

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

**Division Name:** Patrick County Public Schools

**School Name:** Hardin Reynolds Memorial School

**Date:** 6.10.19

**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).

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

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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:

### *Using Indistar®:*

- Access the Title I Schoolwide Plan template from the “Complete Form” tab of the Indistar® dashboard.
- Provide a narrative response that describes how the school has addressed the requirements for each component;
- Where applicable, identify the indicator(s) and task number(s) from the school's Indistar® plan that align with each required component;
- Click “Save” at the bottom of the form to save your responses; and
- Submit the plan to your LEA Division Contact by returning to the dashboard. Under the “Submit Forms/Reports” tab, go to the Title I Plans section, and select the Title I Schoolwide Plan “Submit” button.

### *Not Using Indistar®:*

- Access the Title I Schoolwide Plan template on the [Title I web site](#).
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

### **Resources:**

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs, Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and *Title I Fiscal Issues*, can be accessed at the [Title I website](#) under Guidelines and Procedures/Federal Guidance.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at:

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[http://www.doe.virginia.gov/federal\\_programs/esea/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/index.shtml).

**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:**

Hardin Reynolds Memorial School is an intermediate school housing grades 4-7 in Critz, Virginia. The current school population is 210 students (104 males and 106 females). The ethnicity of the student population is as follows: White (164)= 78%, African American (26)=12.4%, Hispanic (16)=7.6%, Native American/Asian (4)= 2%. HRMS currently has 41 students (19.5%) receiving special education services. 53.3% students are economically disadvantaged.

Hardin Reynolds Memorial School currently has approximately 43 staff members. Our reading support staff consists of one Title I teacher and one Title I assistant. Students have access to two computer labs, one to one classroom laptops, iPads, and educational software (IXL English/Math and Study Island). This school year we have continued small group instructional practices in fourth grade and fifth grade reading. In the past school year we offered in-school tutoring program from November to March. In addition, we offered a backpack program designed to help feed underprivileged children. For the fifth consecutive year, Hardin Reynolds Memorial School has achieved full accreditation in all subject areas as measured by the Virginia Standards of Learning Spring Assessments, with each subject area improving with regard to the overall pass rate. For the 2018-2019 school year, results were as follows:

Subject:	Accreditation Benchmark	2018-2019
English	75%	82%

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Math	70%	93%
Science	70%	86%
History	70%	88%

Reading has been our focus for the past five years, and our SOL scores indicated tremendous growth in that subject area moving from a 77% pass rate to an 82% pass rate. The proficiency percentage in reading has steadily increased each year over the past five-year period (2014: 69%, 2015: 75%, 2016: 77%, 2017: 84%, 2018: 86%). Each subgroup displayed improvements in the area of reading with the exception of 4th Grade/SpEd results..

We also experienced significant growth in the subject area of math for the 2018-2019 school year, with the overall pass rate improving from 88% to 93%. The proficiency percentage in math for all students has steadily increased each year over the past five-year period (2014: 67%, 2015: 72%, 2016: 74.24%, 2017: 81%, 2018: 88%). All subgroups displayed improvement from last year's SOL testing session.

The comprehensive needs assessment indicated the following factors as having the most impact on student achievement: Student Involvement/Engagement, Poverty/Social and Emotional Issues, Parental Involvement, and Retention of High Quality Staff.

Through the collaborative efforts of our Title I Team and School Leadership Team, Hardin Reynolds Memorial School continued several initiatives in the past school year that we feel led to our areas of growth. Primarily our master schedule to allowed for a structured remediation/intervention block called "Rebel Remediation Time," which allowed our classroom teachers and support staff to work with Tier II and Tier III students in a small group/individual setting. In addition, our Title I reading staff schedule to allowed our Title I teacher to work with our below level readers in a one on one setting on their functional reading skills, and to allow our Title I teaching assistant to offer in-class instructional support. We also continued the process of assessing each Tier III below level reader using Test of Phonological Awareness and Fountas and Pinnell Running Records. Hardin Reynolds Memorial School also utilized allocated tutoring monies to provide individual reading tutors during the school day for the our Tier III students most below grade level, and all Tier II and III students for the four weeks leading up to the administration of the Spring SOL tests. Hardin Reynolds Memorial School also utilized professional colleague visits, in which teachers were asked to observe other staff members from a similar subject area, and analyze the

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instructional practices that would help improve their own performance. Hardin Reynolds Memorial School offered a number of family involvement sessions in the past school year: Title I Annual School Meeting/Back to School Night, Volunteer Training, Title I Family Reading Night, Parent/Teacher Conferences, and Title I Math Night.

Based on the analysis of student achievement data and the comprehensive needs assessment for the 2019-2020 Hardin Reynolds Memorial School, with the assistance of our Title I Team and School Leadership Team, plans to:

- Continue the use of “Rebel Remediation Time,” and allow for greater flexibility for teachers to work with students not only in Tier II and III, but also in Tier I who might need immediate remediation for a particular skill
- Continue the use of student-led conferences in place of parent/teacher conferences to improve parental engagement and student accountability
- Move to one parental engagement night activity Family Game Night aimed at increasing parental engagement and family participation.
- Continue to work with our Therapeutic Day Treatment provider National Counseling Group to ensure students needing additional emotional and social support are receiving services
- Continue to provide linking services using Piedmont Community Services Case Management
- Continue to utilize colleague observations and collaborative observations to drive the sharing of best teaching practices
- Continue to provide in-school reading and math tutors to provide support for Tier II and Tier III students
- Continue Title I support schedule to allow for one-on-one Tier III Intervention reading intervention twice a week to focus on improving functional reading ability, and small group Tier II instruction with push-in support to focus on SOL skill development
- Continue PLC Plan to allow for department teams to meet twice a month to focus on vertical alignment and professional development, while meeting in grade level PLC teams once a month to focus on individual student needs and student data
- Continue to utilize CIP pacing guide and quarterly benchmarks.
- Continue to utilize quarterly teacher data analysis and principal data meetings to reflect on points of success and challenges.
  
- Implement house system for additional layer of campus accountability.

**Budget Implications:** Continue to use allocation of tutoring funds to provide more in-school tutoring/remediation opportunities in reading and math as opposed to after-school tutoring sessions

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**Benchmark/Evaluation (or related Indistar® indicators (if applicable):**

- Quarterly CIP benchmark testing in all SOL tested subjects: October, December, and March
- MAP fall and spring testing: August and March
- Running Record Assessment for Tier III reading students at the beginning of the fall and spring semesters
- Words Their Way Spelling Inventory for Tier III readers at the end of the first semester and end of the school year: January and May
- TOPA for Tier III readers as needed after the use of Words Their Way Spelling Inventory
- Tracking of Tier II and Tier III students using PowerSchool Assessment to measure SOL pass rate in math and reading
- Performance-based assessments at least one time in each class over the course of the school year.
- Formative and summative classroom assessment using Powerschool Analytics

**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:**

In examining our 2018-2019 SOL testing data concerns persist for our students in our special needs subgroup. Hardin Reynolds Memorial School failed to meet federal AMO standards in English for the 2018-2019 assessment year with a pass rate of 57% (though not far off last year's pass rate of 61%) and a benchmark set at 75%.

To address these issues Hardin Reynolds Memorial School plans to:

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- Tie Fountas and Pinnell level as recorded through Running Records to the IEP goals of Tier III special education students in reading
- Utilize the Words Their Way Spelling Inventory with our Tier III readers to better address specific needs
- Continue to utilize “Rebel Remediation Time” to target student needs with our below grade level learners with specific attention to our special needs group
- Continue Title I support schedule to allow for one-on-one Tier III Intervention reading intervention twice a week to focus on improving functional reading ability, and small group Tier II instruction with push-in support to focus on SOL skill development. Many of these students fall into our special education population
- Continue SOL TA, ARDT TA, special education TA and Title I TA schedule to ensure that classes containing special education students are provided additional teaching support to allow for small group instruction/remediation as a Tier II support
- Continue in-school reading and math tutoring to provide support for Tier II and Tier III students
- Utilize instructional coach to assist teachers in implementation of small group strategies and best practices.

**Budget Implications:** Continue to use tutoring funds to provide more in-school tutoring/remediation opportunities in reading and math as opposed to after-school tutoring sessions

**Benchmark/Evaluation (or related Indistar® indicators (if applicable):**

- Quarterly CIP benchmark testing in all SOL tested subjects: October, December, and March
- MAP fall and spring testing: August and March
- Running Record Assessment for Tier III Reading students at the beginning of the fall and spring semesters
- Words Their Way Spelling Inventory for Tier III readers at the end of the first semester and end of the school year: January and May
- TOPA for Tier III readers as needed after the use of Words Their Way Spelling Inventory
- Formative and summative classroom assessment using Powerschool Analytics

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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:**

Hardin Reynolds Memorial School utilizes the last instructional period (40 minutes) of the day for targeted one on one and small group remediation and intervention sessions. This period, referred to as “Rebel Remediation Time,” has allowed our core area teachers, Title I support, special education teachers, and support staff to work with our students math and reading, as well as science and social studies.

To continue to provide extended learning services Hardin Reynolds Memorial School plans to:

- Continue to utilize our “Rebel Remediation Time,” with a small alteration to allow for greater flexibility for teachers in order to offer remediation for students in all Tiers
- Continue to utilize and develop small group teaching strategies, especially in our fourth and fifth grade English classes.
- Continue Title I support schedule to allow for one-on-one Tier III Intervention reading intervention twice a week to focus on improving functional reading ability, and small group Tier II instruction with push-in support to focus on SOL skill development.
- Continue in-school reading and math tutors to provide support for Tier II and Tier III students during the school day
- Continue to use student RTI tiers to reflect the amount of support students will receive as well as academic progress.
- Continue to offer enrichment opportunities during “Rebel Remediation Time” of art studio, additional physical education, study hall, and new digital learning lab.



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**Budget Implications:** Continue to use tutoring funds to provide more in-school tutoring/remediation opportunities in reading and math as opposed to after-school tutoring sessions

**Benchmark/Evaluation (or related Indistar® indicators (if applicable):**

- Quarterly CIP benchmark testing in all SOL tested subjects: October, December, and March
- MAP fall and spring testing: August and March
- Running Record Assessment for Tier III reading students at the beginning of the fall and spring semesters
- Words Their Way Spelling Inventory for Tier III readers at the end of the first semester and end of the school year: January and May
- TOPA for Tier III readers as needed after the use of Words Their Way Spelling Inventory
- Tracking of Tier II and Tier III students using PowerSchool Assessment to measure SOL pass rate in math and reading
- Performance-based assessments at least one time in each class over the course of the school year.
- Formative and summative classroom assessment using Powerschool Analytics

**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

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- 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 address the academic needs and potential special education needs of students at Hardin Reynolds Memorial School:

- Continue the use of RTI tiering model based on the student academic performance on SOL testing, MAP assessments, CIP benchmarks, classroom achievement, Fountas and Pinnell Running Records, and Word Their Way Spelling Inventory data
- Continue to use Child Study process with potentially utilizing data from RTI tiering to initiate Child Study process
- Continue to use the quarterly data analysis breakdown, PLC meetings, and principal's analysis to target areas of strength and weakness

In order to address the social and emotional needs of our students Hardin Reynolds Memorial School plans to:

- Continue to increase the use of our Therapeutic Day Treatment program
- Continue to providing linking services using Piedmont Community Services Case-Management
- Focus our guidance counselor's at-risk program on improving the academic/study-skills of students in Tier II and Tier III
- Continue to use the career exploration tool, Major Clarity, which allows students to try out careers through interactive activities and video content that simulates career paths, and explore careers suited to their interests, skill, and educational goals
- Utilize attendance incentives for students maintaining perfect attendance for each grading period as a way to encourage student attendance
- Implementing house system campus-wide

Hardin Reynolds Memorial School, in conjunction with Patrick County Public Schools, will address professional development needs in

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the following ways:

- Offer a number of summer learning classes
- Continue to offer access to CIP website resources, utilizing Google classroom for continued grade level support in each subject area, and discussing materials in PLC meetings and in division grade level meetings
- Continue to offer professional development opportunities at monthly faculty meetings as needed
- Continue to provide small group reading instruction development based on Beth Estill training and provide access to Beth Estill materials to enhance small group and word study instruction
- Continue PLC Plan to allow for department teams to meet twice a month to focus on vertical alignment and professional development, while meeting in grade level PLC teams once a month to focus on individual student needs and student data
- Utilize division level academic coaches to provide additional support and professional development to instructional staff
- Utilize staff surveys to receive input on professional development needs and professional development sessions provided by PCPS

**Budget Implications:** None at the school level

**Benchmark/Evaluation (or related Indistar® indicators (if applicable):**

Professional development will be evaluated by:

- Quarterly CIP benchmark testing in all SOL tested subjects: October, December, March
- MAP fall and spring testing: August and March
- Running Record Assessment for Tier III Reading students at the beginning of the fall and spring semesters
- Words Their Way Spelling Inventory for Tier III readers at the end of the first semester and end of the school year: January and May
- TOPA for Tier III readers as needed after the use of Words Their Way Spelling Inventory

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- Staff surveys to evaluate the effectiveness of the services offered

Student social and emotional needs will be evaluated by:

- Behavioral surveys
- Student discipline data and threat assessment data
- Guidance referrals
- Guidance counselor assessments
- Therapeutic Day Treatment referrals
- Piedmont Community Services Case-Management referrals