Dinwiddie Elementary

2022-2023

Title I Schoolwide Plan

Division Name: Dinwiddie County Public Schools
School Name: Dinwiddie Elementary
Date: 10/1/2022
Select One: ☐ **Initial Plan** ☒ **Revision**

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

Name of Stakeholder	Title
LeighAnn Adams	Principal
Tammy Lucy	Title 1 Reading Teacher: Reading Interventionist
Monica Wiseman	Reading Specialist
Penny L. Brooks	Coordinator of Early learning & Literacy
Becky Baskerville	Interim Director of Elementary Education & Title 1
Tina Dorsey	_4th_ Grade Teacher
Deborah Johnson	Paraprofessional
Keri Quinn	Parent
Alisha Drake	Title I Family & Community Engagement Specialist
Erika Danette Irvin	Title I Lead Literacy Interventionist

Dinwiddie Elementary

2022-2023

Title I Schoolwide Plan

Dr. Pam Joyner	Exceptional Education Director
Rev. Rowland	Community Member
Raven Stovall	Administrative Intern

Guidance in Developing Schoolwide Title I Plans from the Every Student Succeeds Act of 2015 (ESSA)

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,

Dinwiddie Elementary

2022-2023

Title I Schoolwide Plan

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.

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 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.

Dinwiddie Elementary

2022-2023

Title I Schoolwide Plan

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 challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet 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:

- A Comprehensive Needs Assessment is given to parents and teachers of Dinwiddie Elementary each academic school year. The needs of the school are analyzed and addressed continually throughout the school year in order to monitor progress, collect and analyze data, and implement reform strategies to improve instruction for all students. Dinwiddie Elementary ensures its academic programming is designed to meet the challenging state academic standards.
- Dinwiddie Elementary is characterized by the following:
  - Student population: 373 students in grades Kindergarten (K) through Grade 5 *(as of 11/7/22)*
  - 52.99% of students (186) come from low income families *(as of August 2022) per Community Eligibility Provision*
  - One Title I teacher
  - One Reading Specialist
  - 1 Full time and 2 part time PALS tutor
    49 students are being served by the Title I Reading Interventionist *(as of October 2022)* and 47 students are being served by the Reading Specialist.
  - 54 Identified Phonological Awareness Literacy Screening (PALS) students in grades Kindergarten through Grade 3 *(as of Fall 2022)* and will receive services in 2022-2023.
  - 26 Identified Phonological Awareness Literacy students (PALS) students in grades 4 and 5 (Fall 2022) that receive services from Title I or the Reading Specialist.
  - Comparability status reflects *(2021-2022)*:

    - Full time equivalent (FTE) staff of 35
  - Highly Qualified 96.03% of Dinwiddie County Public Schools (DCPS, *as of Feb. 2022 as reported by iPAL report*)
  - One principal and an administrative intern
  - One guidance counselor
  - One school social worker
  - One EL teacher (0.4% of the week)
  - 2022 Chronic Absentee rate 21.94% according to School quality Profile. Goal 10%

- State Accreditation Results for All Students for 2021-2022 indicate that Dinwiddie Elementary received Accreditation Status: Accredited, with all Level One: At or Above Standard (Green) for all School Quality Indicators (School Quality Profile: https://schoolquality.virginia.gov/schools/dinwiddie-elementary.)

Spring 2019 Standards of Learning (SOL) Scores:

	SOL Scores
English	83%
Math	90%
History/Social Science	86%
Science	88%

Spring 2020 Standards of Learning (SOL) Scores: Not Tested (Covid)

Dinwiddie Elementary

2022-2023

Title I Schoolwide Plan

Spring 2021 Standards of Learning (SOL) Scores:

	SOL Scores
English 3	56%
English 4	62%
English 5	63%
Math 3	28%
Math 4	49%
Math 5	53%
History/Social Science	64%
Science	49%

Dinwiddie Elementary

2022-2023

Title I Schoolwide Plan

Spring 2022 Standards of Learning (SOL) Scores:

	SOL Scores with Growth
English 3	58%
English 4	67%
English 5	73%
Math 3	61%
Math 4	63%
Math 5	54%
History/Social Science	71%
Science	52%

Dinwiddie Elementary

2022-2023

Title I Schoolwide Plan

DES	*Source: School Quality Profile 2022*				
	No Growth				
	English		*Math*		
All	*Previous YR*	*Current YR*	*Previous YR*	*Current YR*	
Black	*71*	*67*	*83*	*57*	
White	*78*	*74*	*92*	*62*	
Hispanic	*TS*	*TS*	*TS*	*TS*	*9 Too Small*
Multiple Races	*71*	*TS*	*87*	*TS*	
SWD	*53*	*47*	*60*	*50*	
Econ Disadv	*60*	*N/A*	*76*	*N/A*	

NOTE: Level 2 in English SWD

SWD English NO Growth

2022 percent passing 47
Previous year 53
Cumulative 3 year 48

SWD English Growth
2022 percent passing 66
Previous year 79
Cumulative 3 year 69

School Quality Profile reflects Level One in all subgroups English and Math with the exception of SWD in English.

The percentage of students per grade level identified for PALS at Dinwiddie Elementary on the Spring 2021 Assessment for PALS:

	Spring
K	41%
1	46%
2	60%
3	41%

Dinwiddie Elementary

2022-2023

Title I Schoolwide Plan

The percentage of students identified per grade level for PALS at Dinwiddie Elementary on the Spring 2022 Assessment for PALS:

	Spring
K	31%
1	17%
2	47%
3	45%

The percentage of students per grade level identified for PALS at Dinwiddie Elementary on the Fall 2022 assessment.

	Fall 22
K	25%
1	25%
2	22%
3	41%
4*	20%
5*	17%

*Fall 2022 was the first assessment for PALS PLUS in fourth and fifth grade

DATA ANALYSIS:

With students with disabilities at Level Two in English proficiency continue to be below proficiency level and are in need of Tier 2 and 3 interventions as well as full access to high quality Tier 1 instruction. Without growth, SOL reflects a need to focus on providing intentional support for all

students to meet grade level expectations. Current PALS data reflects a need to focus on explicit phonics instruction in all grades, but especially in the third grade. Chronic absenteeism has played a role in all grades with students missing critical lessons during the school day. With chronic absenteeism rate above the 10% goal, an emphasis on monitoring the data in 2022-2023 should be a priority.

Narrative:

- Reading scores show a continued need for remediation and cumulative reviews. The Reading and Math teams continue to collaborate with teachers on their planning to develop meaningful differentiated plans and activities for all learners, including SWD.
- Teachers analyze data during weekly grade level meetings to identify adjustments in instructional practices and students in need of Tier 2 and Tier 3 instruction. This may include identification of students for extended learning time such as after school programs.
- Reading support teachers analyze SOL and PALS data to determine students for small group instruction prior to school year. Quarterly the analysis continues to evaluate student outcomes and modify small groups and instruction.
- Growth Assessment data analysis will begin Fall 2022. The reading teachers, administration and general and special education teachers analyze the growth assessment and common formative assessments and develop next steps for adjusting schedules, supports and Tiered instruction.
- Student Tracking Rosters are kept by student and grade level to track student progress on multiple assessments, local and state.
- With the increase of EL identified students, the division allocated support through a part time tutor.
- Dinwiddie Elementary teachers and administrators, central office staff, and School Board members are included in grant planning and school wide discussions as is evidenced through agendas and sign in sheets.
- Opportunities for teachers to collect optional additional data as needed for students may occur through resources such as the adopted basal series, QRI or Words their Way.

Budget Implications:

- DCPS employs a locally funded Title I Director, Literacy Coordinator and a Title I funded K-5 Lead Interventionist.
- DES added an elementary Reading Specialist *(locally funded)* for the 2019-2020 school year and this position continues for 2022-2023.
- Imagine Learning: Language & Literacy was purchased to support reading.
- 2022-23- an additional PALS tutor was added to existing one full time and one part time.
- With an increase of ELs population, the division reassigned an EL tutor to DES part time.
- Professional Development for Dinwiddie Elementary teachers and staff which may include presenters, conferences, materials, and travel.

- Parent and Family Engagement activities to provide more opportunities to engage families in supporting their child(ren).
- Literacy supports for DES students and parents with the new positions funded through TItle I: Title I Lead Literacy Interventionist & Family Engagement Specialist (services all 4 schools)

Benchmark/Evaluation:

Dinwiddie Elementary utilizes a division created *Student Tracking Rosters* with multiple data points to analyze student achievement in reading.

- PALS - Readability level for each student and Sum score.
- SOL Scores grades 3-5. (including subgroup)
- VDOE Growth Assessments(3-5)
- District Common Assessments

Dinwiddie Elementary

2022-2023

Title I Schoolwide Plan

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:**Schoolwide reform strategies at Dinwiddie Elementary include the following:
  - Division has plans to reimplement extended learning time through a Summer School Enrichment Program. This opportunity has not been afforded since 2019 due to the pandemic.
  - Learning Bootcamps for grades 2-5 to include 3 sessions for the 2022-2023 school year (extended learning afterschool). This opportunity will be open to SWD.
  - Providing additional technology to include Chromebooks and Promethean boards to increase access to online resources; for example: Imagine Learning: Literacy, BookFlix, Study Island, SOL Pass. These resources are utilized during the school day for all students and classrooms..
  - STEM activities created and STEMScopes implemented to connect reading in the content area. Librarian plans provide STEM activities weekly for all grade levels and students.
  - Tier 2 and 3 Interventions provided for students based on data. These interventions may include small group specifically designed instruction within the classroom, inclusion support, and one to one instruction as needed.
  - Attendance incentive program created to closely monitor perfect attendance.
  - SOL aligned field trips are provided by the division to ensure that all students have opportunities to engage in authentic experiences. Farm Day for Grade 2 and Ag Day for Grade 5 with Virginia Tech Extension Office and more. The school and community provides financial resources for any student that is unable to participate based on financial need. Students with disabilities are included in all grade level trips.
  - Smaller class sizes to provide more individualized, differentiated instruction.
  - K-5 Literacy Interventionist provides classroom support for planning and targeting supports for improving instruction to include classrooms with SWD
  - To ensure the development of fully aligned, in content and cognition, lesson plans in all curriculum areas, professional development and lesson plan monitoring was implemented at all schools. Tier 1 instruction and increased student outcomes should be the result of fully aligned lesson planning.

- On-going data is collected quarterly, at a minimum, and managed through the use of Student Tracking Rosters. The data is reviewed quarterly to analyze student growth to modify schedules, and modify instruction. Quarterly meetings are held to develop next steps.
- Students are intentionally selected for Tier 2 and 3 instruction from Reading supports through SOL and PALS assessment data and teacher recommendations. Grades 3-5 student selection is based on not meeting proficiency on SOL and Growth Assessments quarterly fpr all students. Kindergarten through second grade are selected based on not meeting the benchmarks.
- The Reading Specialist will assist with screening and identifying students and support teachers and students with tier 3 interventions.

Budget Implications:

- DCPS employs a locally funded Title I Director, Literacy Coordinator and a Title I funded K-5 Lead Interventionist.
- DCPS added 2 data positions to support schools in analysis for 2022-2023 school year.
- The Reading Specialist position needs to continue.
- Imagine Learning to support SWD and ELL as well as intentionally designed lessons to support student needs.
- 2022-23- an additional PALS tutor to existing one full time and one part time.
- With an increase of ELs population, the division reassigned an EL tutor to DES part time.
- Professional Development for Dinwiddie Elementary teachers and staff which may include presenters, conferences, materials, and travel.
- Parent and Family Engagement activities to provide more opportunities to engage families in supporting their child(ren).
- Literacy supports for DES students and parents with the new positions funded through TItle I: Title I Lead Literacy Interventionist & Family Engagement Specialist

Benchmark/Evaluation:

Dinwiddie Elementary utilizes a division created *Student Tracking Rosters* with multiple data points to analyze student achievement in reading.

- PALS - Readability level for each student and Sum score.
- SOL Scores grades 3-5. (including subgroup)
- VDOE Growth Assessments(3-5)
- District Common Assessments
- reduced Chronic Absenteeism rate

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:

- Dinwiddie Elementary utilizes the following methods and instructional strategies to strengthen the academic program for all students:
    - Targeted tiered instruction is provided to students based on data.
    - Small group Reading instruction is provided for all students based on readability levels and data.
    - Reading and Math instruction incorporate Science and History/Social Science content.
    - The Reading Room houses a variety of resources to enhance reading experiences for all levels of learners.
    - Math lab allows students to communicate mathematical processes through differentiated experiences.
    - School Based tutoring is provided during the school day in different content areas to students based on data.
    - Learning Boot Camp sessions are strategically held throughout the school year based on data and student needs.

- School Enrichment sessions are strategically held throughout the school year based on data and student needs. These programs include the Run Club, books clubs, and art activities.
- DES develops activities to celebrate March as “Reading Month”. Activities include such things as author visits, reading challenges, literacy related theme days, Scholastic Book Fair, Family Literacy Night and special guest readers.
- During the school year, DES participates in programs such as “Read for the Record Day”, and “Virginia Reads One book”. Classrooms complete reading activities designed to promote reading within the classroom.
- Second grade students are partnered with a “Book Buddy” from a local sorority for Read Alouds once a month.
- Students in all classrooms participate in the Richmond Squirrels: Go Nuts About Reading program.
- STEM activities created and STEMScopes implemented to connect reading in the content area. Librarian plans provide STEM activities weekly for all grade levels and students
- SOL aligned field trips are provided by the division to ensure that all students have opportunities to engage in authentic experiences. Farm Day for Grade 2 and Ag Day for Grade 5 with Virginia Tech Extension Office and more. The school and community provides financial resources for any student that is unable to participate based on financial need. Students with disabilities are included in all grade level trips.
- Students in grades 3-5 participate in classroom spelling bees in which winners advance to the school spelling bee and then the district.

Budget Implications:

- DCPS employs a locally funded Title I Director, Literacy Coordinator and a Title I funded K-5 Lead Interventionist.
- The Reading Specialist position needs to continue.
- 2022-23- an additional PALS tutor to existing one full time and one part time.
- With an increase of ELs population, the division reassigned an EL tutor to DES part time.
- Funds for literacy events
- Literacy supports for DES students and parents with the new positions funded through TItle I: Title I Lead Literacy Interventionist & Family Engagement Specialist
- Funding for Learning Boot Camps and in school tutors.

Benchmark/Evaluation:

Dinwiddie Elementary utilizes a division created *Student Tracking Rosters* with multiple data points to analyze student achievement in reading.

- PALS - Readability level for each student and Sum score.
- SOL Scores grades 3-5. (including subgroup)
- VDOE Growth Assessments(3-5)
- District Common Assessments
- reduced Chronic Absenteeism rate
- Data from participation rates in activities
- Data from the Needs Assessment completed by parents and teachers/staff is utilized to evaluate the effectiveness of resources.
- Tracking use of Reading Room resources throughout the school year.

Component 4 §1114(b)(7)(iii):

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.

- 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:

- In order to provide a well-rounded education program, Dinwiddie Elementary utilizes the following methods and instructional strategies to strengthen, enrich, and accelerate the academic program:
    - Strategies to improve students' skills outside the academic subject areas include:
        - The School Counselor provides direct instruction in social and emotional development to include character traits, study skills, and career awareness. Targeted small group instruction focuses on the needs of the students; for example: Being a Friend, Divorce, Military Families, PBIS, etc.
        - A School Social Worker provides services to identified students to assist with social and emotional development and strategies to increase display of appropriate behaviors. Support is provided throughout the day and families may also benefit from intensive home support services.
        - Attendance team addresses the needs of chronically absent students through interventions with students and parents. Incentive program provides incentives and celebrations monthly for attendance.
        - Second grade students participate in a program through the local YMCA for swim safety.

- Students across all grade levels and classrooms participate in Field Day in April to promote sportsmanship and physical education.
- Students in grades 3-5 have the opportunity to participate in our school Spelling B

○ Preparation for and awareness of opportunities for postsecondary education and the workforce include:
- Career awareness lessons are provided by the School Counselor.
- Prior to the pandemic, the School Counselor held a Career Fair which included participants from the military, skilled-workforce, colleges and universities, Rowanty Technical Center, and community members. DES hopes to resume this activity during the present school year.
- Senior Exchange Day: Dinwiddie High School Seniors visit the school and meet with Grade 5 students to share words of encouragement and offer advice. This began pre-pandemic and DES plans to implement this program again during 2022-2023 school year.

○ The Code of Student Conduct incorporates the Positive Behavioral Interventions and Supports (PBIS) philosophy division-wide. Interventions and responses are provided to teach appropriate and alternative behavior, so students can learn and demonstrate safe and respectful behavior.

○ Professional development and other activities for teachers (general and special education), paraprofessionals, and other school personnel are provided to improve instruction and use data to drive instruction. Professional Development opportunities for the 2022-2023 school year include:

Professional Development opportunities held/to be held in 2022-2023 to include the following:
- Imagine Learning: Language and LIteracy for Grades K-5
- Imagine Learning: Math for Grades K-5
- Performance Matters
- LETRS
- Visible Learning

○ Recruitment and retainment of effective teachers, particularly in high-need subjects, is closely monitored by the Human Resources department of DCPS.
- The Title II Part A “Teacher Quality” grant includes goals to assist with ensuring all teachers in the division meet the Highly Qualified requirements: The Highly Qualified Status of DCPS is 96.03% of Dinwiddie County Public Schools (*as of Feb. 2022 as reported by iPAL report*) (*as of March 2021*) was 98.73%.

- DCPS assumes costs for all required coursework and assessments for provisionally licensed staff..
- All new teachers to Dinwiddie Elementary are included in the DCPS Mentor Program.
    - Mentor and Mentee receive booklets that guide their monthly discussions as well ensures on-going professional development. Strategies are discussed monthly for improving student success, classroom management, and using instructional resources.

- Strategies for assisting preschool children in the transition from early childhood education programs to Dinwiddie Elementary include:
    - The Literacy Coordinator collaborates with preschools within the county to ensure all students are prepared for a successful transition to Kindergarten.
    - The Reading Specialist assists with screening and identifying students and works with Kindergarten teachers and students to ensure seamless transition for all students to include SWD..
    - Upcoming kindergarten students are screened each April. Once screened, assessment scores are shared with parents and K teachers work with parents to devise a plan for summer remediation and enrichment before the school year begins. Books are purchased and all students that attend the screening event leave with a personalized book bag of activity books to better prepare them for this transition.
    - If parents do not register their student within the April window, they are still given the opportunity to register throughout the summer. Children are screened when registered with the same feedback and resources.
    - Bright Stars (VPI), Head Start (Improvement Association), and local daycare parents are given information about DCPS Kindergarten Registration and Screening process and parents are encouraged to register them early, so the teachers in their current program can assist with readiness skills.
    - Students from Bright Stars and Head Start ride county school buses to Dinwiddie Elementary, and then board and ride a shuttle bus to Southside Elementary and Sunnyside Elementary where programs are housed.
    - Students from Bright Stars and Head Start eat meals in the school cafeteria and participate in Encore classes at Southside Elementary (art, music, PE, and library).
    - Students from Bright Stars and Head Start are included in schoolwide and division-wide programs, assemblies, and activities.
    - A Transition Field trip is held each spring that allows students from Bright Stars and Head Start to visit and gain experience in a kindergarten classroom.
    - Bright Stars and Head Start children are tracked as they enter kindergarten. They are eligible for Title I and PALS if they show a phonetic literacy need. All Title I staff are given the names of the students that attended these programs for monitoring.
    - Dinwiddie Elementary has their upcoming Bright Stars and Head Start student lists by June of each year (for the upcoming school year). The students are carefully reviewed along with kindergarten screening scores and are placed accordingly into Title I and PALS programs so early intervention can be provided.

    - Bright Stars and Head Start teachers are included in DCPS professional development training held in August. Bright Stars' teachers are also included in division professional development held throughout the school year.
- Regularly scheduled meetings to collaborate and discuss grant updates; division and school data and needs; educational policies and procedures; staffing concerns and input are scheduled as follows:
    - School Board meetings held twice monthly, 2nd and 4th Tuesday of each month
    - Dinwiddie Elementary Faculty meetings held monthly or as needed..
    - Grade Level meetings held weekly
    - Title I Meetings held quarterly
    - PAC meetings held twice a year
    - Principal Leadership opportunities held monthly

Budget Implications:

- DCPS employs a locally funded Title I Director, Literacy Coordinator and a Title I funded K-5 Lead Interventionist.
- The Reading Specialist position needs to continue.
- 2022-23- an additional PALS tutor to existing one full time and one part time.
- With an increase of ELs population, the division reassigned an EL tutor to DES part time.
- Funds for literacy events..
- Social and Emotional curriculum for School Counselors
- Continued School Social Worker positions
- Field Trips
- Programs brought into schools by outside vendors
- Professional Development for Dinwiddie Elementary teachers and staff which may include presenters, conferences, materials, and travel
- Parent workshops provided by the Family Engagement Specialist (Title I funded)
- Materials for Teacher mentor program
- Courses for provisionally licensed teachers or paraprofessionals
- Attendance incentive programs

Benchmark/Evaluation:

- Student discipline data
- Student career awareness inventories and exploration
- Human Resources data on teacher recruitment and retainment
- Monitor progress of preschool students transitioning to Kindergarten
- Reduced Chronic Absenteeism rate
- Data from participation rates in activities
- Data from the Needs Assessment completed by parents and teachers/staff is utilized to evaluate the effectiveness of resources.

On-Going Needs Assessment (open to all stakeholders) 2022 - 2023:

Title I Needs Assessment 2022-2023