computational fluency based on student need;
- Coaching will be available to all regular-ed and special-ed teachers to improve Tier I instruction.
- Facilitate Number Talks by classroom teachers regularly throughout the week; and
- Support the purchase of additional classroom materials (mathematics programs and/or manipulatives) to supplement resources provided by VBCPS.

**Numeracy Budget Implications:**

- Additional mathematics coach to build the capacity of instructional staff, model interventions/instruction with students, facilitate PLCs, etc;
- Mathematics interventionist/tutoring to focus on computational fluency and numeracy skills during the school day;
- Technology interventions to supplement those provided by the division and remediate skills that students aren't proficient;
- Access to additional interventions, resources, and support for subgroups identified in need; and
- Support the purchase of mathematical literature, manipulatives and games to supplement the resources provided by VBCPS in order to remediate/enrich student skills based on data analysis.

**Numeracy Benchmarks and Evaluation:**

- Division Quarterly Assessment data, Math Standards of Learning Assessments – Benchmark Data analysis PLC sessions by leadership team with the goal of revising tutoring schedules and small group interventions (PLC agendas/minutes);
- School support meetings with division representative with the goal of monitoring and analyzing budget implications (Presentations, minutes for meetings);

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- Tutoring Schedules/Time Sheets to monitor attendance, student groups and topics of support;
- School-wide Computation and Estimation Assessment
- Learning Plans which outline the use of instructional materials and tutoring plans; and
- Observations conducted by administration.

**Science Narrative:**

Although our score in science has exceeded the state benchmark, we continue our need to focus on inquiry and scientific investigation. To address unfinished learning caused by the pandemic, hands-on inquiry and STEM based tasks will continue to areas of focus. In order to meet this goal, and in an effort to surpass the current percentage, we will focus on infusing opportunities for students to explore, hypothesize, and draw conclusions about big ideas. Additionally, a continued effort on teaching content-rich vocabulary will also be necessary.

**Science SMART Goals:**

- By the end of 2021-2022 school year, Parkway will maintain their Science score of 85% as measured by the Science Standards of Learning Assessment and/or end of year division benchmark.

**Science Strategies:**

- Use the VBCPS unpacked curriculum and documents to effectively plan, deliver, and assess instruction aligned to the objectives;
- Provide small-group instruction focused on inquiry and investigation;
- Integrate hands-on STEM activities through Makers Space and the Dream Lab

**Science Budget Implications:**

- Support the purchase of science materials/manipulatives and or learning opportunities to supplement the resources provided by VBCPS and extend knowledge of content; and
- Support the purchase of science literature, manipulatives and games to supplement the resources provided by VBCPS in order to remediate/enrich student skills based on data analysis.

**Science Benchmarks and Evaluation:**

- Division Assessment data, Science Standards of Learning Assessments-Quarterly Data analysis during PLC sessions.
- School support meetings with division representative with the goal of monitoring and analyzing budget implications (Presentations, minutes for meetings)
- Observations conducted by administration.

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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.

**Literacy Narrative:**

Using the narratives detailed in components 1 and 2 above as the foundation for strengthening the academic program and supporting quality learning, additional programs and activities will be implemented to further support students with literacy proficiency. Students with disabilities are not meeting the 75% benchmark required. Additionally, students who identify as African American and African American males are underperforming. Overall, division benchmarks ([see Literacy Data point 2](#)) and standards of learning data ([see Literacy Data point 1](#)) shows there is a need for us to focus instruction in the primary grades on building a foundation in phonics and phonemic awareness to increase the percentage of students reading on grade level by the end of second grade. In grades where the focus is reading to learn, there is a need for us to build capacity in targeted small group strategies that focus on strategies to infer meaning of text, draw conclusions, revise predictions, and justify answers based on information found in text. Additionally, word study and phonemic awareness instruction for students in grades 3-5 is being incorporated to fill the gaps in spelling, word recognition, and support overall reading comprehension.

**Literacy SMART Goal:**

- By June of 2022, 100% of students in grades 3-5 will meet or exceed the state's proficiency benchmark in reading as measured by the Spring VDOE Growth Assessment (former SOL).
- By June 2022, 100% of all students in grades K-2 will meet or exceed the benchmark in the spelling task, as measured by the PALS Spring Assessment .

**Literacy Strategies:**

- Provide opportunities for prevention of summer slide through camps in the summer;
- Provide opportunities for students to attend STEM related activities that infuse numeracy and literacy skills;
- Support tutoring after school where students are identified based on need and lessons developed to address these needs; and
- Provide for field trips/assemblies (as allowed by Covid restrictions) related to literacy objectives that provide real-world experiences.

**Literacy Budget Implications:**

- Provide transportation (if needed) for before/after school activities/clubs/programs/field trips to ensure that attendance is not hindered due to a barrier like transportation;
- Provide materials needed for implementation of SIPPS program.
- Provide materials/professional development needed for implementation of Sound walls in all classrooms K-3.
- Provide pay for teachers/tutors facilitating after-school activities/clubs/programs/tutoring to provide remediation and/or extensions based on student needs (determined by data analysis);
- Provide pay for teachers and other staff for summer programs based on student needs;
- Allocate monies for field trip admission/assembly expenses that align to the academic needs of students.



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**Literacy Benchmarks and Evaluation:**

- Attendance records for after school tutoring and summer programs for students;
- Field Trip Request Forms outlining the purpose of each trip; and
- Calendar of events for field trips with analysis meetings of effectiveness of programs.

**Numeracy Narrative:**

Using the narratives detailed in components 1 and 2 above as the foundation for strengthening the academic program and supporting quality learning, additional programs and activities will be implemented to further support students with numeracy proficiency.

Overall, division benchmarks (see [Numeracy Data Point 2](#)) and standards of learning data (see [Numeracy data Point 1](#)) show there is a need for us to focus on computation and estimation in order to increase the percentage of students proficient in the area of mathematics.

**Numeracy SMART Goal:**

- By June of 2022, 100% of students in grades 3-5 will meet or exceed the state's proficiency benchmark in mathematics as measured by the Spring VDOE Growth Assessment (former SOL).
- 
- By June 2022, 100% of all students in kindergarten will reach proficiency or make 25% growth, as measured by the VKRP.
- 
- By June 2022, 100% of students in grades 1-2 will score proficient or higher in computational fluency as measured by the computational fluency rubric.

**Numeracy Strategies:**

- Provide opportunities for students to attend STEM related activities that infuse numeracy and literacy skills.
- Support tutoring during the day and/or after school hours (in addition to the SOL Remediation funds provided by the division)
- Provide for field trips/assemblies related to math objectives that provide real-world experiences.

**Numeracy Budget Implications:**

- Provide transportation for before/after school activities/clubs/programs/field trips to ensure that attendance is not hindered due to a barrier like transportation;
- Provide pay for teachers/tutors facilitating after-school activities/clubs/programs/tutoring to provide remediation and/or extensions based on student needs (determined by data analysis);
- Provide pay for teachers and other staff for summer programs based on student needs; and
- Allocate monies for field trip admission/assembly expenses that align to the academic needs of students.

**Numeracy Benchmarks and Evaluation:**

- Attendance records for after school tutoring and summer programs for students;
- Field trip Request Forms outlining the purpose of each trip; and
- Calendar of events for field trips with analysis meetings of effectiveness of programs.

**Science Narrative:**

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Using the narratives in components 1 and 2 above as the foundation for strengthening the academic program and supporting quality learning, additional programs and activities will be implemented to further support students with science.

**Science SMART Goal:**

- By the end of 2021-2022 school year, Parkway will maintain their Science score of 85% as measured by the Science Standards of Learning Assessment and/or end of year division benchmark.

**Science Strategies:**

- Provide opportunities for students to participate in STEM related activities
- Provide for virtual field trips/activities related to science objectives that provide real-world experiences.

**Science Budget Implications:**

- Provide consumables for Maker Space, so that students can take their projects home.
- Allocate monies for field trip admission/activity expenses that align to the academic needs of students.

**Science Benchmarks and Evaluation:**

- Attendance records for summer programs for students;
- Dream Lab schedule documenting student attendance;
- Field trip Request Forms outlining the purpose of each trip; and
- Calendar of events for field trips with analysis meetings of effectiveness of programs.

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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 of 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.

**Self-Management/Social-Emotional Narrative:**

For self-management and social-emotional learning, students require positive behavioral support and systems to streamline their peer interactions, coping, and pro-social skills. Strategies to support teaching school-appropriate behaviors and self-regulation and strategies to support conflict resolution will continue to be employed. (See *Data Point 1: Monthly Discipline Data* and *Data point 2: SEL Survey*):

**Self-Management/Social-Emotional SMART Goal:**

By June 2022, the total number of incidents involving class disruption, disrespect, and physical harassment among students will decrease by at least 30% as indicated on the discipline report.

**Self-Management/Social-Emotional Strategies:**

- Implementation of the Unwind zone to help foster social emotional learning through explicit teaching of social, self-awareness, self-management, relationship skills and coping techniques;
- Individual counseling per teacher and/or parent request;
- Mediation offered as a tiered response before and after discipline;
- Lunch Groups formed (K-5) based on teacher referrals to teach social skills, self-regulation, citizenship, etc;
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services;
- Implementation of year 3 PBIS to improve social, emotional and academic outcomes for all students, including students with disabilities'
- CICO (check in Check out) program to build and support skills, as well as monitor those Tier 2/Tier 3 students needing more support

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- SRT committee addresses behavioral referrals as well as academic, enrichment, and attendance concerns;
- Facilitation of the “Motivating Males” and “Girls with Goals” mentoring groups;
- Provide behavioral intervention supports through Student Response Team;
- Unpack school-wide data during weekly Instructional Leadership Team meetings and identify areas that need additional action;
- Collaborate with Instructional Leadership Team and Counseling Team representatives to provide professional development for social emotional support;
- Schoolwide Daily morning meetings;
- Promote school-wide positive behavior expectations consistently;
- Provide positive behavioral intervention supports for students;
- Review attendance data and meet with families as needed to provide resources/support to encourage regular attendance; and
- Whole group, small group, 1:1 support for students by school counselor(s) based on student needs, staff input, administration input, and/or parent input.

**Self-Management/Social-Emotional Budget Implications:**

- Support the purchase of resources in the Unwind Zone to help aid in the explicit teaching of social and emotional skills;
- Title I Intervention Teacher and Additional Counselors
- Continued Responsive Classroom Training for staff members
- Support the purchase of additional classroom materials (e.g., social stories, visuals, and reflection materials, PBIS materials and books) to supplement resources provided by VBCPS and address the needs that students have in regards to managing their emotions and related to data collected from discipline and counselor referrals

**Self-Management/Social-Emotional Benchmarks and Evaluation:**

- Monthly discipline data reviews
- PBIS Team minutes
- Instructional Leadership Team minutes
- Report card data
- Unwind Zone data
- Number of referrals and an analysis of the types of referrals
- SEL Survey Data

**Family Engagement Narrative:**

During the 2020-2021 school year, events to virtually engage families and foster a partnership with the school were attempted (e.g. Coding Night, Game Night, Literacy Night, etc.). Often these events were attended by 50 – 75 individuals. There was limited participation due to circumstances regarding COVID; families were not allowed to enter the building. To increase participation, we will provide various announcements (e.g. Seesaw, AlertNow, Parent Newsletter, etc.) to ensure every stakeholder is aware of events well in advance. Additionally, whenever possible, we will attempt in-person events while still following COVID safety protocols and restrictions. For the upcoming school year, there will be a need to focus on building partnerships with families in pursuit of the academic and social-emotional goals identified in [Component I](#) of this plan.

**Family Engagement SMART Goal:**

Throughout the 2021-2022 school year, Parkway Elementary will increase the number of family engagement events/participants focused on the academic and social-emotional goals as measured by the end of year family engagement data.

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**Family Engagement Strategies:**

- Build family capacity for supporting the greatest areas of student need (ex. concept of word and comprehension, numeracy and computational fluency, and scientific inquiry and process) through workshops, family events, and partnerships; and
- Build family capacity to support with social-emotional growth and well-being through workshops, events, and partnerships.

**Family Engagement Budget Implications:**

- Family engagement events (both virtual and face to face) may include food and instructional materials used for parent training/workshops to build their capacity and interest in supporting their child's academic and social-emotional needs;
- Support with building home libraries/resources for students and families. These materials will be provided to enhance book access and offer families the opportunity to continue learning at home.

**Family Engagement Benchmarks and Evaluation:**

- Sign-in sheets from each of the family engagement events;
- Parent surveys given at the conclusion of the school year in regards to the effectiveness of events; and
- Title I Compact requirement completion checked at the beginning, middle, and end of the school year.

**Professional Development:**

For the upcoming school year, there will be a need to focus on building teacher capacity based on student data (component 1), class observations/learning walks from administration, and teacher surveys. In order to enhance student achievement, the instructional staff must also enhance their knowledge and skill set. Instructional staff of Parkway ES must model being lifelong learners for their students.

**Professional Development SMART Goal:**

Throughout the school year, the Parkway instructional staff will participate in professional development to build teacher capacity and in turn enhance student performance as measured by student academic assessment scores and discipline data.

**Professional Development Strategies:**

- Build family capacity for supporting literacy, numeracy and computational fluency, and scientific inquiry and process;
- Build family capacity to support with social-emotional growth and well-being;
- Offer self-reflection and input on areas of growth that staff are interested in learning more;
- Build teacher capacity through professional development with TILT team members and instructional specialists.

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**Professional Development Budget Implications:**

- Professional development for instructional staff in order to build their capacity in the areas of need for students (ex. reading, writing, numeracy/computational fluency, STEM, SEL practices, special education, trauma-informed schools, family engagement, leadership on-site training, off-site training, conferences);
- Workshop pay for opportunities to participate in professional learning networks (PLCs), book studies, collaboration sessions, and other after-hour structures to build pedagogy/instructional strategies;
- Cost to pay for consultants to come to school/division to address topics (above mentioned topics for consultants) that relate to the needs of the school and students;
- Pay for teachers and TA substitutes to cover classrooms while staff attend professional development sessions on and off site

**Professional Development Benchmarks and Evaluation:**

- Sign-in sheets from PD Sessions
- Learning Walks/Observations from Administration and school division representatives
- PLC Agendas/Minutes outlining the use of skills/content learned from PD sessions
- Coaching/Observation Logs from reading and math coaches