Schoolwide Plan Executive Summary for Meadows of Dan Elementary School

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SCHOOL SUMMARY

Meadows of Dan Elementary School serves grades Pre-Kindergarten through Seventh in Meadows of Dan, Virginia. 306 virtual students in grades K-2 are linked to Meadows of Dan Elementary school. The current school population of brick and mortar students is 131 (66 males and 64 females). The ethnicity of the student population is as follows: White = 122, Hispanic =7, African American = 1, Multi-race =1, and Asian = 0. MODE currently has 21 students or 16% receiving special education and 9 students (7%) receiving only speech and language services. All students with disabilities are taught in an inclusion setting with minimal pull out support. MODE currently has 95 economically disadvantaged students or 69%. MODE has 2 students that receive EL services.

Meadows of Dan Elementary School currently has 18 instructional staff members. MODE has one teacher per grade level. Grades PK-3 are self-contained and grades 4-7 are departmentalized with teachers teaming in 4th/5th and 6th/7th. Our reading staff consists of one Title I teacher (elementary interventionist) and one PALS Teacher Assistant. We also have one special education teacher and two special education teaching assistants who support students.

Every student has a one to one technology device including chromebooks and iPads as well as educational software (IXL, Study Island, and Reading Eggspress). This school year we will continue to build upon our implementation of small group reading instructional practices in our Pre-Kindergarten through 3rd grade. Our reading teachers as well as leadership team have also completed certification in the LETRS program which follows effective research based strategies for teaching reading. We will also continue assessing our students in grades K-3 using a Developmental Spelling Assessment, Test of Phonological Awareness (TOPA), Phonological Awareness Skills Test (PAST), and Reading Running Records. MODE will continue to utilize after school tutoring provided by classroom teachers and in-school tutoring provided during power half hour remediation time.

STUDENT INFORMATION

Grade Range:	PK-7	Percentage Hispanic:	5%	ELL Percentage:	Less than 1%
Total Enrollment:	122			Students with Disabilities Percentage:	23%
		Percentage Black:	Less than 1%		
Percent of Students Identified as Economically Disadvantaged:	69%			Attendance Rate:	97.4%
		Percentage White:	93%		
		Percentage Asian:	0%	Graduation Rate:	

| Federal Accountability Status: | Title I | Percentage Native American: | 0 | Dropout Rate: | |

SCHOOL FACULTY AND ADMINISTRATION

Number and Type of Administrators:	1
Number of General Education Teaching Faculty:	9
Number of Special Education Teaching:	1
Number and Type of Itinerant Faculty:	5
Number and Type of Coaches:	1 - Shared between schools
Number of Teacher Assistants:	7
Number and Type of Specialized Teaching Staff:	1 – Title I Teacher
Number and Type of Resource Staff:	1 – EL Teacher shared between schools
Other Faculty Support:	0

Meadows of Dan has one teacher per grade level. Classes are self-contained in grades PK-3 with teachers teaming in grades 4/5 and 6/7. All students with disabilities are taught in an inclusion setting with minimal pull out support. All students in grades K through 4 spend time in small group learning for the majority of their day.

Social-emotional learning is critical to re-engage students, rebuild relationships and school communities and create equitable learning environments for all students. Training will be provided for all instructional staff in the area of mental health and well-being. School counselors will have dedicated time to provide social-emotional learning support. Patrick County Public Schools will utilize existing PBIS strategies to support social-emotional learning and foster student confidence and competence. Formal and informal strategies may include morning meetings, advisory periods, PBIS strategies, counseling sessions, etc. Using data from both formative assessments and social-emotional assessments, teachers will revise curricula/pacing to address missing content as a result of extended school closures. Special consideration will be given to missing content from the previous year, identification of content connections between grade levels, and student progression toward learning goals. Vertical planning within schools will allow teams to identify and ensure missing content is presented to students in a variety of formats.

At the beginning of each year, SOL data is disaggregated using SPBQ to determine areas of weakness. Teachers utilize this data to reflect and adjust teaching strategies being used in each area of weakness. Students are tiered into three tiers and tier II and tier III students receive additional support during our Power Half Hour remediation block. Pre-assessment data is also used in each grade level during the first few weeks of school. Our pre-assessment data includes reading screening tools, PALS as well as CIP pretesting. Due to COVID-19, we have already found several focus areas of weakness from the 2020-2021 school year and will reassess in August 2021 when school begins.

PLC meetings are held bi-monthly to examine student data. Data from SOLs, benchmarks, Performance Matters, and classroom formative and summative assessments are used to identify areas of specific weakness. Progress is monitored using SOL checklists and student data sheets which lists the students' mastery of each SOL. Students are re-tiered each quarter. Small learning groups in each content area are flexible and students can move in or out of groupings for more or less support on skills.

Programs and strategies of focus included in the area of reading instruction are: LETRS methodology (science of reading), PALS, Phonemic Awareness, Fluency, Comprehension, use of the CIP resources and community, etc.

Programs and strategies of focus included in the area of math instruction are: Number sense drills and activities, question of the day, use of CIP resources, use of the Go Math curriculum, online learning tools, etc.

EXTENDED LEARNING OPPORTUNITIES

Provide a description of the opportunities for teachers, students, parents, and community partners to engage in or provide extended learning opportunities (Professional Development, workshops, afterschool programs, etc.)

Provide a simple description of the frequency, duration and primary use of collaborative time. List teachers that meet together, by type, during collaborative time (i.e., grade level teams, departments, etc).

Professional Development is provided to administrators, teachers, and staff and is intended to improve the instructional methods and strategies used in our school. A comprehensive needs assessment was completed to determine specific needs. Conferences are also available based on individual staff member's needs. During the 2020-2021 school year, professional development opportunities for staff consisted of: LETRS Module 1 completed by our administrator and three teachers, online courses and training due to virtual learning, small group reading review with our instructional coach, administrative monthly meetings, and professional learning communities held at least 5 times this previous year. The school administrator also attended the Recently Appointment Administrators Program through Virginia Tech.

Community leaders have provided extended learning opportunities through the Junior Achievement Program and school/community events. These after school learning opportunities support students and their families. In addition, other learning opportunities such as SOL nights, Read Aloud to a Child night, and Math nights were provided. Parents of students in first and second grade were invited in to meet with teachers and administration about student PALS data and ways to encourage and support reading growth at home. The events listed above happened virtually during the 2020-2021 school year due to COVID-19 guidelines. We held several virtual read aloud events and drive through events for family involvement. Our teachers have also been provided with new literature and books on diversity and social emotional topics to use in the 2021-2022 school year.

Refer to your Data & Key Capacity Analysis Worksheets to develop the description of trends and patterns in student achievement.

If your school does not clearly show strength based upon the data reviewed by your team, explain that no observable strengths can be identified.

Due to Covid-19, there were no SOL tests in the Spring of 2020. Students returned to school in August 2020 virtually and then part time in person on September 14, 2020. At the beginning of the 2020 school year a test was given called the MOCK SOL tests in specific grade levels. These were from the CIP consortium. Listed below are the results between our mock SOL testing and our spring 2021 SOL testing. (These scores do not reflect/take out transfer students.)

Grade Level and Subject Area	August/Sept. 2020 MOCK SOL Testing	1st Quarter Benchmark	Spring 2021 SOL Testing	Grade Level and Subject Area	August/Sept. 2020 MOCK SOL Testing	1st Quarter Benchmark	Spring 2021 SOL Testing
3rd Reading	64%	50%	64%	3rd Math	45%	31%	43%
4th Reading	44%	56%	75%	4th Math	73%	67%	75%
5th Reading	69%	69%	86%	5th Math	31%	46%	79%
6th Reading	70%	55%	100%	6th Math	27%	27%	55%
7th Reading	31%	56%	81%	7th Math	50%	44%	69%
4th VA	44%	56%	69%	7th Civics	31%	25%	81%

Studies							
5th Science	7%	54%	71%				

- Our overall Reading SOL pass rate for Spring of 2021 is an 86.5%. This was an area of strength when compared with math.
- Our overall Math SOL pass rate for Spring of 2021 is a 70.7%. This did not meet the state accreditation pass rate of 75% but was still higher than most surrounding districts when compared within the CIP data.
- We had a school pass rate of 83.3% for Science and 80% for History.
- We performed higher than the division pass rate in the following areas: 5th Reading, 6th Reading, 4th VA Studies, 5th Science, 4th Math, 5th Math, and 7th Civics. (Theses scores do not reflect/take out transfer students.)
- Our SWD subgroup has a pass rate of 78.5% in Reading for Spring of 2021 and a 66.6% in History for Spring 2021.

See below our previous SOL data before the COVID-19 pandemic.
- From 2014 to 2019, Math SOL scores have improved from 69% to 100%, no SOLS in 2020 due to COVID-19 closure
- From 2014 to 2019, English SOL scores have improved from 69% to 97%, no SOLS in 2020 due to COVID-19 closure
- SWD subgroup increased in overall Math pass rate from 71% in 2017 to 92% in 2018 to 100% in 2019
- SWD subgroup increased in overall Reading pass rate from 53% in 2017 to 100% in 2018 to 93% in 2019
- Our overall pass rate has increased from 90.9% in 2017 to 94.12% in 2018 to 98% in 2019
- After SOA adjustment, Science pass rate was 100% in 2018 and 2019

Our preschool fall to spring PALS results showed an increase in pre-reading skills and each area met the goal of 75% other than the area of Rhyme and Letter Sounds in the Spring.
PreK Fall to Spring Results

% met benchmark	Name Writing	Upper Case Alphabet	Lower Case Alphabet	Letter Sounds	Beg. Sounds	Print Awareness	Rhyme	Nursery Rhyme Awareness
Fall 2020	56%	31%	31%	19%	56%	19%	50%	56%
Spring 2021	75%	88%	81%	69%	81%	56%	75%	81%

Refer to your Data & Key Capacity Analysis Worksheets to develop the description of trends and patterns in student achievement.
If your school does not clearly show a concern based upon the data reviewed by your team, explain why.

Kindergarten Fall to Spring Results

% met benchmark	Group Rhyme	Group Beg. Sounds	Alphabet Recognition	Letter Sounds	Spelling	Words in Isolation	Summed Score
Fall 2020	75%	60%	75%	70%	65%	not applicable for FALL	75%
Spring 2021	75%	55%	45% (3 students were one point from benchmark)	55%	55%	7 students knew more than 5 pre primer words	35% of students met the summed score benchmark of 83

Kindergarten PALS:
- **35% of students met the summed score spring benchmark of 83.**

- **4 students had a summed score of 70 to 82.**

Included is our pre-COVID PALS data.
PREK and Kindergarten Mid Year PALS Data 2019-2020 (no spring data due to COVID-19 closure)
- According to PALS data, 3 out of 15 preschool students performed below the mid year benchmark for Name Writing, Upper Case Alphabet Recognition, and Beginning Sound Awareness
- According to PALS data, 4 out of 15 preschool students performed below the mid year benchmark for Lower Case Alphabet Recognition, Letter Sounds, Print and Word Awareness,
- According to PALS data, 7 out of 15 preschool students performed below the mid year benchmark for Rhyme Awareness.
- According to PALS data, 1 out of 15 preschool students performed below the mid year benchmark for Nursery Rhyme Awareness.
- Kindergarten Mid Year PALS data showed the following: 1 out of 19 students did not meet the mid year benchmark for Concept of Word Pointing, 6 out of 19 students did not meet the mid year benchmark for Concept of Word Word ID, and 10 out of 19 students did not meet the mid year benchmark for Concept of Word Word List.
- Based on the Kindergarten Mid Year PALS data, 7 students identified for PALS support. School was closed due to COVID 19 in late March 2020. The PALS TA and Kindergarten teacher sent virtual work home and packets for students.

First Grade PALS 20-21 Data (see chart for Fall to Spring data)

% met benchmark	Letter Sounds	Spelling	Words in Isolation First Grade	Words in Isolation Primer	Blending	Sound to Letter	IORL (Instructional Reading Level)	Summed Score
Fall 2020	75%	75%	1 student knew 10 words on First Grade list	58%	75% (specific students assessed)	88% (specific students assessed)	6 students at PPA or above	67%
Spring 2021	not applicable	58%	50%	not applicable	100%	100%	50% on or above grade level; one student on	50%

						P/1st	

- First Grade Areas of Need are in spelling features, words in isolation and reading levels.

Second Grade PALS 20-21 Data (see chart for Fall to Spring data)

% met benchmark	Spelling	Words in Isolation - First Grade List	Words in Isolation - Second Grade List	Reading Level	Summed Score
Fall 2020	55%	55%	6 students were able to move to this list	7 students on level for Fall of second grade	45%
Spring 2021	45%	not applicable	73%	73%	55%

- Second Grade Areas of Need are in spelling features and overall summed scores - reading level growth/fluency.

Included is our pre-COVID PALS data.
First and Second Grade PALS Mid Year Data 2019-2020 (no spring data due to COVID-19 closure)
- According to PALS data, 6 out of 12 first grade students were below the benchmark on the mid year PALS assessment for the First Grade Word List. Three students were identified during the mid year assessments.
- According to the PALS data, 8 out of 17 students were below the benchmark on the mid year PALS assessment for the Second Grade Word List. Five 2nd grade students were identified during the mid year assessments.

SOL Trend Data

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English	88%	93%	97%	COVID-19	86.5%
Math	91%	94%	100%	COVID-19	70.7%
History	89%	94%	93%	COVID-19	80%
Science	93%	100%	100%	COVID-19	83.3%