

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: 7/1/2022

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 relate 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.

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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 pre-kindergarten through seventh grade in Meadows of Dan, Virginia. Currently, 109 students receive in-person instruction at Meadows of Dan Elementary School. In addition, 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 109 (58 males, 51 females, and 0 non-binary). The ethnicity of the student population is as follows: White = 105 (96.3%) , Hispanic =0 (0%), African American and/or African American and White = 3 (2.8%), and Asian = 1 (0.9%). MODES currently has 33 students or 35.97% receiving special education services. All students with disabilities are taught in an inclusion setting with minimal pull out support. MODES currently has 95 economically disadvantaged students or 87.16%. This data does not include students participating in the Virginia Virtual Academy (VAVA) program.

Meadows of Dan Elementary School currently has 20 instructional staff members. MODES 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. We also have one instructional coach that we share with other schools in the division.

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 or are currently seeking certification in the LETRS program which follows effective research based strategies for teaching reading. We will also continue assessing our students in

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grades K-3 using a Developmental Spelling Assessment, Test of Phonological Awareness (TOPA), Phonological Awareness Skills Test (PAST), and Reading Running Records. MODES will continue to utilize after school tutoring provided by classroom teachers. Remediation and enrichment opportunities will be provided daily. In addition, MODES offers a “Backpack Buddy” program designed to provide food for disadvantaged families.

Meadows of Dan Elementary School has once again achieved full accreditation in all subject areas as measured by the Virginia Standards of Learning Spring Assessments. Meadows of Dan Elementary School (without VAVA) performance trends:

Subject:	Accreditation Benchmark	2018-2019	2020-2021	2021-2022
English	75%	97%	86%	93%
Math	70%	100%	71%	83%
History	70%	93%	80%	76%
Science	70%	100%	83%	88%

Due to the COVID-19 pandemic, Standards of Learning Tests for the 2019-2020 school year were waived.

Our SOL scores indicate tremendous improvement after the COVID-19 pandemic in the areas of math, reading, and science from the 20-21 to the 21-22 school year. However, history proved challenging and is an area of need this year, especially in VA Studies.

SWD - Trends.

Testing Year/School Year	Math	Reading
21-22	60%	84%
20-21	38%	79%
19-20	COVID 19 Closure	COVID 19 Closure
18-19	100%	93%
17-18	92%	100%

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The Comprehensive Needs Assessment for 2022 indicated the following factors having the most impact on student achievement: Student Involvement/Engagement; Interrupted Schooling; Social/Emotional Health; Culture of High Expectations; Empowerment of Learners; Aligned Instructional Practices; Supports for the Teacher/Family/Whole Child; Safe, Orderly, and Challenging Learning Environments; Integrated/Aligned Interventions; and Recruitment/Retention of High Quality Staff..

According to the data obtained from the 2022 Family Engagement Survey, Meadows of Dan Elementary School continues to exhibit a strong focus on building positive relationships with families. This effort is evident as families are welcomed to school events and provided opportunities to voice concerns/raise questions. Areas of concern included ease of school website navigation, availability of community resources, and possible need for increased communication

Through the collaborative efforts of the Title I and School Leadership Teams, Meadows of Dan Elementary School will continue to host a Title I Annual School Meeting, Back-to-School Night, volunteer training, Title I Family Reading Night, Title I Family Math Night, SOL Prep Night, and student-led conferences. The MODES master schedule will allow for structure remediation and intervention times for all grade levels, as well as a universal learning block for targeting reading instruction. Schedules have been updated to allow teachers the opportunity to participate in a weekly shared planning time. In addition, the Professional Learning Community (PLC) meetings will allow instructional staff opportunity to participate in professional development and develop strategies to increase student performance.

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

- Increase focus on effective provision of appropriate core instruction for all students.
- Continue in class remediation and intervention times.
- Allow for greater flexibility for teachers to work with students not only in tier II and III, but also in tier I who are in need of immediate remediation of a particular skill.
- Successfully implement the new reading curriculum with continuous professional development for all teachers and teacher assistants in the science of reading.
- Schedule a universal reading block for students in kindergarten through third grades. Additional staff will be assigned to assist with small group differentiated instruction during this time on a daily basis.
- Continue the use of student-led conferences in place of parent/teacher conferences to improve parental engagement and student accountability.

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- Provide parent instructional events to model effective instructional strategies for families to better assist with student learning outside of the classroom.
- Continue to work with our Therapeutic Day Treatment provider, National Counseling Group, to ensure students receive necessary emotional and behavioral support.
- Continue to provide linking services using Piedmont Community Services Case Management.
- Continue to utilize colleague visits and cooperative observations to drive the sharing of best teaching practices.
- Provide professional development to ensure the utilization of best practices by all instructional staff.
- Increase teacher/staff morale by encouraging the involvement of community members/organizations in motivational staff activities. This should also increase staff retention..
- Allocate funds needed to provide after-school tutoring and in-school reading and math tutoring to support for tier II and tier III students.
- Alter PLC meeting schedule to allow for cooperative meetings with team members, as MODES has one teacher per grade level.
- PLC meetings will include vertical teams, special education and interventionist.
- Continue to utilize CIP pacing guide and quarterly 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 reflection to note points of success and challenges.
- Continue to move toward full implementation of the LETRS strategies and instructional methods for all novice and struggling readers throughout grade levels as needed.
- Continue to work with the guidance counselor and student success counselor to provide social emotional learning support.
- Put into place SEL supports throughout the school and classroom-based lessons and activities.
- Implement a Positive Behavior Interventions and Supports system schoolwide.
- Implement a “Reading Buddies” program, partnering kindergarten with third grade students.
- Creation of a School Improvement Team allowing staff the opportunity for active involvement in the decision making process. In turn, increasing employee satisfaction, accountability and buy-in.
- Continue to utilize the Lucy Calkins Writing Program (required 30 minute lesson daily).
- Continue to utilize the Heggerty program in kindergarten through second grades.
- Continue to implement the strategies provided by Beth Estill.
- Provide professional development and support as instructional staff begins implementing CKLA.

Budget Implications:

- Continue to allocate funding to provide increased in-school tutoring/remediation opportunities in reading and math.

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- Allocate funding for after-school tutoring opportunities as necessary/appropriate for students.

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

- Spring 2022 SOL Data and PALS Data will be used to inform best instructional practice
- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- MAP fall and spring testing in second grade as universal screener for gifted education and to monitor student growth: August, March
- Developmental Spelling Assessment (DSA) for all students in grades K-2
- Test of Phonological Awareness (TOPA) for all students in grades K-1 and tier III students in second and third grade
- Fountas and Pinnell running records for all students in grades K-3
- Phonological Awareness Skills Test (PAST) for second and third graders and as appropriate for other grade levels
- Virginia Kindergarten Readiness Program (VKRP) assessment for all kindergarten students
- PALS Assessment
- Use of a math screening tool in 1st through 4th grade and as appropriate for other grade levels
- Performance Based Assessments - Students complete district required PBAs
- Heggerty Assessment as appropriate
- Lucy Calkins writing portfolio where appropriate
- Staff surveys
- Student and family input

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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 focuses on push-in support to maximize instructional time, but also allows for pull-out instruction for 1:1 and small group differentiated instruction as teachers deem necessary. Meadows of Dan Elementary School offers a remediation/enrichment period for all students in all grade levels. In addition, Professional Learning Community (PLC) meetings are held monthly to monitor student progress and ensure tier II and tier III students are receiving support.

In reviewing the SOL testing data of MODES students with disabilities, scores indicate an upward trend, with reading scores increasing from 79% to 84% and math increasing from 38% to 60%. Although the overall gains were significant, MODES is working diligently to minimize learning gaps and maximize student achievement.

To address identified areas of weaknesses, Meadows of Dan Elementary School plans to:

- Provide updated math 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.
- Provide human resources to support classroom instruction (teacher assistants/PALs/Title I/SPED/itinerant teachers/etc.)
- Use a math screening tool schoolwide.
- Provide math/number sense remediation/intervention, as well as remediation/intervention in all areas of math as needed.
- Title I, PALS, EL, Algebra Readiness, and the special education teacher/teacher assistant will provide tier II and tier III support to students (based on need) with the goal of maximizing instructional time for at-risk students in the areas of reading and math.

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- Administration, instructional coach, and elementary interventionist 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, IXL, LETRS)
- MODES will utilize the instructional coach to assist teachers in implementation of small group strategies and math centers.
- The instructional coach and elementary interventionist will model small group instruction for new teachers during the first couple weeks of school.
- MODES will offer targeted remediation and support for ELL students.
- MODES 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), TOPA and/or PAST assessments 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 scheduled remediation/intervention time to target student needs with below grade level learners, specifically students who receive support services such as special education.
- New nonfiction integration books and decodable readers will be examined and used to maximize instructional time.
- Support staff will push in with inclusion support to focus on skill development in tier II and tier III students.
- Continue reading professional development to successfully implement the newly adopted reading curriculum and support all students.
- Empower teachers to use effective materials/resources to teach and engage students in the VA Studies Standards of Learning.
- Kindergarten through second grade teachers will use the decodable readers and guide book to supplement their phonics and phonemic awareness curriculum.
- Continue to provide tutoring/remediation opportunities (in-school/after school).
- Utilize the instructional coach to assist teachers in implementation of small group strategies and best practices.

Budget Implications:

- Continue to allocate funding to make additions to the MODES library of non-fiction readers, SEL texts, and decodable books
- Continue to allocate funding to provide increased in-school tutoring/remediation opportunities in reading and math.
- Allocate funding for after-school tutoring opportunities as necessary/appropriate for students.

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

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March

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- MAP testing for second grade students: August, March
- Fall and mid-year growth assessments (grades 3-7; reading and math)
- Running record assessment for tier III reading students at the beginning of the fall and spring semesters
- Developmental Spelling Assessment (DSA) for all students in grades K-2
- Test of Phonological Awareness (TOPA) for all students in grades K-1 and tier III students in second and third grade
- Fountas and Pinnell running records for all students as appropriate
- Phonological Awareness Skills Test (PAST) for students as appropriate
- Virginia Kindergarten Readiness Program (VKRP) assessment for all kindergarten students
- PALs Assessment
- Ongoing Performance Matters or Mastery Connect testing for formative and summative assessments
- Math screener for students as appropriate
- Performance Based Assessments - Students complete district required PBAs
- Heggerty Assessment as appropriate
- Lucy Calkins writing portfolio where appropriate

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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:

Meadows of Dan Elementary School utilizes a remediation/intervention schedule for targeted one-on-one and small-group differentiated instruction sessions. This time is scheduled daily for all core area teachers and all grade levels. A forty minute block has been allocated to each class to allow teachers to provide additional targeted instruction based upon individual student data. Support staff including PALs teacher, Title I support, special education teachers, and teacher assistants may push-in to classrooms or pull out students to address areas of weakness in all subjects. Opportunities for tutoring during the school day and after school will be provided as necessary to assist in student growth.

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

- MODES will have departmentalized classrooms in fourth through seventh grade. This has allowed push-in support for small groups from specialists and intervention teachers (SPED, Title 1, PALS, teacher assistants).
- K-2 curriculum mapping for whole group instruction in addition to small group reading instructional plans based on specific student needs.
- MODES will adjust the master schedule to allow for a remediation/intervention block for all grade levels.
- Utilize the elementary music program to provide SOL content support and provide instruction for students in reading by practicing concept of word, patterning, and rhyme.
- Utilize the elementary art program to provide SOL content support by focusing on shapes, colors, patterns, geometry, and measurement.
- The amount of support time and frequency of additional remediation/intervention will be based upon student performance and assessment data.
- Allocate funds for after-school and in-school tutoring for both reading and math to provide support for tier II and tier III students and other students as deemed appropriate.
- Continue to offer after school and in-school enrichment opportunities. This may include such activities as: art, creative learning,

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gardening, coding, Scouts, etc.

- The technology assistant will introduce any new curriculum, addressing the technology SOLs.
- MODES students may utilize the new digital learning lab to address the new technology SOLs.

Budget Implications:

- Continue to allocate funding to provide increased in-school tutoring/remediation opportunities in reading and math.
- Allocate funding for after-school tutoring opportunities as necessary/appropriate for students.

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

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- MAP testing for second grade students: August, March
- Fall and mid-year growth assessments (grades 3-7; reading and math)
- Running record assessment for tier III reading students at the beginning of the fall and spring semesters
- Developmental Spelling Assessment (DSA) for all students in grades K-2
- Test of Phonological Awareness (TOPA) for all students in grades K-1 and tier III students in second and third grade
- Fountas and Pinnell running records for all students as appropriate
- Phonological Awareness Skills Test (PAST) for students as appropriate
- Virginia Kindergarten Readiness Program (VKRP) assessment for all kindergarten students
- PALs Assessment
- Ongoing Performance Matters or Mastery Connect testing for formative and summative assessments
- Math screener for students as appropriate
- Performance Based Assessments - Students complete district required PBAs
- Heggerty Assessment as appropriate
- Lucy Calkins writing portfolio where appropriate

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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
- 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, Meadows of Dan Elementary School plans to:

- Continue the use of the RTI tiering model based on the student academic performance on SOL testing, second grade MAP assessments, CIP benchmarks, classroom achievement, Fountas and Pinnell Running Records, PAST and TOPA data, and DSA data.
- Continue to use the Student Assistance Team process by utilizing data from RTI tiers.
- Continue to use the quarterly data analysis breakdown, PLC meetings, and principal data analysis to target areas of strength and weakness.
- Meet as a leadership team monthly to plan and implement student and family supports.

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

- Continue a partnership with Piedmont Community Services and Therapeutic Day Treatment counselor for student support.

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- Work with our Patrick County Public Schools student success counselor and school guidance counselor to expand student support.
- Focus on our guidance counselors at-risk program on improving the academic/study-skills of students in Tier II and Tier III
- Continue to utilize the 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, skills, and educational goals
- Utilize attendance incentives for students maintaining perfect attendance for each grading period as a way to encourage student attendance.
- PBIS Program will be used to improve citizenship and recognize students for positive behavior.
- Character Education will be discussed through the guidance program, school success counselor meetings, etc.
- Utilize the Division Attendance Coordinator; host joint meetings with families, court services, and social services.
- The guidance counselor will plan for and implement regular social emotional support instruction to be provided in individual classrooms and as a school-wide effort.

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 professional development opportunities ranging in topics from classroom routines to effectively addressing the needs of students with dyslexia.
- Offer a number of summer learning opportunities as appropriate.
- Continue to offer access to CIP website resources.
- A Google classroom has been created for continued grade level support in each subject area.
- Continue to offer professional development opportunities at monthly faculty meetings as needed.
- Continue to provide small group reading instruction development based on the science of reading.
- Teachers will continue working toward LETRS certification. New instructional staff will begin the certification process.
- Offer sustainability training for small group instruction and the use of small group instruction resources.
- Offer training sessions on Lucy Calkins writing strategies as follow up for 2022-2023 school year.
- Utilize division level instructional 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 appropriate character education lessons for school wide awareness.
- PBIS committee will develop an appropriate system of rewards to promote positive behavior.
- Utilize staff surveys to receive feedback regarding professional development needs/desires.

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Budget Implications:

- Allocate funds for continued professional development
- Allocate funds for PBIS rewards

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

Professional development will be evaluated by:

- Staff surveys to evaluate the effectiveness of services provided
- Professional development requests

To determine effectiveness of provided professional development, as well as identify need for future professional development:

- Fall and mid-year growth assessments (3rd-7th grade; reading and math)
- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- MAP testing for second grade students: August, March
- Fall and mid-year growth assessments (grades 3-7; reading and math)
- Running record assessment for tier III reading students at the beginning of the fall and spring semesters
- Developmental Spelling Assessment (DSA) for all students in grades K-2
- Test of Phonological Awareness (TOPA) for all students in grades K-1 and tier III students in second and third grade
- Fountas and Pinnell running records for all students as appropriate
- Phonological Awareness Skills Test (PAST) for students as appropriate
- Tracking of tier II and tier III students using PowerSchool Assessment to measure SOL pass rate in math and reading
- Virginia Kindergarten Readiness Program (VKRP) assessment for all kindergarten students
- PALs Assessment
- Ongoing Performance Matters or Mastery Connect testing for formative and summative assessments
- Math screener for students as appropriate
- Performance Based Assessments - Students complete district required PBAs
- Heggerty Assessment as appropriate
- Lucy Calkins writing portfolio where appropriate

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Student social and emotional needs will be evaluated by:

- Student discipline data and threat assessment data
- Behavioral surveys
- Analysis of guidance referrals
- VKRP checklist
- Counselor assessments
- Therapeutic Day Treatment referrals
- Piedmont Community Services Case Management referrals
- Communication with families
- FBA, BIP and ABA therapy and information provided by Crystal Peterson-Barker