

SCOTT COUNTY PUBLIC SCHOOLS
Every Student Succeeds Act of 2015
Duffield Primary School Title I Schoolwide Plan

Division Name: Scott County

School Name: Duffield Primary

Date: 9/1/2022

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).

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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.

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
Christy Miller	Principal
Whitney Berry	Asst. Principal/Title I Math
Cathy Moretz	Title I Reading
Heather Hurd	Reading Specialist
Jennifer Taylor	Classroom Teacher
Tiffany Scott	Special Education Teacher
Karen McReynolds	Librarian
Natasha Swinney	Parent

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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:

Duffield Primary School has high expectations for academic achievement for every student. Duffield Primary currently has a student population of 257 students (131 boys and 126 girls). This student population is comprised of 87 % white, 3 % Hispanic, and 1 % African American and 9% Unclassified. Our total school population spoken/written language is English. **100%** of our student population receives free or reduced lunch. 12 % of our students qualify for special education services this school year.

Duffield Primary School is committed to helping all students achieve academic success. Duffield Primary is fully accredited. Performance data from years 2018 through present can be found below:

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PERFORMANCE

State Accreditation Status: Fully Accredited

Subject:	2018-2019	2019-2020	2020-2021	2021-2022
English	85%	n/a	70%	85%
Math	91%	n/a	67%	87%

READING FOCUS: Duffield Primary will continue to offer differentiation of instruction for all learners. Response to Intervention (RTI) for below level readers will stay in place to guide remediation criteria. Classroom teachers, the reading specialist, Title I reading teacher and special education teachers will be the facilitators of this program. Upon review of data, Duffield Primary's stakeholders have determined that reading will continue to be a major focus of our school-wide improvement for ALL subgroups of students. The overall English pass rate for DPS was 85%, which was an improvement from the previous school year. DPS will continue to work toward maintaining/improving reading scores for this school year.

MATH FOCUS: Duffield Primary will analyze benchmark testing to guide remediation criteria. Classroom teachers, a math specialist, special education teachers and Title I Math teacher will be the facilitators of this remediation. Again, upon review of data, Duffield Primary's stakeholders have determined that math will continue to be a major focus of our school-wide improvement for ALL subgroups of students. The overall Math pass rate for DPS was 87%, which was an improvement from the previous school year. DPS will continue to work toward maintaining/improving reading scores for this school year.

Budget Implications: n/a

Benchmark/Evaluation: Strengths and weaknesses at Duffield Primary School were assessed by evaluating the results of the SOLs. The SOL tests are given one time at the close of the school year.

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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: Review of Spring 2022 English SOL results identified ALL subgroup scores as a weakness for Duffield Primary. We had a 85 % overall pass rate with a 72% pass rate for Students with Disabilities. DPS will concentrate on ALL subgroups for overall improvement.

Review of Spring 2022 Math SOL results identified ALL subgroup scores as a weakness for Duffield Primary. We had a 87 % overall pass rate with a 52% pass rate for Students with Disabilities. DPS will concentrate on ALL subgroups for overall improvement.

Strategies to Improve Subgroup:

- SPED teachers and reading teachers will collaborate/share lesson plans.
- SPED teachers will teach through both inclusion and small group methods during students' reading blocks.
- Students with significant gaps in English will also be pulled for remediation by reading specialist and Title I reading teacher.
- An after-school program, staffed by highly qualified teachers, will be available during the school week.
- SOLs, PALS, Student Growth Assessments, Super Kids Reading Curriculum (K-2) assessments and teacher created assessments will all be used to drive instruction/remediation.

- The math specialist works routinely with teachers to provide support with lesson planning/ curriculum alignment for struggling students.
- Remediation for students of academic need in both English and/or Math will also be provided by other faculty/staff of DPS, including the librarian, Art teacher, Music teacher and Title I paraprofessional. These employees will also work closely with classroom teachers to ensure remediation is data driven.

Budget Implications: n/a

Benchmark/Evaluation: Spring 2023 English SOL pass rate for Duffield Primary will be 85% or better.

Spring 2023 Math SOL pass rate for Duffield Primary will be 85% or better.

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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:

Duffield Primary School will continue to implement an academic curriculum that is aligned with state standards and also county requirements. Students will experience both whole group and flexible group instruction. DPS will utilize all resources to provide remediation for students, including not only classroom teachers, but reading and math specialists, Title I teachers, special education teachers and the librarian.

- All students requiring reading remediation in grades K - 3 are identified through the Phonological Awareness and Literacy Screening (PALS) and placed in a tiered RTI system, where highly qualified teachers provide remediation. Classroom teachers and other teachers (reading specialist, Title I teacher) providing remediation to these students collaborate consistently to monitor student success.
- The math specialist works routinely with teachers to provide support with lesson planning/ curriculum alignment for struggling students.
- Remediation for students of academic need in both English and/or Math will also be provided by other faculty/staff of DPS, including the librarian, Art teacher, Music teacher and Title I paraprofessional. These employees will also work closely with classroom teachers to ensure remediation is data driven.

Budget Implications:n/a

Benchmark/Evaluation: PALS data, Student Growth Assessment data (English and Math) and SOL data (English and Math)

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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:

Counseling/Mental Health:

Guidance: Duffield Primary's staff includes a highly qualified guidance counselor that provides classroom guidance lessons. These lessons include conflict resolution skills and relationship building tips. The guidance counselor is also available for one on one counseling for students and makes all necessary referrals to outside agencies.

Middle School Tours: Duffield Primary's fourth grade students are given the opportunity to tour the intermediate school they will be attending after graduation from DPS. This allows DPS students to familiarize themselves with the new campus and faculty at the intermediate school.

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Preschool Program: Duffield Primary has a full day preschool program. Preschool students are offered transportation on school buses and are taught by high qualified teachers and paraprofessionals.

After School Program: DPS has an after-school program that operates for 2 hours at the end of each school day. DPS also offers morning tutoring through this same program as well. This program is offered to all students and taught by highly qualified teachers. Homework, remediation and enrichment programs are offered during this time.

Professional Development: Professional development is ongoing throughout the school year to faculty and staff. These trainings are sometimes provided by on sight faculty or other professionals from the community. A survey of needs is circulated to staff to determine what trainings will be provided throughout the year

Budget Implications: n/a

Benchmark/Evaluation: Classroom observations, SOL data, Student Growth Assessment data, PALS data