

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

**Division Name:** Henry County Public Schools

**School Name:** Mt. Olivet Elementary School

**Date:** October 1, 2021

**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 update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document

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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:**

- 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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**Stakeholders:**

List the name and title of each stakeholder who participated in developing this plan.

<b>Name of Stakeholder</b>	<b>Title</b>
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## **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:**

Mount Olivet Elementary is a rural elementary school currently serving approximately 300 students. Mt. Olivet is a feeder school to Laurel Park Middle School and to Magna Vista High School. 52% of the student population is male, and 48% is female. 100% of the student body is eligible to receive free breakfast and free lunch.

Currently, our school provides EL services to <1% of our student population. The Hispanic population makes up 4% of our school population. 13% of our students receive special education services that consist of the categories: Speech and Language, Other Health Impaired, Developmentally Delayed, Autism, Intellectual Disabilities, Emotional Disabilities, and Specific Learning Disabilities. The average class size in our K-3 classes is 19 and the average class size in 4th and 5th grade classes is 28 students.

Mt. Olivet Elementary School currently has approximately 50 staff members. Our reading staff consists of one reading specialist, two instructional reading assistants, and two PALS tutors. We have a full time instructional coach. At our school, all students have access to iPads, laptop computers, educational software programs, and a computer lab. A balanced literacy model is utilized during Language Arts to guide our reading instruction in grades K-5. This model includes instruction focused on the areas of writing, guided reading, independent reading, word study, and whole group (on grade level) reading. Grades 3, 4, and 5 are continuing the implementation of daily Sustained Silent Reading to support language arts instruction and reading.

All students in grades PreK through five currently have individual iPads for instruction. This device serves as their textbook and educational resource for classwork, testing, and research.

Mt. Olivet Elementary currently offers a preschool program for children four years of age. We currently have one preschool class of 18 students, 1 teacher, and 1 paraprofessional. Mt. Olivet Elementary School has an Early Childhood Special Education class with 1 teacher, and 1 paraprofessional. Mt. Olivet Elementary School also has an Autism class with 1 teacher, and 3 paraprofessionals.

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The school provides a full-time counselor to assist students and parents. The guidance counselor provides instruction on multiple topics such as bully-prevention, pillars of character, self-respect, citizenship, social emotional learning, and substance abuse prevention. Mt. Olivet Elementary School provides a food and clothing pantry for our students. Our school also houses one Piedmont Community Services case manager who works with students and families assigned to their caseload.

After school tutoring is held throughout the school year for all students in grades K-5 who need additional math and reading instruction.

Mt. Olivet teachers and staff analyzed student achievement data in order to prepare for instruction for the upcoming school year. Teachers and staff reviewed the most current test data, including previous school years SOL data, MAP testing data for grades 1 and 2, VKRP for PreK and Kindergarten, PALS, DSA, and SRI. Student data was then addressed during a review of the current VDOE Curriculum Framework and HCPS Curriculum by grade level and subject area.

Additional data has also been reviewed and analyzed by teachers and staff. This data includes PowerTest, formative and summative classroom assessment data, and CFA (Common Formative Assessment) data. DFA (Diagnostic Formative Assessment) data will be included in the discussion of data throughout the school year. Beginning fall 2021, Through Course SOL testing for students in grades 3, 4, and 5 was completed. Students were assessed in the areas of english and math. Students will be assessed again in the spring on their grade level SOLs. Professional development has been provided for staff to ensure access and understanding of the use of student data.

All relevant student data is discussed during grade level meetings on a weekly basis. Additional review time is allotted during monthly Student Support Team meetings. Specific data, related to student learning goals that have been established, are reviewed and targeted interventions are planned for implementation upon return to the classroom.

The major data reports and summaries reviewed are below:

## PALS Data

Session	Grade	Number Assessed	Number Identified
Fall 2021	Kindergarten	Ongoing	Ongoing
	1st	45	31 (69%)
	2nd	48	31 (52%)
	3rd	36	12 (33%)

## PALS Summary of Data:

Any identified student will receive 30 minutes of additional reading intervention daily. PALS tutors will collaborate with classroom teachers and the Reading Specialist to provide instruction that is differentiated to meet the needs of identified students. This information is shared with teachers and parents. The first PALS testing window closes in November 2021. Students will be assessed again in the winter and spring.

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## SOL Data

Subject	Benchmark	2021	2020	2019	2018	2017	2016	2015	2014
			*COVID-19						
English	75	55	N/A	81	84	81	80	74	67
Math	70	32	N/A	82	86	82	82	82	73
History	70	N/A	N/A	70	94	94	89	89	84
Science	70	31	N/A	73 (3yr 83)	90	88	78	80	80

## SOL Summary of Data:

Students completed SOL assessments in the areas of English, Math, and Science in the spring of 2020. There was a marked decrease in all content areas and in all reporting categories for each subject. *Due to school closure during the COVID-19 pandemic, SOLs were not given during the spring of 2020.*

Teachers will provide instructional support in the areas identified as weaknesses. Additionally, the subgroups for special education students, black students, and economically disadvantaged students will be monitored closely for academic growth and progress. Details for targeted gap groups are as follows:

### Academic Achievement Gap Math – Areas for Focus for 2021-2022:

English Learners - 19%  
Economically Disadvantaged - 23%  
Black - 25%  
Students with Disabilities – 26%  
Females - 30%  
Males - 34%  
White - 36%

### Academic Achievement Gap English – Areas for Focus for 2021-2022:

English Learners - 100%  
Economically Disadvantaged - 46%  
Black - 48%  
Students with Disabilities – 53%  
Females - 30%  
Males - 51%  
White - 62%

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### MAP Data

	Grade 1 Math	Grade 1 Reading	Grade 2 Math	Grade 2 Reading
Number Assessed	45	43	47	47
Mean RIT	155	149.6	170.3	167.5
Standard Deviation	9.9	10.7	10.8	13.7
Grade Level Mean RIT	160	155.9	175	172.3
Students At/Above Mean RIT	14	13	12	17

### MAP Summary of Data:

Students in grades 1 and 2 were assessed in the areas of English and Math using the fall MAP assessment. Scores are indicated above. Teachers will work with the Instructional Coach, Reading Specialist, and Administration to disaggregate the data, identify student learning needs and areas for improvement and growth. Students will be reassessed in the winter and spring.

Teachers will use this data to establish individual learning goals for students. Teachers will then chart student progress towards completion of their established learning goals. This data and progress towards goal completion will be reviewed by the teacher, student, parents, and instructional team throughout the school year. Instruction in the classroom will be geared towards goal completion for individual students.

### VKRP Data

VKRP	Current
Total Number of Students Tested PreK	17
Students Developing As Expected on EMAS	14
Students Developing As Expected on CBRS (Self Regulation)	15
Students Developing As Expected on CBRS (Social Skills)	14
Total Number of Students Tested Kindergarten	33
Fall Benchmark EMAS	15

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Students @ or Above Fall Benchmark EMAS	22
Fall Benchmark CBRS Self-Regulation	2.90
Students at or Above Benchmark CBRS Self Regulation	12
Fall Benchmark CBRS Social Skills	3.71
Students at or Above Benchmark CBRS Social Skills	16

### VKRP Summary of Data:

Students in grades PreK and Kindergarten were assessed using the Virginia Kindergarten Readiness Program. Data from this assessment provides teachers and parents with information regarding the range of skills students currently have in their classrooms. Math, self regulation/social skills and literacy skills are the assessed areas. Teachers will work with the Instructional Coach to determine strategies for the classroom to strengthen students' skills in identified areas of weakness. Students will be reassessed at the end of the school year. Growth will be measured at that time.

Data from the following areas will be monitored and analyzed:

Unit/Common Formative Assessments (including benchmarks, released SOL tests, DFAs, skills assessments)	throughout the year
PALS (K-3)	fall, midyear, spring
FastBridge (SBIT students and student support team students)	weekly probes
SRI 3-5	fall, midyear, spring
Attendance	weekly
Lucy Calkins Units of Writing	monthly
MAP Assessments for Grades 1 and 2	Fall, Winter, Spring
DSA (Spelling Analysis)	Fall, Winter



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EL & SPED Monitor Forms	Quarterly
Cornerstone Tasks	As assigned
Running Records (Part of Student Reading Folder)	As needed, required Sept. and April
VKRP (Kindergarten Students)	Fall, Spring

**SMART GOAL #1: By May 2022, 75% of teachers in grades K-5th will effectively implement Lucy Calkins' writer's workshop as a component of their balanced literacy block. 100% of teachers in grades K- 5th will complete the 3 required units.**

**Strategy 1:** All students in grades K-5 will complete three writing units of study as outlined in the Lucy Calkins Writing Units of Study implementation guide (*Writing Pathways Performance Assessments and Learning Progressions, Grades K-8*) through explicit, systematic instruction.

**Strategy 2:** In order to increase writing fluency, students will demonstrate the ability to form letters appropriately when writing and will do so with automaticity. Teachers and the reading team will monitor this during the first and second nine weeks of instruction.

**Strategy 3:** Teachers will maintain word walls with words mastered through reading in the classroom. Students will maintain a personal word wall with words they have mastered through sight word writing fluency. Students will show mastery of known words read within their writing pieces.

**Strategy 4:** In order to build language skills and cultural literacy, daily edits will be used on uncorrected student text to find errors of capitalization, punctuation, spelling, or grammar and self-correct.

**Strategy 5:** All teachers will continue to implement the balanced literacy model. Additional PD will be provided throughout the year to support teachers with implementation.

**Strategy 6:** All teachers are required to provide differentiated small group instruction geared to the academic needs of individual students. During the ELA block, students will receive differentiated instruction during guided reading lessons.

**Strategy 7:** Lucy Calkins writing units will also continue to be used by all teachers in grades Kindergarten - Grade 5. Teachers will continue to work with Denise Trainer on implementation of writing units and writing instructional strategies. Student writing will be collected and examined for growth over the course of the school year. Additional small group instruction will be provided for any student not performing on grade level.

**Strategy 8:** VDOE resources and Dan Mulligan resources will be used to enhance whole and small group math instruction.

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**Strategy 9:** Lesson plans and remediation logs will be monitored to ensure that small group instruction and remediation time is included in daily schedules.

**Strategy 10:** Periodic classroom visits will be made by the school Leadership team.

**SMART GOAL #2: By May 2022, 75% of students in grades 3-5 will demonstrate proficiency on the English SOL assessments.**

**Strategy 1:** All MOE teachers will use explicit and systematic instruction. Teachers will begin lessons with clearly defined and stated learning objectives and expectations.

**Strategy 2:** Multisensory reading instruction (RISE, OG, PRIDE) will be provided for students identified as needing alternative reading instructional support.

**Strategy 3:** Small group instruction will be provided for all students at MOE. Teachers will use identified areas of skill weakness and created lessons to address the needs of their students. In addition to in class tier 1 instruction, Tier 2 Blended Learning programs such as System 44, iRead and Read 180 will provide more individualized and systematic instruction through the use of teacher explicit instruction and computer applications that adjust to the student's development of reading skills to focus on the Zone of Proximal Development.

**Strategy 4:** Teachers at MOE will use formative assessments daily and then use the data to provide and focus on comprehension strategies such as activating prior knowledge, setting a "specific" purpose for reading, predicting, summarizing, visualizing, and using "fix-up" techniques such as rereading to make sense of fiction and nonfiction texts.

**Strategy 5:** Teachers at MOE will use sequencing and retelling strategies to help children connect the order of familiar events to that within the text to develop an understanding of both fiction and nonfiction.

**Strategy 6:** Open Court reading is taught in grades K-2. The program will continue to be used to provide instruction for areas of weakness in phonemic awareness and blending to read. Teachers in these grades have been trained to use Open Court and will adhere to the implementation of the program with fidelity.

**Strategy 7:** All teachers will continue to implement the balanced literacy model. Additional PD will be provided throughout the year to support teachers with implementation.

**Strategy 8:** All teachers are required to provide differentiated small group instruction geared to the academic needs of individual students. During the ELA block, students will receive differentiated instruction during guided reading lessons.

**Strategy 9:** Lucy Calkins writing units will also continue to be used by all teachers in grades Kindergarten - Grade 5. Teachers will continue to work with Denise Trainer on implementation of writing units and writing instructional strategies. Student writing will be collected and examined for growth over the course of the school year. Additional small group instruction will be provided for any student not performing on grade level.

**Strategy 10:** VDOE resources and Dan Mulligan resources will be used to enhance whole and small group math instruction.

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**Strategy 11:** Lesson plans and remediation logs will be monitored to ensure that small group instruction and remediation time is included in daily schedules.

**Strategy 12:** Periodic classroom visits will be made by the school Leadership team.

**Strategy 13:** Teachers will use formative assessments in order to adjust instruction as needed in order to meet the needs of students. Teachers will analyze data from SOL tests, CFAs, DFAs, VKRP, MAP, PALs, DSA, etc. to determine areas of weakness for individual students and subgroups. This data will be used to drive instruction of the whole group and small groups. Data will be studied in grade levels and vertical meetings in order to enhance instruction in all grade levels and subject areas. This data will be used to guide small group instruction, remediation/reteaching, individualized instruction/conferencing, pull-out groups by SPED staff or paraprofessionals to help with remediation and/or differentiation of instruction for students performing below grade level.

**Strategy 14:** The SBIT & SST teams will meet to collaborate and plan research-based interventions for identified students. SBIT and SST are ongoing and are scheduled every 8 weeks (SBIT) or each month (SST). At the meetings, student data/progress is discussed in order to collaborate, select targeted interventions, and determine next steps to help the student be more successful. Teachers provide targeted research-based interventions and progress monitor the students weekly in FastBridge. This continues until a student reaches monitor status or qualifies for Special Education Services.

**Strategy 15:** All K-5 teachers will incorporate Science and Social Studies into their Reading and Math blocks. Teachers have been provided with a number of resources to use including Scholastic News, SOL Coach books, VA Studies Weekly (4th grade), myON (3rd-5th), Reading A-Z, Science A-Z, Vocabulary A-Z, Scholastic libraries, and hands-on experiments and learning activities.

**Strategy 16:** The School Counselor, Instructional Coach, and School Psychologist will provide continued professional development on the Student Support Team and Student Based Intervention Team processes. Teachers will continue to utilize FastBridge to progress monitor academics and behaviors; and use research-based strategies as interventions to remediate students. Monthly meetings for Student Support Teams and Student Based Intervention Team will continue during the 2021 - 2022 school year.

**Strategy 17:** The VPI and ECSE preschool classes, along with the ASD and Regular Ed. classes will continue to utilize more inclusive instruction between the classes. High quality early childhood programs such as the High Scope curriculum, and Inclusion services provided by the Special Education teacher and paraprofessionals will aid in the formation of strong educational and socioemotional foundations that will benefit all children.

**SMART GOAL #3: By May 2022, 70% of students in grades 3-5 will demonstrate proficiency on the Math SOL assessments.**

**Strategy 1:** PD will be conducted throughout the year to support all MOE teachers in fostering student engagement through quality lessons that provide deeper learning by implementing VDOE resources and Dan Mulligan resources in their lessons to enhance math instruction.

**Strategy 2:** PD will be conducted throughout the year to help all MOE teachers use HCPS resources such as CFAs and DFAs effectively to collect data in order to give feedback to students and to drive whole group instruction, small group instruction, and individualized instruction

**Strategy 3:** All MOE teachers will use manipulatives, think alouds, math talk, and spiral review to help students master and retain what they have learned.

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**Strategy 4:** In order to address weaknesses in the math reporting categories, all MOE teachers will provide math instruction during small groups to focus on modeling, practice, repetition, review, and timely feedback. These groups will be differentiated based on readiness, process, and/or product. Ongoing formative assessment data will be used to keep groups flexible throughout the school year.

**Strategy 5:** All MOE teachers will provide explicit and systematic instruction during math by clearly identifying the skills or concepts to be learned, establishing connections between the new content and previous learning.

**Strategy 6:** Teachers will use formative assessments in order to adjust instruction as needed in order to meet the needs of students. Teachers will analyze data from SOL tests, CFAs, DFAs, VKRP, MAP, PALs, DSA, etc. to determine areas of weakness for individual students and subgroups. This data will be used to drive instruction of the whole group and small groups. Data will be studied in grade levels and vertical meetings in order to enhance instruction in all grade levels and subject areas. This data will be used to guide small group instruction, remediation/reteaching, individualized instruction/conferencing, pull-out groups by SPED staff or paraprofessionals to help with remediation and/or differentiation of instruction for students performing below grade level.

**Strategy 7:** The SBIT & SST teams will meet to collaborate and plan research-based interventions for identified students. SBIT and SST are ongoing and are scheduled every 8 weeks (SBIT) or each month (SST). At the meetings, student data/progress is discussed in order to collaborate, select targeted interventions, and determine next steps to help the student be more successful. Teachers provide targeted research-based interventions and progress monitor the students weekly in FastBridge. This continues until a student reaches monitor status or qualifies for Special Education Services.

**Strategy 8:** The School Counselor, Instructional Coach, and School Psychologist will provide continued professional development on the Student Support Team and Student Based Intervention Team processes. Teachers will continue to utilize FastBridge to progress monitor academics and behaviors; and use research-based strategies as interventions to remediate students. Monthly meetings for Student Support Teams and Student Based Intervention Team will continue during the 2021 - 2022 school year.

**Strategy 9:** The VPI and ECSE preschool classes, along with the ASD and Regular Ed. classes will continue to utilize more inclusive instruction between the classes. High quality early childhood programs such as the High Scope curriculum, and Inclusion services provided by the Special Education teacher and paraprofessionals will aid in the formation of strong educational and socioemotional foundations that will benefit all children.

**SMART GOAL #4: By May 2022, 78% of students will complete the SEL student survey.**

**Strategy 1:** Guidance lessons will include an opportunity for students to complete the SEL survey during the completion window.

**Strategy 2:** All students and families will receive the SEL survey link via social media school outlets during the SEL completion window.

**Strategy 3:** In response to data from the SEL survey, MOE students will be afforded the opportunity to participate in meaningful SEL interactions throughout the school day. These interactions will be ongoing throughout the school year. (Talk time, role-play, check-ins, reflective writing, community team building, etc.)

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**Strategy 4:** Students will be instructed on self-advocacy strategies during guidance lessons. These lessons will be reinforced during the morning announcements and during grade level morning zoom meetings.

**Strategy 5:** Staff and students at MOE will continue to cultivate a positive climate. School norms and expectations will be clarified and reviewed periodically.

**Strategy 6:** Staff and students will work to celebrate success in the implementation of the school behavior expectations.

**Strategy 7:** School Counselor will use Social Emotional Learning (SEL) objectives to address student issues through the identification of student concerns, the development of SEL skills, and the promotion of self-advocacy to help students recognize concerns and identify resources from which they can seek assistance.

**SMART Goal #5: By May 2022, MOE identified gifted students will be given an opportunity to enhance instruction beyond their grade level curriculum.**

**Strategy 1:** Virtual field trips will be made available for students to explore as part of their extended and interest based learning. These activities will be included during the school day via anchor and or itinerant activities.

**Strategy 2:** STEM activities will be made available for students to explore as part of their extended and interest based learning. These activities will be included during the school day via anchor and or itinerant activities.

**Strategy 3:** Rosetta Stone will be made available for identified students to explore during the school day. Students and their families will select their language of choice to study. Students will complete a login sheet after completion of their weekly sessions.

#### **Budget Implications:**

Funding and budgeting for these items will occur based on the input of the Principal and School Board staff.

#### **Benchmark/Evaluation:**

Observations and walkthroughs; Writing scoresheets; SBIT & SST meeting notes/minutes/dates of meetings; Log/graphs from monitoring in FastBridge; Data tracking forms; Dates of grade level meetings; Meeting agendas; Lesson plan reviews/observations and walkthroughs; Remediation logs; Logs of paraprofessionals with details of work with groups

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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:

Mt. Olivet teachers and staff are analyzing data in order to use data to drive instruction. This process is ongoing. Teachers and staff are reviewing most current SOL test data and through to target underperforming groups. The results are as follows:

Academic Achievement Gap Math – Areas for Focus for 2021-2022:

- English Learners - 19%
- Economically Disadvantaged - 23%
- Black - 25%
- Students with Disabilities – 26%
- Females - 30%
- Males - 34%
- White - 36%

Academic Achievement Gap English – Areas for Focus for 2021-2022:

- English Learners - 100%
- Economically Disadvantaged - 46%
- Black - 48%
- Students with Disabilities – 53%
- Females - 30%
- Males - 51%
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Subject	Benchmark	2021	2020	2019	2018	2017	2016	2015	2014
			*COVID-19						
English	75	55	N/A	81	84	81	80	74	67
Math	70	32	N/A	82	86	82	82	82	73

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History	70	N/A	N/A	70	94	94	89	89	84
Science	70	31	N/A	73 (3yr 83)	90	88	78	80	80

Data from the following areas will be monitored and analyzed:

Unit/Common Formative Assessments (including benchmarks, released SOL tests, DFAs, skills assessments)	throughout the year
PALS (K-3)	fall, midyear, spring
FastBridge (SBIT students and student support team students)	weekly probes
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Attendance	weekly
Lucy Calkins Units of Writing	monthly
MAP Assessments for Grades 1 and 2	Fall, Winter, Spring
DSA (Spelling Analysis)	Fall, Winter
EL & SPED Monitor Forms	Quarterly
Cornerstone Tasks	As assigned
Running Records (Part of Student Reading Folder)	As needed, required Sept. and April
VKRP (Kindergarten Students)	Fall, Spring

**SMART GOAL #1: By May 2022, at least 75% of teachers in grades K-5th will effectively implement Lucy Calkins' writer's workshop as a component of their balanced literacy block. 100% of teachers in grades K- 5th will complete 3 out of 3 required units with post assessments scores for 85% of their students.**

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**Strategy 1:** All students in grades K-5 will complete three writing units of study as outlined in the Lucy Calkins Writing Units of Study implementation guide (*Writing Pathways Performance Assessments and Learning Progressions, Grades K-8*) through explicit, systematic instruction.

**Strategy 2:** In order to increase writing fluency, students will demonstrate the ability to form letters appropriately when writing and will do so with automaticity. Teachers and the reading team will monitor this during the first and second nine weeks of instruction.

**Strategy 3:** Teachers will maintain word walls with words mastered through reading in the classroom. Students will maintain a personal word wall with words they have mastered through sight word writing fluency. Students will show mastery of known words read within their writing pieces.

**Strategy 4:** In order to build language skills and cultural literacy, daily edits will be used on uncorrected student text to find errors of capitalization, punctuation, spelling, or grammar and self-correct.

**Strategy 5:** All teachers will continue to implement the balanced literacy model. Additional PD will be provided throughout the year to support teachers with implementation.

**Strategy 6:** All teachers are required to provide differentiated small group instruction geared to the academic needs of individual students. During the ELA block, students will receive differentiated instruction during guided reading lessons.

**Strategy 7:** Lucy Calkins writing units will also continue to be used by all teachers in grades Kindergarten - Grade 5. Teachers will continue to work with Denise Trainer on implementation of writing units and writing instructional strategies. Student writing will be collected and examined for growth over the course of the school year. Additional small group instruction will be provided for any student not performing on grade level.

**Strategy 8:** VDOE resources and Dan Mulligan resources will be used to enhance whole and small group math instruction.

**Strategy 9:** Lesson plans and remediation logs will be monitored to ensure that small group instruction and remediation time is included in daily schedules.

**Strategy 10:** Periodic classroom visits will be made by the school Leadership team.

**SMART GOAL #2: By May 2022, 75% of students in grades 3-5 will demonstrate proficiency on the English SOL assessments.**

**Strategy 1:** All MOE teachers will use explicit and systematic instruction. Teachers will begin lessons with clearly defined and stated learning objectives and expectations.

**Strategy 2:** Multisensory reading instruction (RISE, OG, PRIDE) will be provided for students identified as needing alternative reading instructional support.

**Strategy 3:** Small group instruction will be provided for all students at MOE. Teachers will use identified areas of skill weakness and created lessons to address the needs of their students. In addition to in class tier 1 instruction, Tier 2 Blended Learning programs such as System 44, iRead and Read 180 will provide more individualized and systematic



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instruction through the use of teacher explicit instruction and computer applications that adjust to the student's development of reading skills to focus on the Zone of Proximal Development.

**Strategy 4:** Teachers at MOE will use formative assessments daily and then use the data to provide and focus on comprehension strategies such as activating prior knowledge, setting a "specific" purpose for reading, predicting, summarizing, visualizing, and using "fix-up" techniques such as rereading to make sense of fiction and nonfiction texts.

**Strategy 5:** Teachers at MOE will use sequencing and retelling strategies to help children connect the order of familiar events to that within the text to develop an understanding of both fiction and nonfiction.

**Strategy 6:** Open Court reading is taught in grades K-2. The program will continue to be used to provide instruction for areas of weakness in phonemic awareness and blending to read. Teachers in these grades have been trained to use Open Court and will adhere to the implementation of the program with fidelity.

**Strategy 7:** All teachers will continue to implement the balanced literacy model. Additional PD will be provided throughout the year to support teachers with implementation.

**Strategy 8:** All teachers are required to provide differentiated small group instruction geared to the academic needs of individual students. During the ELA block, students will receive differentiated instruction during guided reading lessons.

**Strategy 9:** Lucy Calkins writing units will also continue to be used by all teachers in grades Kindergarten - Grade 5. Teachers will continue to work with Denise Trainer on implementation of writing units and writing instructional strategies. Student writing will be collected and examined for growth over the course of the school year. Additional small group instruction will be provided for any student not performing on grade level.

**Strategy 10:** VDOE resources and Dan Mulligan resources will be used to enhance whole and small group math instruction.

**Strategy 11:** Lesson plans and remediation logs will be monitored to ensure that small group instruction and remediation time is included in daily schedules.

**Strategy 12:** Periodic classroom visits will be made by the school Leadership team.

**Strategy 13:** Teachers will use formative assessments in order to adjust instruction as needed in order to meet the needs of students. Teachers will analyze data from SOL tests, CFAs, DFAs, VKRP, MAP, PALs, DSA, etc. to determine areas of weakness for individual students and subgroups. This data will be used to drive instruction of the whole group and small groups. Data will be studied in grade levels and vertical meetings in order to enhance instruction in all grade levels and subject areas. This data will be used to guide small group instruction, remediation/reteaching, individualized instruction/conferencing, pull-out groups by SPED staff or paraprofessionals to help with remediation and/or differentiation of instruction for students performing below grade level.

**Strategy 14:** The SBIT & SST teams will meet to collaborate and plan research-based interventions for identified students. SBIT and SST are ongoing and are scheduled every 8 weeks (SBIT) or each month (SST). At the meetings, student data/progress is discussed in order to collaborate, select targeted interventions, and determine next steps to help the

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student be more successful. Teachers provide targeted research-based interventions and progress monitor the students weekly in FastBridge. This continues until a student reaches monitor status or qualifies for Special Education Services.

**Strategy 15:** All K-5 teachers will incorporate Science and Social Studies into their Reading and Math blocks. Teachers have been provided with a number of resources to use including Scholastic News, SOL Coach books, VA Studies Weekly (4th grade), myON (3rd-5th), Reading A-Z, Science A-Z, Vocabulary A-Z, Scholastic libraries, and hands-on experiments and learning activities.

**Strategy 16:** The School Counselor, Instructional Coach, and School Psychologist will provide continued professional development on the Student Support Team and Student Based Intervention Team processes. Teachers will continue to utilize FastBridge to progress monitor academics and behaviors; and use research-based strategies as interventions to remediate students. Monthly meetings for Student Support Teams and Student Based Intervention Team will continue during the 2021 - 2022 school year.

**Strategy 17:** The VPI and ECSE preschool classes, along with the ASD and Regular Ed. classes will continue to utilize more inclusive instruction between the classes. High quality early childhood programs such as the High Scope curriculum, and Inclusion services provided by the Special Education teacher and paraprofessionals will aid in the formation of strong educational and socioemotional foundations that will benefit all children.

**SMART GOAL #3: By May 2022, 70% of students in grades 3-5 will demonstrate proficiency on the Math SOL assessments.**

**Strategy 1:** PD will be conducted throughout the year to support all MOE teachers in fostering student engagement through quality lessons that provide deeper learning by implementing VDOE resources and Dan Mulligan resources in their lessons to enhance math instruction.

**Strategy 2:** PD will be conducted throughout the year to help all MOE teachers use HCPS resources such as CFAs and DFAs effectively to collect data in order to give feedback to students and to drive whole group instruction, small group instruction, and individualized instruction

**Strategy 3:** All MOE teachers will use manipulatives, think alouds, math talk, and spiral review to help students master and retain what they have learned.

**Strategy 4:** In order to address weaknesses in the math reporting categories, all MOE teachers will provide math instruction during small groups to focus on modeling, practice, repetition, review, and timely feedback. These groups will be differentiated based on readiness, process, and/or product. Ongoing formative assessment data will be used to keep groups flexible throughout the school year.

**Strategy 5:** All MOE teachers will provide explicit and systematic instruction during math by clearly identifying the skills or concepts to be learned, establishing connections between the new content and previous learning.

**Strategy 6:** Teachers will use formative assessments in order to adjust instruction as needed in order to meet the needs of students. Teachers will analyze data from SOL tests, CFAs, DFAs, VKRP, MAP, PALs, DSA, etc. to determine areas of weakness for individual students and subgroups. This data will be used to drive instruction of the whole group and small groups. Data will be studied in grade levels and vertical meetings in order to enhance instruction in all grade levels and subject areas. This data will be used to guide small

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group instruction, remediation/reteaching, individualized instruction/conferencing, pull-out groups by SPED staff or paraprofessionals to help with remediation and/or differentiation of instruction for students performing below grade level.

**Strategy 7:** The SBIT & SST teams will meet to collaborate and plan research-based interventions for identified students. SBIT and SST are ongoing and are scheduled every 8 weeks (SBIT) or each month (SST). At the meetings, student data/progress is discussed in order to collaborate, select targeted interventions, and determine next steps to help the student be more successful. Teachers provide targeted research-based interventions and progress monitor the students weekly in FastBridge. This continues until a student reaches monitor status or qualifies for Special Education Services.

**Strategy 8:** The School Counselor, Instructional Coach, and School Psychologist will provide continued professional development on the Student Support Team and Student Based Intervention Team processes. Teachers will continue to utilize FastBridge to progress monitor academics and behaviors; and use research-based strategies as interventions to remediate students. Monthly meetings for Student Support Teams and Student Based Intervention Team will continue during the 2021 - 2022 school year.

**Strategy 9:** The VPI and ECSE preschool classes, along with the ASD and Regular Ed. classes will continue to utilize more inclusive instruction between the classes. High quality early childhood programs such as the High Scope curriculum, and Inclusion services provided by the Special Education teacher and paraprofessionals will aid in the formation of strong educational and socioemotional foundations that will benefit all children.

**SMART GOAL #4: By May 2022, 78% of students will complete the SEL student survey.**

**Strategy 1:** Guidance lessons will include an opportunity for students to complete the SEL survey during the completion window.

**Strategy 2:** All students and families will receive the SEL survey link via social media school outlets during the SEL completion window.

**Strategy 3:** In response to data from the SEL survey, MOE students will be afforded the opportunity to participate in meaningful SEL interactions throughout the school day. These interactions will be ongoing throughout the school year. (Talk time, role-play, check-ins, reflective writing, community team building, etc.)

**Strategy 4:** Students will be instructed on self-advocacy strategies during guidance lessons. These lessons will be reinforced during the morning announcements and during grade level morning zoom meetings.

**Strategy 5:** Staff and students at MOE will continue to cultivate a positive climate. School norms and expectations will be clarified and reviewed periodically.

**Strategy 6:** Staff and students will work to celebrate success in the implementation of the school behavior expectations.

**Strategy 7:** School Counselor will use Social Emotional Learning (SEL) objectives to address student issues through the identification of student concerns, the development of SEL skills, and the promotion of self-advocacy to help students recognize concerns and identify resources from which they can seek assistance.

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**SMART Goal #5: By May 2022, MOE identified gifted students will be given an opportunity to enhance instruction beyond their grade level curriculum.**

**Strategy 1:** Virtual field trips will be made available for students to explore as part of their extended and interest based learning. These activities will be included during the school day via anchor and or itinerant activities.

**Strategy 2:** STEM activities will be made available for students to explore as part of their extended and interest based learning. These activities will be included during the school day via anchor and or itinerant activities.

**Strategy 3:** Rosetta Stone will be made available for identified students to explore during the school day. Students and their families will select their language of choice to study. Students will complete a login sheet after completion of their weekly sessions.

**Budget Implications:**

Funding and budgeting for these items will occur based on the input of the Principal and School Board staff.

**Benchmark/Evaluation:**

Observations and walkthroughs; Writing scoresheets; SBIT & SST meeting notes/minutes/dates of meetings; Log/graphs from monitoring in FastBridge; Data tracking forms; Dates of grade level meetings; Meeting agendas; Lesson plan reviews/observations and walkthroughs; Remediation logs; Logs of paraprofessionals with details of work with groups

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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:**

At Mt. Olivet, we follow the recommendations of the VDOE and HCPS when determining best practices for scheduling and finding ways to strengthen curriculum. We strive to ensure that our instructional time is maximized. Teachers have 2 hours minimum of Reading/Language Arts instruction and 90 minutes minimum for math. Teachers are encouraged to incorporate science, social studies, and writing across all subjects. Teachers will follow the HCPS Balanced Literacy Model to incorporate research-based reading practices into our ELA blocks. Teachers also have access to the following resources:

- Read 180/System 44 (3-5)
- Balanced Literacy Model and resources
- HMH - Into Reading Series
- iRead (K-2; 3rd as needed)
- The Next Steps to Guided Reading by Jan Richardson
- Open Court Phonics Instruction (Foundational Skills sets for each K-2 classroom)
- Scholastic News
- Lucy Calkins Writing Resources and Trainings/PD
- myON (3-5)
- Reading A to Z which includes Vocabulary A to Z (for work on Word Study)
- iXL Math and Language Arts
- Science A to Z
- Moby Max
- moreStarfall
- Dan Mulligan Resources
- Multisensory Reading Resources (Orton Gillingham, PRIDE, RISE)
- VDOE Resources

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- HCPS Resources (such as CFAs, DFAs, etc.)
- STEM Resource kits and supplies
- SOL Coach Books
- PALs Instruction (30 minutes daily for identified students)
- EL Instruction
- SPED Instruction for identified students
- Rosetta Stone (gifted identified students)
- SBIT
- Student Support Teams (progress monitoring of lowest 5% in math and reading)

**SMART GOAL #1: By May 2022, at least 75% of teachers in grades K-5th will effectively implement Lucy Calkins' writer's workshop as a component of their balanced literacy block. 100% of teachers in grades K- 5th will complete 3 out of 3 required units with post assessments scores for 85% of their students.**

**Strategy 1:** All students in grades K-5 will complete three writing units of study as outlined in the Lucy Calkins Writing Units of Study implementation guide (*Writing Pathways Performance Assessments and Learning Progressions, Grades K-8*) through explicit, systematic instruction.

**Strategy 2:** In order to increase writing fluency, students will demonstrate the ability to form letters appropriately when writing and will do so with automaticity. Teachers and the reading team will monitor this during the first and second nine weeks of instruction.

**Strategy 3:** Teachers will maintain word walls with words mastered through reading in the classroom. Students will maintain a personal word wall with words they have mastered through sight word writing fluency. Students will show mastery of known words read within their writing pieces.

**Strategy 4:** In order to build language skills and cultural literacy, daily edits will be used on uncorrected student text to find errors of capitalization, punctuation, spelling, or grammar and self-correct.

**Strategy 5:** All teachers will continue to implement the balanced literacy model. Additional PD will be provided throughout the year to support teachers with implementation.

**Strategy 6:** All teachers are required to provide differentiated small group instruction geared to the academic needs of individual students. During the ELA block, students will receive differentiated instruction during guided reading lessons.

**Strategy 7:** Lucy Calkins writing units will also continue to be used by all teachers in grades Kindergarten - Grade 5. Teachers will continue to work with Denise Trainer on implementation of writing units and writing instructional strategies. Student writing will be collected and examined for growth over the course of the school year. Additional small group instruction will be provided for any student not performing on grade level.

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**Strategy 8:** VDOE resources and Dan Mulligan resources will be used to enhance whole and small group math instruction.

**Strategy 9:** Lesson plans and remediation logs will be monitored to ensure that small group instruction and remediation time is included in daily schedules.

**Strategy 10:** Periodic classroom visits will be made by the school Leadership team.

**SMART GOAL #2: By May 2022, 75% of students in grades 3-5 will demonstrate proficiency on the English SOL assessments.**

**Strategy 1:** All MOE teachers will use explicit and systematic instruction. Teachers will begin lessons with clearly defined and stated learning objectives and expectations.

**Strategy 2:** Multisensory reading instruction (RISE, OG, PRIDE) will be provided for students identified as needing alternative reading instructional support.

**Strategy 3:** Small group instruction will be provided for all students at MOE. Teachers will use identified areas of skill weakness and created lessons to address the needs of their students. In addition to in class tier 1 instruction, Tier 2 Blended Learning programs such as System 44, iRead and Read 180 will provide more individualized and systematic instruction through the use of teacher explicit instruction and computer applications that adjust to the student's development of reading skills to focus on the Zone of Proximal Development.

**Strategy 4:** Teachers at MOE will use formative assessments daily and then use the data to provide and focus on comprehension strategies such as activating prior knowledge, setting a "specific" purpose for reading, predicting, summarizing, visualizing, and using "fix-up" techniques such as rereading to make sense of fiction and nonfiction texts.

**Strategy 5:** Teachers at MOE will use sequencing and retelling strategies to help children connect the order of familiar events to that within the text to develop an understanding of both fiction and nonfiction.

**Strategy 6:** Open Court reading is taught in grades K-2. The program will continue to be used to provide instruction for areas of weakness in phonemic awareness and blending to read. Teachers in these grades have been trained to use Open Court and will adhere to the implementation of the program with fidelity.

**Strategy 7:** All teachers will continue to implement the balanced literacy model. Additional PD will be provided throughout the year to support teachers with implementation.

**Strategy 8:** All teachers are required to provide differentiated small group instruction geared to the academic needs of individual students. During the ELA block, students will receive differentiated instruction during guided reading lessons.

**Strategy 9:** Lucy Calkins writing units will also continue to be used by all teachers in grades Kindergarten - Grade 5. Teachers will continue to work with Denise Trainer on implementation of writing units and writing instructional strategies. Student writing will be collected and examined for growth over the course of the school year. Additional small group instruction will be provided for any student not performing on grade level.

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**Strategy 10:** VDOE resources and Dan Mulligan resources will be used to enhance whole and small group math instruction.

**Strategy 11:** Lesson plans and remediation logs will be monitored to ensure that small group instruction and remediation time is included in daily schedules.

**Strategy 12:** Periodic classroom visits will be made by the school Leadership team.

**Strategy 13:** Teachers will use formative assessments in order to adjust instruction as needed in order to meet the needs of students. Teachers will analyze data from SOL tests, CFAs, DFAs, VKRP, MAP, PALs, DSA, etc. to determine areas of weakness for individual students and subgroups. This data will be used to drive instruction of the whole group and small groups. Data will be studied in grade levels and vertical meetings in order to enhance instruction in all grade levels and subject areas. This data will be used to guide small group instruction, remediation/reteaching, individualized instruction/conferencing, pull-out groups by SPED staff or paraprofessionals to help with remediation and/or differentiation of instruction for students performing below grade level.

**Strategy 14:** The SBIT & SST teams will meet to collaborate and plan research-based interventions for identified students. SBIT and SST are ongoing and are scheduled every 8 weeks (SBIT) or each month (SST). At the meetings, student data/progress is discussed in order to collaborate, select targeted interventions, and determine next steps to help the student be more successful. Teachers provide targeted research-based interventions and progress monitor the students weekly in FastBridge. This continues until a student reaches monitor status or qualifies for Special Education Services.

**Strategy 15:** All K-5 teachers will incorporate Science and Social Studies into their Reading and Math blocks. Teachers have been provided with a number of resources to use including Scholastic News, SOL Coach books, VA Studies Weekly (4th grade), myON (3rd-5th), Reading A-Z, Science A-Z, Vocabulary A-Z, Scholastic libraries, and hands-on experiments and learning activities.

**Strategy 16:** The School Counselor, Instructional Coach, and School Psychologist will provide continued professional development on the Student Support Team and Student Based Intervention Team processes. Teachers will continue to utilize FastBridge to progress monitor academics and behaviors; and use research-based strategies as interventions to remediate students. Monthly meetings for Student Support Teams and Student Based Intervention Team will continue during the 2021 - 2022 school year.

**Strategy 17:** The VPI and ECSE preschool classes, along with the ASD and Regular Ed. classes will continue to utilize more inclusive instruction between the classes. High quality early childhood programs such as the High Scope curriculum, and Inclusion services provided by the Special Education teacher and paraprofessionals will aid in the formation of strong educational and socioemotional foundations that will benefit all children.

**SMART GOAL #3: By May 2022, 70% of students in grades 3-5 will demonstrate proficiency on the Math SOL assessments.**

**Strategy 1:** PD will be conducted throughout the year to support all MOE teachers in fostering student engagement through quality lessons that provide deeper learning by implementing VDOE resources and Dan Mulligan resources in their lessons to enhance math instruction.

**Strategy 2:** PD will be conducted throughout the year to help all MOE teachers use HCPS resources such as CFAs and DFAs effectively to collect data in order to give feedback to students and to drive whole group instruction, small group instruction, and individualized instruction



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**Strategy 3:** All MOE teachers will use manipulatives, think alouds, math talk, and spiral review to help students master and retain what they have learned.

**Strategy 4:** In order to address weaknesses in the math reporting categories, all MOE teachers will provide math instruction during small groups to focus on modeling, practice, repetition, review, and timely feedback. These groups will be differentiated based on readiness, process, and/or product. Ongoing formative assessment data will be used to keep groups flexible throughout the school year.

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**SMART GOAL #4: By May 2022, 78% of students will complete the SEL student survey.**

**Strategy 1:** Guidance lessons will include an opportunity for students to complete the SEL survey during the completion window.

**Strategy 2:** All students and families will receive the SEL survey link via social media school outlets during the SEL completion window.

**Strategy 3:** In response to data from the SEL survey, MOE students will be afforded the opportunity to participate in meaningful SEL interactions throughout the school day. These interactions will be ongoing throughout the school year. (Talk time, role-play, check-ins, reflective writing, community team building, etc.)

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**Strategy 4:** Students will be instructed on self-advocacy strategies during guidance lessons. These lessons will be reinforced during the morning announcements and during grade level morning zoom meetings.

**Strategy 5:** Staff and students at MOE will continue to cultivate a positive climate. School norms and expectations will be clarified and reviewed periodically.

**Strategy 6:** Staff and students will work to celebrate success in the implementation of the school behavior expectations.

**Strategy 7:** School Counselor will use Social Emotional Learning (SEL) objectives to address student issues through the identification of student concerns, the development of SEL skills, and the promotion of self-advocacy to help students recognize concerns and identify resources from which they can seek assistance.

**SMART Goal #5: By May 2022, MOE identified gifted students will be given an opportunity to enhance instruction beyond their grade level curriculum.**

**Strategy 1:** Virtual field trips will be made available for students to explore as part of their extended and interest based learning. These activities will be included during the school day via anchor and or itinerant activities.

**Strategy 2:** STEM activities will be made available for students to explore as part of their extended and interest based learning. These activities will be included during the school day via anchor and or itinerant activities.

**Strategy 3:** Rosetta Stone will be made available for identified students to explore during the school day. Students and their families will select their language of choice to study. Students will complete a login sheet after completion of their weekly sessions.

## **Budget Implications:**

Funding and budgeting for these items will occur based on the input of the Principal and School Board staff.

## **Benchmark/Evaluation:**

Observations and walkthroughs; Writing scoresheets; SBIT & SST meeting notes/minutes/dates of meetings; Log/graphs from monitoring in FastBridge; Data tracking forms; Dates of grade level meetings; Meeting agendas; Lesson plan reviews/observations and walkthroughs; Remediation logs; Logs of paraprofessionals with details of work with groups

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## **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
- 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:**

Student Support and School Based Intervention Teams are fundamental parts of Mt. Olivet Elementary's student support services. Student Support Team (SST) is the precursor to Student Based Intervention Team (SBIT). Although less intensive it is designed to identify and provide early remediation for student's educational concerns. The Student Based Intervention Team is more rigorous, and developed to further review identified student issues such as, academic/developmental, behavioral, social, emotional issues. The Student Based Intervention Team collaboratively provides solutions to remediate concerns that are negatively impacting educational performance. Research-based interventions such as incremental rehearsal, repeated practice, drill sandwich, echo reading, Dan Mulligan and Marzano's strategies, summarizing and note taking, non-linguistic representation, spiral review, and giving immediate feedback are frequently discussed and used to enhance student learning. Interventions are put into place based on the effect size of learner outcomes. These strategies are used with identified students during small and/or individual instruction and in the general classroom setting. Other research-based strategies that classroom teachers incorporate to enrich their students' instruction are:

- PALS Instruction (30 minutes daily for identified students)

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- EL Instruction (30 minutes daily for identified students)
- Special Education Services for identified students
- Read 180 Services (including System 44) for identified students.

Currently, Mt. Olivet Elementary targets identified Tier 3 (SBIT) and Tier 2 (SST) students in behavior, mathematics and reading. Selected students are involved in regular progress monitoring (RTI). Student Support Teams monitor the selected Tier 2 students every two weeks (lowest 5% of students in math and reading). Those referred to the Student Based Intervention Team (Tier 3) are progress monitored weekly. Based on student learning data (MAP, PALS, SRI, etc.), teachers are able to more accurately identify the specified tier in which their students should be placed. Student Support and Student Based Intervention Team progress monitoring is performed through the FastBridge progress monitoring platform. Data is entered and visually depicted on graphs, with goal and aim-lines to show progression. Research-based interventions and progress monitoring are done with fidelity, maintaining standardization and coherence. SBIT documentation is systematically placed in cumulative files and copies are given to parents.

Movement within tiers is fluid, in that students can move from one tier to another based on data and student progress. The SST/ Student Based Intervention Teams determine which research-based interventions are to be used and their frequency (most interventions are given daily). This information is included in the student's SST/ Student Based Intervention Team plans, meeting notes, and progress monitoring logs. Teams meet on a regular schedule to assess student progress and the effectiveness of the research-based interventions. If students are making progress, current interventions remain in place. However, if progress is not being made, new research-based interventions are implemented, and monitored for an 8-week instructional period.

Flexibility of intervention groups allows students to receive interventions individually or within a small group. This flexibility is seen in the Student Support Team, Student Based Intervention Team, and classroom groupings. Students have the opportunity to review and practice interventions during daily intervention and remediation times, which is a part of each teacher's daily schedule. Reading and Math tutoring are also available at predetermined times during the first and second semesters for identified students in grades 3-5; PALs tutors are available for K-3; Read 180/System 44 services are available for grades 3-5; Orton-Gilligham, PRIDE, and RISE (Jan Richardson) curriculums are available for all identified students; and Instructional Coach and General Paraprofessional will be available for math remediation to all identified students.

Each teacher at Mt. Olivet Elementary is required to have and implement a classroom behavior management plan. The School Counselor (with the assistance of the school psychologist and community agencies such as Piedmont Community Services) also works with teachers to help all students develop healthy Social Emotional Learning skills, allowing students to practice skill development in a constructive and nurturing environment. This is to aid students in utilizing appropriate social/coping/academic skills that will ensure more positive interactions and life experiences in school and in the community. Through these services, students learn the importance of strong Social and Emotional skills as they relate to favorable outcomes in all areas of life i.e. problem-solving, relational skills, and self- and social- awareness. An SEL survey is completed bi-yearly to assess areas of student need.

Mt. Olivet will continue integrating PBIS (Positive Behavior Interventions and Supports) into the daily school's procedures. Consistent use of PBIS will help to create a positive school climate and consistent procedures to prevent behavioral concerns, and to teach and reinforce expected/appropriate behaviors within the school setting. Expectation matrices are reviewed regularly, and Lancer points are used as a uniform way to monitor points towards PBIS incentives; which are held monthly. In conjunction with these services and interventions, many staff have acquired *Safety Care* training. *Safety Care* provides guidelines on how to properly and safely interact with both disabled and non-disabled students.

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Available at Mt. Olivet Elementary is the High Scope Preschool Curriculum, which helps assist pre-school children in their transition from the early childhood education program to the local elementary school program. The High-Scope Curriculum is a comprehensive model that addresses all areas of development, and the skills and behaviors at each stage of development that pave the way for school success. The strategies are scaffolded to support and extend children's learning. As this not only prepares children for later schooling; High Scope also takes the learning process beyond traditional academics by promoting independence, curiosity, decision making, cooperation, persistence, creativity, and problem solving in young children.

The Early Childhood Special Education, Special Education, and Autism Spectrum Disorder programs assist with the implementation of consistent inclusion of children with disabilities, as identified according to the specific state and local educational agencies.

All faculty at Mt. Olivet Elementary meets the VDOE's Highly Qualified criteria; being fully licensed by the state, having at least a bachelor's degree, and having demonstrated efficient competency in each core area that they teach. Two staff members currently hold National Board Certification, and more than 50% of Mt. Olivet Elementary faculty have Master's Degrees.

In regards to teacher recruitment and retention, Henry County Public Schools is constantly working on expanding and improving existing new teacher orientation, mentoring and professional development programs. Mentoring and professional development programs will focus on effective research-based instructional strategies, the use of data and assessments to guide instruction, building relationships, teacher collaboration, and increasing teacher knowledge of the academic content they teach.

HCPS collaborates with higher education institutions, businesses and industries to provide opportunities for teachers to obtain advanced degrees, certifications, and recertification points. HCPS also provides job-embedded, relevant professional development for instructional staff. Our school system identifies professional development needs for every faculty member and each support staff employee classification, and provides appropriate training in areas of need.

Teachers at Mt. Olivet Elementary School regularly participate in and/or provide mentoring and professional development to colleagues. New teachers at Mt. Olivet Elementary, are assigned a mentor teacher to help guide them through their first years of teaching. The new teacher and his/her mentor work on professional development topics such as classroom management, assessment driven instruction, differentiation, special education, and discussing data with parents. Additional professional development opportunities for new and returning teachers are also incorporated into weekly Grade-Level meetings and monthly faculty meetings.

**SMART GOAL #1: By May 2022, at least 75% of teachers in grades K-5th will effectively implement Lucy Calkins' writer's workshop as a component of their balanced literacy block. 100% of teachers in grades K- 5th will complete 3 out of 3 required units with post assessments scores for 85% of their students.**

**Strategy 1:** All students in grades K-5 will complete three writing units of study as outlined in the Lucy Calkins Writing Units of Study implementation guide (*Writing Pathways Performance Assessments and Learning Progressions, Grades K-8*) through explicit, systematic instruction.

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**Strategy 2:** In order to increase writing fluency, students will demonstrate the ability to form letters appropriately when writing and will do so with automaticity. Teachers and the reading team will monitor this during the first and second nine weeks of instruction.

**Strategy 3:** Teachers will maintain word walls with words mastered through reading in the classroom. Students will maintain a personal word wall with words they have mastered through sight word writing fluency. Students will show mastery of known words read within their writing pieces.

**Strategy 4:** In order to build language skills and cultural literacy, daily edits will be used on uncorrected student text to find errors of capitalization, punctuation, spelling, or grammar and self-correct.

**Strategy 5:** All teachers will continue to implement the balanced literacy model. Additional PD will be provided throughout the year to support teachers with implementation.

**Strategy 6:** All teachers are required to provide differentiated small group instruction geared to the academic needs of individual students. During the ELA block, students will receive differentiated instruction during guided reading lessons.

**Strategy 7:** Lucy Calkins writing units will also continue to be used by all teachers in grades Kindergarten - Grade 5. Teachers will continue to work with Denise Trainer on implementation of writing units and writing instructional strategies. Student writing will be collected and examined for growth over the course of the school year. Additional small group instruction will be provided for any student not performing on grade level.

**Strategy 8:** VDOE resources and Dan Mulligan resources will be used to enhance whole and small group math instruction.

**Strategy 9:** Lesson plans and remediation logs will be monitored to ensure that small group instruction and remediation time is included in daily schedules.

**Strategy 10:** Periodic classroom visits will be made by the school Leadership team.

**SMART GOAL #2: By May 2022, 75% of students in grades 3-5 will demonstrate proficiency on the English SOL assessments.**

**Strategy 1:** All MOE teachers will use explicit and systematic instruction. Teachers will begin lessons with clearly defined and stated learning objectives and expectations.

**Strategy 2:** Multisensory reading instruction (RISE, OG, PRIDE) will be provided for students identified as needing alternative reading instructional support.

**Strategy 3:** Small group instruction will be provided for all students at MOE. Teachers will use identified areas of skill weakness and created lessons to address the needs of their students. In addition to in class tier 1 instruction, Tier 2 Blended Learning programs such as System 44, iRead and Read 180 will provide more individualized and systematic instruction through the use of teacher explicit instruction and computer applications that adjust to the student's development of reading skills to focus on the Zone of Proximal Development.

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**Strategy 4:** Teachers at MOE will use formative assessments daily and then use the data to provide and focus on comprehension strategies such as activating prior knowledge, setting a “specific” purpose for reading, predicting, summarizing, visualizing, and using “fix-up” techniques such as rereading to make sense of fiction and nonfiction texts.

**Strategy 5:** Teachers at MOE will use sequencing and retelling strategies to help children connect the order of familiar events to that within the text to develop an understanding of both fiction and nonfiction.

**Strategy 6:** Open Court reading is taught in grades K-2. The program will continue to be used to provide instruction for areas of weakness in phonemic awareness and blending to read. Teachers in these grades have been trained to use Open Court and will adhere to the implementation of the program with fidelity.

**Strategy 7:** All teachers will continue to implement the balanced literacy model. Additional PD will be provided throughout the year to support teachers with implementation.

**Strategy 8:** All teachers are required to provide differentiated small group instruction geared to the academic needs of individual students. During the ELA block, students will receive differentiated instruction during guided reading lessons.

**Strategy 9:** Lucy Calkins writing units will also continue to be used by all teachers in grades Kindergarten - Grade 5. Teachers will continue to work with Denise Trainer on implementation of writing units and writing instructional strategies. Student writing will be collected and examined for growth over the course of the school year. Additional small group instruction will be provided for any student not performing on grade level.

**Strategy 10:** VDOE resources and Dan Mulligan resources will be used to enhance whole and small group math instruction.

**Strategy 11:** Lesson plans and remediation logs will be monitored to ensure that small group instruction and remediation time is included in daily schedules.

**Strategy 12:** Periodic classroom visits will be made by the school Leadership team.

**Strategy 13:** Teachers will use formative assessments in order to adjust instruction as needed in order to meet the needs of students. Teachers will analyze data from SOL tests, CFAs, DFAs, VKRP, MAP, PALs, DSA, etc. to determine areas of weakness for individual students and subgroups. This data will be used to drive instruction of the whole group and small groups. Data will be studied in grade levels and vertical meetings in order to enhance instruction in all grade levels and subject areas. This data will be used to guide small group instruction, remediation/reteaching, individualized instruction/conferencing, pull-out groups by SPED staff or paraprofessionals to help with remediation and/or differentiation of instruction for students performing below grade level.

**Strategy 14:** The SBIT & SST teams will meet to collaborate and plan research-based interventions for identified students. SBIT and SST are ongoing and are scheduled every 8 weeks (SBIT) or each month (SST). At the meetings, student data/progress is discussed in order to collaborate, select targeted interventions, and determine next steps to help the student be more successful. Teachers provide targeted research-based interventions and progress monitor the students weekly in FastBridge. This continues until a student reaches monitor status or qualifies for Special Education Services.

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**Strategy 15:** All K-5 teachers will incorporate Science and Social Studies into their Reading and Math blocks. Teachers have been provided with a number of resources to use including Scholastic News, SOL Coach books, VA Studies Weekly (4th grade), myON (3rd-5th), Reading A-Z, Science A-Z, Vocabulary A-Z, Scholastic libraries, and hands-on experiments and learning activities.

**Strategy 16:** The School Counselor, Instructional Coach, and School Psychologist will provide continued professional development on the Student Support Team and Student Based Intervention Team processes. Teachers will continue to utilize FastBridge to progress monitor academics and behaviors; and use research-based strategies as interventions to remediate students. Monthly meetings for Student Support Teams and Student Based Intervention Team will continue during the 2021 - 2022 school year.

**Strategy 17:** The VPI and ECSE preschool classes, along with the ASD and Regular Ed. classes will continue to utilize more inclusive instruction between the classes. High quality early childhood programs such as the High Scope curriculum, and Inclusion services provided by the Special Education teacher and paraprofessionals will aid in the formation of strong educational and socioemotional foundations that will benefit all children.

**SMART GOAL #3: By May 2022, 70% of students in grades 3-5 will demonstrate proficiency on the Math SOL assessments.**

**Strategy 1:** PD will be conducted throughout the year to support all MOE teachers in fostering student engagement through quality lessons that provide deeper learning by implementing VDOE resources and Dan Mulligan resources in their lessons to enhance math instruction.

**Strategy 2:** PD will be conducted throughout the year to help all MOE teachers use HCPS resources such as CFAs and DFAs effectively to collect data in order to give feedback to students and to drive whole group instruction, small group instruction, and individualized instruction

**Strategy 3:** All MOE teachers will use manipulatives, think alouds, math talk, and spiral review to help students master and retain what they have learned.

**Strategy 4:** In order to address weaknesses in the math reporting categories, all MOE teachers will provide math instruction during small groups to focus on modeling, practice, repetition, review, and timely feedback. These groups will be differentiated based on readiness, process, and/or product. Ongoing formative assessment data will be used to keep groups flexible throughout the school year.

**Strategy 5:** All MOE teachers will provide explicit and systematic instruction during math by clearly identifying the skills or concepts to be learned, establishing connections between the new content and previous learning.

**Strategy 6:** Teachers will use formative assessments in order to adjust instruction as needed in order to meet the needs of students. Teachers will analyze data from SOL tests, CFAs, DFAs, VKRP, MAP, PALs, DSA, etc. to determine areas of weakness for individual students and subgroups. This data will be used to drive instruction of the whole group and small groups. Data will be studied in grade levels and vertical meetings in order to enhance instruction in all grade levels and subject areas. This data will be used to guide small group instruction, remediation/reteaching, individualized instruction/conferencing, pull-out groups by SPED staff or paraprofessionals to help with remediation and/or differentiation of instruction for students performing below grade level.



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**Strategy 7:** The SBIT & SST teams will meet to collaborate and plan research-based interventions for identified students. SBIT and SST are ongoing and are scheduled every 8 weeks (SBIT) or each month (SST). At the meetings, student data/progress is discussed in order to collaborate, select targeted interventions, and determine next steps to help the student be more successful. Teachers provide targeted research-based interventions and progress monitor the students weekly in FastBridge. This continues until a student reaches monitor status or qualifies for Special Education Services.

**Strategy 8:** The School Counselor, Instructional Coach, and School Psychologist will provide continued professional development on the Student Support Team and Student Based Intervention Team processes. Teachers will continue to utilize FastBridge to progress monitor academics and behaviors; and use research-based strategies as interventions to remediate students. Monthly meetings for Student Support Teams and Student Based Intervention Team will continue during the 2021 - 2022 school year.

**Strategy 9:** The VPI and ECSE preschool classes, along with the ASD and Regular Ed. classes will continue to utilize more inclusive instruction between the classes. High quality early childhood programs such as the High Scope curriculum, and Inclusion services provided by the Special Education teacher and paraprofessionals will aid in the formation of strong educational and socioemotional foundations that will benefit all children.

**SMART GOAL #4: By May 2022, 78% of students will complete the SEL student survey.**

**Strategy 1:** Guidance lessons will include an opportunity for students to complete the SEL survey during the completion window.

**Strategy 2:** All students and families will receive the SEL survey link via social media school outlets during the SEL completion window.

**Strategy 3:** In response to data from the SEL survey, MOE students will be afforded the opportunity to participate in meaningful SEL interactions throughout the school day. These interactions will be ongoing throughout the school year. (Talk time, role-play, check-ins, reflective writing, community team building, etc.)

**Strategy 4:** Students will be instructed on self-advocacy strategies during guidance lessons. These lessons will be reinforced during the morning announcements and during grade level morning zoom meetings.

**Strategy 5:** Staff and students at MOE will continue to cultivate a positive climate. School norms and expectations will be clarified and reviewed periodically.

**Strategy 6:** Staff and students will work to celebrate success in the implementation of the school behavior expectations.

**Strategy 7:** School Counselor will use Social Emotional Learning (SEL) objectives to address student issues through the identification of student concerns, the development of SEL skills, and the promotion of self-advocacy to help students recognize concerns and identify resources from which they can seek assistance.

**SMART Goal #5: By May 2022, MOE identified gifted students will be given an opportunity to enhance instruction beyond their grade level curriculum.**

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**Strategy 1:** Virtual field trips will be made available for students to explore as part of their extended and interest based learning. These activities will be included during the school day via anchor and or itinerant activities.

**Strategy 2:** STEM activities will be made available for students to explore as part of their extended and interest based learning. These activities will be included during the school day via anchor and or itinerant activities.

**Strategy 3:** Rosetta Stone will be made available for identified students to explore during the school day. Students and their families will select their language of choice to study. Students will complete a login sheet after completion of their weekly sessions.

**Budget Implications:**

Funding and budgeting for these items will occur based on the input of the Principal and School Board staff.

**Benchmark/Evaluation:**

Observations and walkthroughs; Writing scoresheets; SBIT & SST meeting notes/minutes/dates of meetings; Log/graphs from monitoring in FastBridge; Data tracking forms; Dates of grade level meetings; Meeting agendas; Lesson plan reviews/observations and walkthroughs; Remediation logs; Logs of paraprofessionals with details of work with groups