

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

Division Name: Patrick County Public Schools

School Name: Meadows of Dan Elementary

Date: 7/1/2018

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:

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*

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Schoolwide Program, and *Title I Fiscal Issues*, can be accessed at the [Title I website](#) under Guidelines and Procedures/Federal Guidance.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at: http://www.doe.virginia.gov/federal_programs/esea/index.shtml.

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:

Meadows of Dan Elementary School serves grades Kindergarten through Seventh in Meadows of Dan, Virginia. The current school population is 120 students (60 males and 60 female). The ethnicity of the student population is as follows: White = 103, Hispanic =15, African American = 1, and Asian = 1. . MODE currently has 25 students or 21% receiving special education and speech services. All students with disabilities are taught in an inclusion setting with minimal pull out support. MODE currently has 76 economically disadvantaged students or 63/3%.

Meadows of Dan Elementary School currently has 15 instructional staff members. Meadows of Dan has one teacher per grade level. Classes are departmentalized in grades 4-7 with teachers teaming in Grades 4/5 and 6/7. Students are looping with the same teacher for two years before moving to the next team. Our reading staff consists of one Title I teacher and one PALS Teacher Assistant. Students have access to classroom computers, computer labs, iPads, iPods, and educational software (Study Island, and Reading Eggspress). This school year we continued with the implementation of small group reading instructional practices in our Kindergarten through 3rd grade. We also continued assessing our K-3rd grade students using Developmental Spelling Assessment, Test of

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Phonological Awareness (TOPA), Phonological Awareness Skills Test (PAST), and Fountas and Pinnell Running Records. This year we transitioned from after school tutoring to in school tutoring provided by retired teachers.

Meadows of Dan Elementary School also has Virtual Students in Kindergarten, First, and Second grade. During the past four school years, Virtual Students were enrolled in grades K-7. During the 2016-2017 school year, 300 Virtual Students were included in accreditation reporting for Meadows of Dan Elementary School. During that school year, of the 193 tested students, only 75 were “brick and mortar” students that physically attended Meadows of Dan Elementary School. However, during the 2017-2018 school year no Virtual Students were enrolled in Grades 3-7 and only Meadows of Dan “brick and mortar” students counted for accreditation.

For the fourth consecutive year, Meadows of Dan Elementary has achieved full accreditation in all subject areas as measured by the Virginia Standards of Learning Spring Assessments.

For the 2017-2018 school year results were as follows:

Subject:	2017-2018
English	93%
Math	94%
History	94%
Science	100%

Meadows of Dan Elementary School (without VAVA) performance trends:

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
English	69%	82%	94%	88%	93%

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Math	75%	92%	92%	91%	94%
History	85%	89%	96%	89%	94%
Science	92%	88%	92%	93%	100%

SOL scores indicate growth in all subject areas. Examining our SWD subgroup, prior to SOA adjustments, 75% of SWD students passed their Math SOL and 92% passed their Reading SOL. After SOA adjustments, the scores improved to 92% and 100%. However, prior to SOA adjustments 0% of our EL students passed their math SOL and only 25% in Reading. All EL tested students were SOA Adjustments.

SWD - 3 Year Avg.

	Math	Reading
17-18	11/12 - 92%	15/15 - 100%
16-17	13/18 - 72%	11/17 - 65%
15-16	19/24 - 79%	23/25 - 95%
3yr Avg	43/54 - 80%	49/57 - 86%

The Comprehensive Needs Assessment indicated the following factors having the most impact on student achievement: Student Involvement and Engagement in Their Learning, Interrupted Schooling, Culture of High Expectations, Empowerment of learners as active participants, Recruitment and Retention of High Quality Staff, and Authentic Partnerships with a variety of stakeholders.

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The 2018 Family Engagement Survey indicated that Meadows of Dan Elementary School focuses on building strong relationships with families. Areas of concerns continue to be in the areas of communication, providing more information on how parents can help their child academically and concerns with the division website.

Based on the analysis of student achievement data, the Comprehensive Needs Assessment, and Family Engagement Survey Meadows of Dan Elementary School plans to:

- Continue the use of Power ½ Hour 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 that might need immediate remediation of a particular skill.
- Implement the use of student-led conferences in place of parent/teacher conferences to improve parental engagement and student accountability.
- Provide Parent Instructional Nights for parents to learn strategies to help their children. Topics will include, Kindergarten and 1st: What is expected and how to help your child. Other topics will consist of: Title I Math Night, Title I Reading Night, Title I SOL night, and Project Based learning showcase.
- Continue to work with our TDT provider, National Counseling Group, to ensure students needing additional emotional and behavioral support are receiving services.
- Continue to utilize colleague visits and cooperative observations to drive the sharing of best teaching practices.
- Provide Professional Development to ensure best practices are used and teacher/staff satisfaction and retention is high.
- Shift funds from after-school tutoring program to in-school Reading and Math tutors to provide support for Tier II and Tier III students.
- Alter PLC meeting schedule to allow for cooperative meetings with other division schools due to only having one teacher per grade level.
- Continue to utilize CIP pacing guide and benchmark assessments. Allow teachers an opportunity to evaluate the pacing guides and benchmark assessments and provide feedback.
- Continue to utilize quarterly teacher data analysis and principal data meetings to reflect on points of success and challenges.
- Continue with Junior Achievement to partner with a variety of stakeholders and businesses.

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Budget Implications: Shift the allocation of 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, March
- MAP Fall and Spring testing in 2nd grade as universal screener for gifted education and to monitor student growth.
- Developmental Spelling Assessment (DSA) for all students in grades K-2
- Test of Phonological Awareness (TOPA) for all students in grades K-2 and Tier III students in 3rd grade
- Fountas and Pinnell Running Records for all students in grades K-2
- Phonological Awareness Skills Test (PAST) for 3rd graders
- Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten Students
- Performance Based Assessments - each student will complete at least one PBA during the 2018-2019 school year
- Staff Surveys

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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:

Meadows of Dan Elementary School provides aligned and rigorous instruction to all students to address the Virginia Standards of Learning. To further meet the needs of all children and provide the best learning environment possible, Meadows of Dan Elementary School has adopted an inclusion model for Special Education, Title I, PALS, Algebra Readiness, and EL support. This approach pushes in support to maximize instructional time. Meadows of Dan Elementary School offers a remediation period for all students in all grade levels through our Power ½ Hour Remediation schedule. In addition, Professional Learning Community (PLC) meetings are held twice per month to monitor student progress and to ensure Tier II and Tier III students are receiving support.

Examining our SWD subgroup, prior to SOA adjustments, 75% of SWD students passed their Math SOL and 92% passed their Reading SOL. After SOA adjustments, the scores improved to 92% and 100%. However, prior to SOA adjustments 0% of our EL students passed

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their math SOL and only 25% in Reading. All EL tested students were SOA Adjustments.

To address these issue, Meadows of Dan Elementary School plans to:

- Ensure full implementation of the new VDOE Math SOLs will begin in the fall of 2018. Updated instructional materials including textbooks, teacher resources, math manipulative labs, and online personalized math tutor software have been secured to support rigorous math instruction and the alignment of lesson plans, instructional practices, and assessments.
- Title I, PALS, ESL, Algebra Readiness, and the Special Education Teacher/TA will provide tier 2 and tier 3 support to students (based on need) with the goal of maximizing instructional time for at risk students in the areas of reading and math.
- Administration and Academic Coach will analyze PALS testing data to identify the specific need for each student and develop a specific small group instructional plan for each student
- Professional Development opportunities for all staff (Small Group Instructional Strategies, Math Centers, Writing, PALS, Technology in the Classroom, Reading Eggspress, Study Island)
- MODE will utilize instructional coach to assist teachers in implementation of small group strategies and math centers.
- MODE will offer targeted remediation and support for ELL students.
- MODE will offer targeted remediation and support for SPED students.
- Tie Fountas and Pinnell level as recorded through Running Records to the goals of Tier III students.
- Utilize the Developmental Spelling Assessment (DSA) and TOPA assessment with our Tier II and Tier III readers to better plan individualized instruction to address the specific needs of below level readers.
- Continue to utilize Power ½ Hour Remediation Time to target student needs with our below grade level learners with specific attention to our special needs group.
- New nonfiction integration books will be examined to maximize instructional time.
- K-5 Classes will be self contained to maximize instructional time.
- Support staff will push in with inclusion support to focus on skill development in Tier II and Tier III students.

Budget Implications:

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- Purchase Nonfiction Text Integration Books

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

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- Running Record Assessment for Tier III Reading students at the beginning of the Fall and Spring Semester
- Developmental Spelling Assessment (DSA) for all students in grades K-2
- Test of Phonological Awareness (TOPA) for all students in grades K-2 and Tier III students in 3rd grade
- Fountas and Pinnell Running Records for all students in grades K-2
- Phonological Awareness Skills Test (PAST) for 3rd graders
- Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten Students
- Ongoing PowerSchool Analytics formative and summative assessments

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:

Meadows of Dan Elementary School utilizes a remediation schedule for targeted one on one and small group remediation and

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intervention sessions. This period referred to as “Power ½ Hour” has allowed for our core area teachers, Title support, special education teachers, and support staff to work with our students in the area of math and reading as well science and social studies.

To address these issues Meadows of Dan Elementary School plans to:

- MODE will move to self contained classrooms in K-5 for 2018-2019 to maximize instructional time, increase flexibility for small group instruction, and provide targeted remediation.
- K-2 Curriculum mapping for whole group instruction in addition to small group reading instructional plans based on specific student needs.
- MODE will adjust master schedule to allow for a remediation block for all grade levels.
- Utilize Elementary Music program to support students in reading instruction by practicing Concept of Word and Rhyme; and provide SOL content support. Utilize Art program to support content area SOLs by focusing on shapes, colors, geometric shapes, and measuring.
- MODE will adjust student tiers to reflect the amount of support students will receive.
- Shift funds from after-school tutoring program to in-school Reading and Math tutors to provide support for Tier II and Tier III students.
- Continue to offer after school and in school enrichment opportunities during our weekly after school programs and during Power ½ Hour. Activities include: Art, Gardening, Coding, Scouting, etc.
- Lab Tech TA will provide new curriculum to address new Computer SOLs
- MODE will add the new Digital Learning Lab to address the new VDOE Computer SOLs and as an enrichment opportunity to students

Budget Implications: Shift the allocation of 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, March
- Running Record Assessment for Tier III Reading students at the beginning of the Fall and Spring Semester

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- TOPA and DSA for Tier II and Tier III readers at the end of the first semester and end of the school year: January, May
- Tracking of Tier II and Tier III students using PowerSchool Assessment to measure SOL pass rate in Math and Reading
- Ongoing PowerSchool Analytics Formative and Summative Assessments
- Performance Based Assessments

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 of students at Meadows of Dan Elementary 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 DSA 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 data meetings to target areas of strength and weakness

In order to address the social and emotional needs of our students, Meadows of Dan Elementary School plans to:

- Continue the use of our Therapeutic Day Treatment program. In the past years, we have expanded our TDT program to include 5 counselors
- Focus on our guidance counselors at-risk program on improving the academic/study-skills of students in Tier II and Tier III
- Implement a new career exploration tool, Major Clarity. Major Clarity allows students to try out careers through interactive activities and video content that simulates career paths. Students are able to 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.

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- PBIS Program will be used to improve citizenship and recognize students for positive behavior. Character Education will be discussed daily on morning announcements and teacher will incorporate the weekly character message in to weekly meetings.
- Utilize the Division Attendance Coordinator host joint meetings with families, court services, and social services.

Meadows of Dan Elementary School in conjunction with Patrick County Public Schools will address professional development needs in the following ways:

- Offer a number of Summer Learning Classes ranging in topics from Classroom Routines to Effectively Addressing Students with Dyslexia
- Continue to offer access to CIP website resources. A Google classroom has been created for continued grade level support in each subject area. Materials will be discussed 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 their small group and word study instruction
- Offer sustainability training for small group instruction and the use of small group instruction resources.
- Offer training sessions on 6 + 1 Writing Traits as a follow-up to previous training and include professional development in the 5-paragraph essay.
- Utilize division level Academic Coaches to provide additional support to the instructional staff and professional development
- PBIS Program will be used to improve citizenship and recognize students for positive behavior.
- PBIS committee will develop bullying lessons for school wide awareness. Character Education will be discussed daily on morning announcements.

Budget Implications:

- Money for continued professional development
- Money for PBIS rewards
- Decrease in state funding for Virginia Preschool Initiative

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

Professional development will be evaluated by:

- Staff surveys
- Professional Development Requests
- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- Running Record Assessment for Tier III Reading students at the beginning of the Fall and Spring Semester
- Words Their Way Spelling Inventory for Tier III readers at the end of the first semester and end of the school year: January, May
- Utilize 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

Student social and emotional needs will be evaluated by:

- Student discipline data and threat assessment data
- Behavior Surveys
- Analysis of guidance referrals
- VKRP checklist
- Counselor assessments