

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

Division Name: Henry County Public Schools

School Name: Campbell Court Elementary

Date: October 1, 2018

Select One: **Initial Plan** **Revision**

The school will work to achieve and maintain full accreditation and continue academic improvement.

SMART Goal #1: Students in grades 3-5 will achieve a pass rate of 80% or higher in reading as measured by the Spring 2019 Reading SOL assessment. In the 2017-2018 school year, students in grades 3-5 achieved a pass rate of 78% in reading as measured by the Spring 2018 SOL assessment.

SMART Goal #2: Students in grades 3-5 will achieve a pass rate of 83% or higher in math as measured by the Spring 2019 Math SOL assessment. In the 2017-2018 school year, students in grades 3-5 achieved a pass rate of 81% in math as measured by the Spring 2018 SOL assessment.

SMART Goal #3: At least 95% of students in grades K-2 will show growth in reading with 50% scoring at or above the grade level norm as measured by the Spring 2019 MAP assessment. In the 2017-2018 school year, 96.2% of students in grades K-2 showed growth in reading, with 52.5% of students scoring at or above the grade level norm as evidenced by the Spring 2018 MAP assessment.

SMART Goal #4: At least 95% of students in grades K-2 will show growth in math with 50% scoring at or above the grade level norm as measured by the Spring 2019 MAP assessment. In the 2017-2018 school year, 97.7% of students in grades K-2 showed growth in math. Only 33.3% of students scored at or above the grade level norm as evidenced by the Spring 2018 MAP assessment.

SMART Goal #5: Chronic absenteeism will decrease to 14% or less. In the 2017-2018 school year, 17% of students were chronically absent.

Evaluator's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

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: Campbell Court will follow the balanced assessment model as set forth by Henry County Public Schools. All students will be screened using at least 3 research based screenings to determine those at risk of failing or in need of targeted remediation. We will administer MAP, SRI, PALS, DSA, SOLs, and WIDA ACCESS. Students will also be administered formative and summative assessments designed as part of grade level common planning. These assessments will help track student progress and guide short and long range planning.

In the spring of 2017, SOL data revealed the following:

- 78% of students in grades 3-5 scored proficient or above in reading
- 80% of students in grades 3-5 scored proficient or above in math
- 80% of students in grades 4-5 scored proficient or above in VA Studies
- 71% of students in grade 5 scored proficient or above in science

In the fall of 2018, MAP data revealed the following:

- 24% of kindergarten students scored at or above the grade level norm in math
- 37% of kindergarten students scored at or above the grade level norm in reading
- 44% of 1st grade students scored at or above the grade level norm in math
- 54% of 1st grade students scored at or above the grade level norm in reading

28% of 2nd grade students scored at or above the grade level norm in math
46% of 2nd grade students scored at or above the grade level norm in reading

Strategy #1: Campbell Court has a Student Support (intervention) team at each grade level. Students in need of intensive remediation will receive research-based interventions on a daily basis and be monitored using FastBridge probes. Students not making appropriate progress after 6-12 weeks will be referred to the Child Study Committee. The Child Study Committee will continue to meet until the child either reaches monitor status or is referred for special education testing.

Strategy #2: All teachers will participate in data meetings with the principal, instructional coach, and/or reading specialist at the conclusion of each 9 week grading period. Students in need of enrichment or remediation will be identified. In addition, strengths and weaknesses for individual teachers, grade levels, and/or the school will be identified and next steps will be planned.

Strategy #3: The EL teacher and tutor, SPED teacher, classroom teacher, and administration will meet every 4.5 weeks to review student assessments, teacher observations, and other student data to determine additional interventions, strategies, and supports. LEP students will be monitored for specific WIDA ACCESS areas. Special education students will be monitored for specific IEP goals.

Budget Implications: none

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Detailed notes/minutes will be maintained for Student Support team and Child Study committee meetings.

Unit tests/common assessments (including benchmarks, released SOL tests, skills assessments)	throughout the year
PALS (K-3)	fall, midyear, spring
FastBridge (child study students)	weekly probes
SRI (3-5)	fall, midyear, spring
Attendance	weekly

Writing Prompts (Lucy Calkins units)	quarterly
MAP Assessments	fall, winter, spring
DSA Spelling Analysis	fall, winter
EL monitor forms	quarterly
Comprehension Assessments from Reading Street series	weekly (1st-5th grades)
Performance Tasks	varies based on grade level

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: Ongoing professional development is facilitated for faculty and/or staff. Workshops, trainings, and conferences are determined based on the overall needs of the staff and/or students. Professional development is designed to improve instruction and student success.

The following Look Fors will be utilized during walkthrough observations:

- objective posted and referenced during the lesson
- small group instruction/differentiation/conferring
- growth producing feedback
- purposeful highlighting
- academic vocabulary being utilized
- teaching for mastery
- anchor activities (no down time)

- student engagement
- justification of answers

Strategy #1: Teachers will be expected to utilize small group instruction on a daily basis. Teachers will identify skill-based weaknesses in order to provide individualized instruction to all students. PD will be provided as needed to individuals, small groups, or to the entire faculty. Topics will consist of, but not be limited, to the following: formative assessments, small group instruction, highlighting, guided reading, Lucy Calkins, etc.....

Strategy #2: Formative assessments will be used on a daily basis. Instruction will be adjusted for the following day based upon the results. Students who are in need of intervention will be identified and provided with scaffolds or supports that will enable them to master the grade level standard.

Strategy #3: Walkthrough observations will be conducted by administration, the reading specialist, and/or the instructional coach with specific emphasis on CCE non-negotiables. Feedback will be provided. In addition, video coaching will be utilized. Teachers will record lessons and participate in coaching sessions with the instructional coach, Kay Brimijoin, other teachers, and/or administration.

Budget Implications: none

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Evidence of small group instruction and the use of formative assessment to guide instruction will be visible in daily lesson plans. Teachers will be provided feedback based upon their walkthrough observations.

Unit tests/common assessments (including benchmarks, released SOL tests, skills assessments)	throughout the year
PALS (K-3)	fall, midyear, spring
Fast Bridge (child study students)	weekly probes

SRI 3-5	fall, midyear, spring
Attendance	weekly
Writing prompts (Lucy Calkins units)	quarterly
MAP Assessments	fall, winter, spring
DSA Spelling Analysis	fall, winter
EL Monitor Forms	quarterly
Comprehension Assessments from Reading Street	weekly (1st-5th)
Performance Tasks	varies based on grade level

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: The goal of Campbell Court is to ensure that instructional time is maximized and protected. Teachers have a 90 minute math block and a 120 minute ELA block. Teachers have been strongly encouraged to incorporate science and social studies into their reading instruction, whenever possible.

Strategy #1: A variety of reading programs will be utilized to address weaknesses/deficiencies. We will use iRead, Read 180, System 44, Open Court, guided reading, and SOL Coach. Students will also be required to highlight and number their justification for all answers when completing a comprehension passage.

Strategy #2: PALS tutors and reading instructional assistants will work with individuals and/or small groups of students that are identified based upon the data. Students may receive tutoring in the Read 180 lab throughout the school year. Reading and math tutoring will be held during the spring for identified students.

Strategy #3: Teachers will plan lessons and activities that require students to write across all curriculum areas. Students will be expected to use appropriate grammar, capitalization, and punctuation when writing in content areas other than ELA.

Strategy #4: Lucy Calkins writing units of study are currently being implemented at our school. A certified trainer works at our school monthly to monitor our implementation of these progressive units of study from PK-5th grade.

Strategy #5: Walkthrough observations will be conducted by administration, the reading specialist, and/or the instructional coach with specific emphasis on CCE non-negotiables. Feedback will be provided. In addition, video coaching will be utilized. Teachers will record lessons and participate in coaching sessions with the instructional coach, Kay Brimijoin, other teachers, and/or administration.

Budget Implications: District purchased programs

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Data from reading programs will be monitored and used to plan future instruction. This will be evidenced in daily lesson plans. Attendance sheets will be maintained for the after school instructional programs. PALS tutors/instructional assistants maintain daily schedules. Evidence of writing across all content areas will also be available in daily lesson plans.

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.

<p>Narrative: Campbell Court will provide programs that support and engage community members. Families are informed of the goals and objectives of our educational programs as well as their child’s participation and progress towards these goals and objectives. Local community resources will be utilized, as needed, by teachers and students.</p> <p>Strategy #1: During the 2017-2018 school year, 17% of students at Campbell Court were considered chronically absent. A team of individuals including the guidance counselor, administration, and classroom teachers will be created to analyze attendance data and identify steps the school can take to help lower the absentee rate.</p> <p>Strategy #2: The faculty and staff at Campbell Court will communicate with families through a variety of methods including, but not limited to, an instant alert system, teacher communication logs, agendas, newsletters, monthly calendars, websites, email, Twitter, conferences, parent nights, and/or home visits.</p> <p>Strategy #3: Piedmont Community Services and Family Preservation Services will assist students that qualify based on home or school behavioral issues. These resources assist students by providing necessary skills and strategies that will enable them to meet behavioral objectives and expectations.</p>
<p>Budget Implications: none</p>
<p>Benchmark/Evaluation (or related Indistar® indicators (if applicable): Communication logs will be maintained by teachers. Copies of agendas, newsletters, and other communication tools will be available. Sign in sheets will be maintained for all family events.</p>

Attendance data will be disaggregated to determine reasons for absences (behavior, illness, etc....) The school will conduct home visits for students who are chronically absent.