2025-26 Title I Schoolwide Plan

School: College Park Elementary **Principal: Dr. Catrina Manigo**	**School Year:** 2025-2026 Completed September 2025
VBCPS Future-Ready Profile  	***Compass to 2030*** ***School Performance and Support Framework*** ***Strategic Action Agenda*** ***Concept Map*** 

Mastery & Growth

Literacy Goal

What outcomes (SMART Goals) do we want for our students?

(**S**pecific, **M**easurable, **A**ttainable, **R**esults-based, and **T**ime-bound)

By June 2026, the overall reading pass rate will increase by 10%, pass advance will increase by 10%, and the below basic pass rate will decrease by 10% as measured by the Reading SOL.

Data

Language Arts Data Slideshow

Strategy: High-quality and effective Tier I Instruction

Action Steps	Due	Responsible
Data Collection: Formative Assessments with an emphasis on multiple data points, including anecdotal notes	Sept-June	Literacy Team, Administrator, Teachers, and Students, Sped teachers, GRT
Writing: School-wide graphic organizers with a common language and an increase in complexity	Sept-June	Literacy Team, Administrator, Teachers, and Students, Sped teachers, GRT
Assessments: Teachers will use the data gained from the RI and VALLSS assessments to plan effective and fluid small-group literacy instruction based on students' needs for remediation and/or enrichment	Sept-June	Literacy Team, Administrator, Teachers, and Students, Sped teachers, GRT

Strategy: Collaboration and Modeling

Action Steps	Due	Responsible
Small groups/Intervention groups: Strengthen small group instruction with flexible grouping focused on data (Structure Literacy- foundational skills to help students exit from VALLS	Sept-June	Administrators Literacy Team, Teachers, ITS, LMS, GRT, etc, Sped teachers

Student-Centered Coaching Model: Implement a student-centered coaching model to increase Tier 1 instruction and provide teacher support through student engagement	Sept-June	Literacy Team
In-House Learning Walk Tool: Used to measure the implementation of our PCI goals and action steps, and to give specific feedback to teachers to continue to build capacity.	Sept-June	Administrators Literacy Team, Teachers, Sped teachers, GRT
Collaboration with OPEC Instructional Specialists monthly sped trainings	Sept-June	Sped teachers, OPEC, instructional specialists, and coaches

Strategy:	Small Group Instruction	
Action Steps	**Due**	**Responsible**
Small groups/Intervention groups: Strengthen small group instruction with flexible grouping focused on data (Structure Literacy- foundational skills to help students exit from VALLS	Sept-June	Administrators Literacy Team, Teachers, ITS, LMS, GRT, etc, Sped teachers
Tutoring: ● Building teacher capacity, along with clarity ● Start Strong tutoring program focused on grades 1-5. Grades 1-3 focus on foundational literacy skills based on teacher observation and previous years' data. ● BEAR Readers ● LEC (Life Enrichment Center)		Administrators

What intermediate measures can you use to monitor?	
Measure	Progress Monitoring Timeline (Quarterly, monthly, etc.)
VALLSS K-2	Fall, Midyear, Spring
NWEA Map Grade 3-5	Fall, Midyear, Spring
Growth Measures and Progress Monitoring Data	Fall, Midyear, Spring
Work samples	During PLCs - Bi-monthly
Observations/Learning Walks	Ongoing
VALLSS K-2	Fall, Midyear, Spring

Title I Budget Implications

- Additional Title I literacy coaches/teachers and TAs to support literacy instruction;
- Purchase Phonics Books for general and special to address deficits with encoding and decoding in the upper grades;
- Digital literacy computer programs to supplement those provided by the division (ex., Imagine Learning Language and Literacy, Book Creator, etc);
- Pay for tutors/interventionists (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 instructional supplies/materials to supplement the resources provided by Virginia Beach.
- Provide transportation (if needed) for literacy before/after school activities/clubs/programs/field trips to ensure that attendance is not a barrier;
- Provide pay for staffing, transportation, and materials for literacy summer programs based on student needs;
- Allocate monies for field trip admission/assembly expenses that align with the academic needs of students;

- Professional development costs for on and off-site opportunities (registration, lodging, travel, per diem) for instructional staff (administrators, coaches, teachers, and TAs) to build their capacity in the areas of need for students (ex. reading, writing, special education, family engagement, and literacy instructional leadership);
- Workshop pay for staff to participate in professional learning networks (PLCs), book studies, collaboration sessions, professional learning sessions, and other off-contract structures to build and plan pedagogy/instructional strategies;
- Cost to pay for consultants to come to the school/division to address literacy needs; and
- Pay for teachers and TA substitutes to cover classrooms while staff attend professional development sessions on and off-site

Math Goal

What outcomes (SMART Goals) do we want for our students?

(**S**pecific, **M**easurable, **A**ttainable, **R**esults-based, and **T**ime-bound)

By June 2026, at least 80% of Kindergarten students will achieve proficient or advanced levels in mathematics, as measured by the Early Mathematics Assessment System (EMAS) component of VKRP and end-of-year Imagine Math benchmarks.

By June 2026, at least 80% of students in grades 1–2 will demonstrate expected or above-expected growth in mathematics, as measured by end-of-year Imagine Math performance data, including growth from fall to spring benchmark assessments.

By June 2026, at least 80% of students in grades 3–5 will score **proficient or advanced** on the Virginia Standards of Learning (SOL) Mathematics assessment, with a **10% decrease in students performing below basic**, demonstrating overall growth in grade-level mastery.

Data

Math Data Fall

Strategy:	Tier I Instruction

Action Steps	Due	Responsible
Implementation of math notebooks that include anchor charts for previous and current instruction. Intentionally integrate eight mathematical practices into instruction to include gradual release	Aug-May	Math Team, Teachers
Data Collection: Use and implement anecdotal notes, formative assessments, and numeracy assessments to assess and monitor student progress. Complete data spreadsheet for all students at College Park.	Sept-June	Math Team, Administrator, Teachers, Sped teachers, GRT
T&L Framework: Framework will be consistently used during collaborative planning, instructional delivery, and evaluation.	Sept-June	Administrator, Math Team, Teachers, Sped teachers, GRT
Assessments: Teachers will use the data gained from the anecdotal notes and numeracy assessments to plan effective and equitable small-group math instruction based on students' needs for remediation and/or enrichment.	Sept-May	Administrator, Math Team, Teachers, Sped teachers, GRT
Increase the use of Imagine Math to include 20 minutes daily for students with two lessons passed weekly	Jan-May	Sped teachers, teachers

Strategy:	Collaboration	
Action Steps	**Due**	**Responsible**
Collaboration: Teachers will participate in collaboration to effectively plan, deliver, and assess instruction.	Aug-May	Administrator, Math Team, Teachers, ITS, LMS, GRT, sped teachers, Math Team
Professional Development Trainings/Conferences	Aug-May	Administrators, Math Team, Sped teachers, teachers
In House Learning Walk Tool: Used to measure the implementation of our PCI goals and action steps and to give specific feedback to teachers to continue to build capacity.	Aug-May	Administrators Math Team, Teachers, Sped teachers, GRT
Collaboration with OPEC Instructional Specialists	Aug-May	Sped teachers, OPEC, instructional specialist, coaches

Strategy:	Tutoring	
Action Steps	**Due**	**Responsible**
Tutoring	Aug-May	Administrators, Math Team
Small groups/Intervention groups: Students will be grouped based on needs demonstrated on assessments. Specifically designed evidence-based strategies will be used to teach, remediate, and enrich student learning.	Sept-June	Math Team, General Education Teachers, Tutors/Interventionists, Sped teachers, GRT

What intermediate measures can you use to monitor?	
Measure	Progress Monitoring Timeline (Quarterly, monthly, etc.)
NWEA-Map	Sept, Jan, May
Anecdotal Notes	Weekly
VKRP - Mid-Year Check-in (K)	Sept, Jan, May
Imagine Math Benchmarks 1-3	Sept, Jan, May

Title I Budget Implications

- Additional mathematics coach(s) to build the math capacity of instructional staff, model interventions/instruction with students, facilitate PLCs, etc;
- Digital math programs to supplement those provided by the division (Title I-Imagine Math/Math Facts, FRAX, Nearpod, etc.);
- Support the purchase of mathematical instructional supplies to remediate/enrich student skills based on data analysis;
- Provide transportation for math before/after school activities/clubs/programs/field trips to ensure that attendance is not a barrier.

- Pay for tutors/interventionists (in addition to remediation funds provided by the division) to pull small groups based on student need (use data to determine tutoring groups);
- Provide pay for staff, transportation, and instructional materials for math summer programs based on student needs;
- Allocate monies for math field trip admission;
- Professional development costs (registration, lodging, travel, per diem) for instructional staff in order to build their math capacity in the areas of need for students (ex. numeracy/computational fluency, special education, family engagement, math instructional leadership);
- Workshop pay for staff to participate in math professional learning networks (PLCs), book studies, collaboration sessions, professional learning sessions, and other off-contract structures to build pedagogy/instructional strategies;
- Cost to pay for consultants to come to the school/division to address math topics that relate to the needs of the school and students; and
- Pay for teachers and TA substitutes to cover classrooms while staff attend math professional development sessions on and off-site

Science Goal
(Optional based on need/data)

What outcomes (SMART Goals) do we want for our students?
(**S**pecific, **M**easurable, **A**ttainable, **R**esults-based, and **T**ime-bound)

By June 2026, we will increase the pass rates for science to meet or exceed 70% with basic and below basic scores decreasing by 10%.

Data

Science Data Fall

Strategy:	Vocabulary Integration	
Action Steps	**Due**	**Responsible**
Intentionally integrate science throughout the curriculum, embedding vocabulary throughout the instructional day, including morning announcements	Aug-May	Teachers, Administration, and Coach
Science notebooks for grades 3-5 to include anchor charts, diagrams, and vocabulary	Aug-May	Teachers, Administration and Coach

Strategy:	Planning and Collaboration	
Action Steps	**Due**	**Responsible**
Bi-monthly ETT collaborations to implement integration with Technology, Library, and Science	Aug-May	Teachers, Coaches
Grades K-5 Scientific Investigations for each unit planning investigations during ETT	Aug-May	Teachers, Coaches
Professional Learning Days for Science Quarterly with DTAL	Aug - April	Administration, Teachers
Field trips and outreach related to Science SOLs	Sept-Mar	Administration, Grade Level chairs, coaches

What intermediate measures can you use to monitor?	
Measure	Progress Monitoring Timeline (Quarterly, monthly, etc.)
One experiment a month in lesson plans	Monthly in September
Unit Assessments	As units progress
MAP Testing	Spring, Winter, and Fall
One experiment a month in lesson plans	Monthly in September

Title I Budget Implications

- Additional instructional staff to support professional learning of teachers and the instruction of science objectives;
- Support the purchase of science materials/manipulatives and or learning opportunities to supplement the resources provided by VBCPS and extend knowledge of content;
- Pay for tutors/interventionist (in addition to remediation funds provided by the division) to pull small groups based on student need (use data to determine tutoring groups);
- Digital science computer programs to supplement those provided by the division (ex.,GIZMOS, etc);
- Costs for science/STEM field trip admission/activity expenses/transportation that align to the academic needs of students;
- Costs associated with school year and summer STEM camps/programs (staffing, transportation, instructional materials);
- Professional development costs (registration, lodging, travel, per diem) for instructional staff to build their science/STEM capacity in the areas of need for students (ex. science, STEM, special education, family engagement, science instructional leadership);
- Workshop pay for staff to participate in science professional learning networks (PLCs), book studies, collaboration sessions, professional learning sessions, and other off-contract structures to build pedagogy/instructional strategies;
- Cost to pay for consultants to come to the school/division to address science topics that relate to the needs of the school and students; and
- Pay for teachers and TA substitutes to cover classrooms while staff attend professional development sessions on and off site

Chronic Absenteeism
(Optional based on need/data)

What outcomes (SMART Goals) do we want for our students?
(**S**pecific, **M**easurable, **A**ttainable, **R**esults-based, and **T**ime-bound)

Strategy: To decrease chronic absenteeism by 5%.

Action Steps	Due	Responsible
Monthly Attendance Team Meetings (AP, MTSS Coach, School Counselor, School SW)	Once a Month	Attendance Team
Hold Attendance Conferences with Parents (parents will sign the attendance success plan or attendance action plan based on the number of absences and parent contact)	As Needed	Attendance Team
Provide monthly incentives to students who have perfect attendance each month	Once a Month	School Counselors

What intermediate measures can you use to monitor?	
Measure	Progress Monitoring Timeline (Quarterly, monthly, etc.)
EveryDay Labs Attendance Report	Monthly
Synergy Attendance Reports	Monthly

Title I Budget Implications
● Additional School Counselor(s) and MTSS staff to support student attendance and school/family supports ● Professional development costs (registration, lodging, travel, per diem) for instructional staff to build their capacity to support family engagement and attendance for student engagement. ● Pay for teachers and TA substitutes to cover classrooms while staff attend professional development sessions on and off-site

Social Emotional Goal (Optional based on need/data)
What outcomes (SMART Goals) do we want for our students? (**S**pecific, **M**easurable, **A**ttainable, **R**esults-based, and **T**ime-bound) By June 2026, 100% of students in grades K-5 will demonstrate an understanding of the SEL Competency of Self-Management/Emotional Regulation by identifying and using coping strategies to regulate their emotions.
Data
Social Emotional Fall Data

How will you accomplish this goal?		
Action Steps (*List each action step on a separate line.*)	**Timeframe** (i.e., Oct.-May)	**Person(s) Responsible**
Continue to implement the House System	Aug-May	Teachers, Administration and School Counselors
Continue to implement previously learned PBIS and SEL with fidelity.	Aug-May	Teachers, Administration and School Counselors
Teachers will continue implementing morning meetings that focus on Self-Management/Emotional Regulation	Aug-May	Teachers and School Counselors
School Counselor classroom lessons that focus on Self-Management/Emotional Regulation	Aug-May	School Counselors
Calming Corner will be in all classrooms	Aug-May	Teachers
Zones of Regulation and Coping Strategies Posters will be placed in all classrooms		School Counselors
Calming Kits will be provided for all classrooms	Aug-May	School Counselors
Create the Cougar Reset Room (Calming area in the main office)	Aug-May	Administrators
In House Learning Walk Tool: Used to measure the implementation of our PCI goals and action steps and to give specific feedback to teachers to continue to build capacity.	Aug-May	Administrators, ITS, Teachers
Professional Development Conferences: Ron Clark Academy HouseMania	Aug-May	School Counselor

What intermediate measures can you use to monitor?	
Measure	Progress Monitoring Timeline (Quarterly, monthly, etc.)
Discipline Data	Monthly/Quarterly
Report Card Data	Quarterly
School Counselor Visits	Monthly
SRT Meetings	Monthly/Quarterly

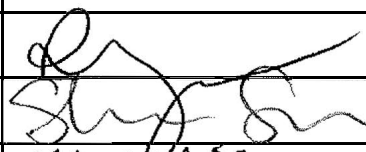
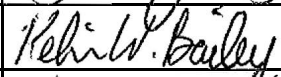
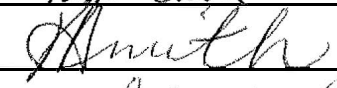
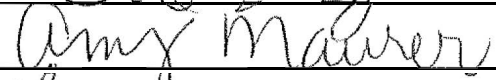
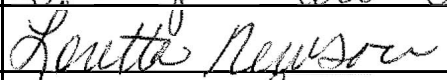
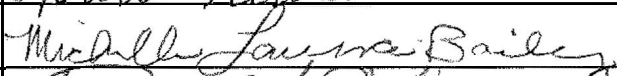
Title I Budget Implications
• The purchase of instructional materials that support SEL and PBIS programs to supplement resources provided by VBCPS; • Teacher assistant, contracted psych services, and behavior interventionist/specialist; • Professional development costs (registration, lodging, travel, per diem) for instructional staff in order to build their capacity in the areas of need for students (ex. SEL practices, PBIS, trauma-informed schools, house system, family engagement, leadership); • Contracts with vendors to offer services that support students, staff, and families to address different SEL needs and skills to support student achievement • Workshop pay for staff to participate in professional learning networks (PLCs), book studies, collaboration sessions, professional learning sessions, and other off-contract hour structures to build pedagogy/instructional strategies; • Cost to pay for consultants to come to the school/division to address topics that relate to the needs of the school and students; and • Pay for teachers and TA substitutes to cover classrooms while staff attend professional development sessions on and off-site

Family Engagement Goal (Optional based on need/data)
What outcomes (SMART Goals) do we want for our students? (**S**pecific, **M**easurable, **A**ttainable, **R**esults-based, and **T**ime-bound) By the end of the 2025-2026 school year, we will increase the percentage of students meeting or exceeding grade-level reading benchmarks by 10% by implementing a monthly workshop series for parents during our after-school events. To support this, we will achieve a 20% increase in parent PD attendance through the use of a two-way digital communication platform SeeSaw, Parent Square, and newsletters, used weekly to share educational resources and gather parent feedback.
Data
Family Engagement Data Fall

How will you accomplish this goal?		
Action Steps (*List each action step on a separate line.)*	**Timeframe** (i.e., Oct.-May)	**Person(s) Responsible**
Logic Model		
Increase Parent Engagement in PD (Professional Development)	Aug - June	Literacy Coaches
Increase Reading and Literacy Achievement	Aug - June	Classroom Teachers
Improve Two-Way Communication	Aug - June	Admin, Coaches, Media Liaison
Improve Awareness of Resources	Aug - June	Teachers, Admin, Coaches

What intermediate measures can you use to monitor?	
Measure	Progress Monitoring Timeline (Quarterly, monthly, etc.)
Record the number of parents who attend Parent Engagement PD	Monthly
Automatically save communication being sent home in SeeSaw, newsletters, and Parent Square	Monthly

Title I Budget Implications
● Family engagement events (both virtual and/or face-to-face) costs: food and instructional materials used for family training/workshops to build their capacity in supporting their child's academic and social-emotional needs; ● Additional Family Outreach Representatives and stipends for family engagement liaisons; ● Support with building of home libraries/instructional resources for students and families to enhance book access and offer families the opportunity to continue learning at home in different academic and SEL areas; ● Professional development costs (registration, lodging, travel, per diem) for instructional staff to build their capacity in the areas of need for students/staff/families (ex. reading, writing, numeracy/computational fluency, STEM, SEL practices, special education, trauma-informed schools, family engagement, educational leadership); ● Workshop pay for staff to participate in professional learning networks (PLCs), book studies, collaboration sessions, professional learning sessions, and other off-contract hour structures to build pedagogy/instructional strategies; and ● Pay for teachers and TA substitutes to cover classrooms while staff attend professional development sessions on and off-site

Stakeholders **Have all stakeholders involved in the development of this plan sign here.** **Families, teachers, coaches, and administrators should be included.**		
Printed Name	**Position/Role**	**Signature**
Dr. Catrina Manigo	Principal	
Sheena Smith	Assistant Principal	
Kelvin Bailey	Math Coach	
Teresa Lawrence	Math Coach	
Nicole Cabral	ITS/Science Lead	
Willie Smith	LMS/Science Co-lead	
Nicole Bly	School Counselor	
Amy Maurer	Language Arts Coach	
Loretta Newson	Language Arts Coach	
Michelle Lawrence-Bailey	Language Arts Coach	
Nicole Barclay-Phillips	Gifted	