

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

**Division Name:** Henry County Public Schools  
**School Name:** Drewry Mason Elementary School  
**Date:** October 5, 2020

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

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

**SMART Goal #1:** 75% of students in grades 3-5 will pass the spring 2021 Reading SOL assessment.

**SMART Goal #2:** 70% of students in grades will pass the spring 2021 Math SOL assessment.

**SMART Goal #3:** By May 2021, grades K-1 math teachers will administer Just in Time and mini math assessments from the VDOE. Teachers in grades 2-5 will administer math common formative assessments created by the CFA committees and the Just in Time assessments from the VDOE. Teachers will disaggregate and utilize the data to differentiate instruction.

**SMART Goal #4:** By spring 2021, 100% of K-2 students will demonstrate observed growth in Reading as measured by the fall and spring PALS assessments.

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](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:** Drewry Mason Elementary School will use various assessments and teacher observation to determine the academic needs of our students. For data to be valid, we will administer a majority of these assessments during in-person sessions. Students who are learning virtually will have the opportunity to come in and work 1:1 with their teacher or reading team member in an isolated location, or they can complete the assessments via Zoom.

To measure growth, students in grades 1-5 will be given the NWEA MAP assessment 2 times this year. We will also administer PALs to PK-3rd graders, VKRP to kindergarten students, FastBridge probes, SRI, DSA, district and teacher-made common formative assessments, and comprehension passages to determine strengths and weaknesses in our instruction. All data will be disaggregated through grade-level collaboration. All instruction will be aligned to the VDOE Curriculum Framework. Because of school closure due to COVID19, DMES teachers and our guidance counselor will monitor students closely for counseling needs and social/emotional learning.

Strategy #1: Teachers and staff will disaggregate data from the assessments listed in the table below during grade level planning times.

Strategy # 2: Teachers will participate in quarterly data meetings with the principal and instructional coach in order to discuss data from assessments to address gaps in instruction and to identify students in need of intensive remediation or enrichment.

Strategy #3: Drewry Mason Elementary will continue with Student Support Teams to find specific instructional targets for students struggling with academic content. This team will meet each 6 weeks to monitor the progress students are making with the intensive, evidence-based remediation that they are receiving three to four times per week. Drewry Mason will be using FastBridge Probes weekly to determine growth after the intensive remediation.

Strategy #4: Kindergarten through third grade has an enrichment/remediation period built into the schedule in the afternoons in order to better accommodate the individual needs of each student. Support staff will be given the task to work with small groups during this time under the direction of the general education classroom teacher. During enrichment/remediation time, students will receive instruction focused on areas that are indicated as weaknesses as evidenced through data from the above assessments. Similarly, students who have mastered the content have the opportunity for enrichment activities during this time period.

**Budget Implications:** none

**Benchmark/Evaluation:**

In order to evaluate the effectiveness of our remediation, FastBridge probes will be given on a weekly basis to those students who are part of the Student Support Teams and SBIT.

We will keep detailed minutes from our data meetings and documentation will be thorough.

Also, teachers' lesson plans will have evidence of their work and the work of the support staff during remediation/enrichment times.

Unit tests / Common Assessments (including benchmarks, Released SOL tests, skills assessments)	Throughout the year – data meetings with principal three times per year (1 <sup>st</sup> and 3 <sup>rd</sup> nine week periods)
PALS (K-3)	Fall, Midyear, Spring
FastBridge Progress Monitoring	Weekly
SRI 3-5	Fall, Midyear, Spring
Attendance	Weekly
Writing Prompts	Quarterly
VKRP (kindergarten)	2 times per year
MAP Assessments (Reading and Math)	Fall, Winter, Spring
DSA Spelling Analysis	Fall, Winter
FastBridge interventions and probes for specific reading and math skills	Weekly Probes
EL monitor forms completed by teachers	Quarterly
After School Tutoring formative and summative assessments	Weekly, second semester

Comprehension Assessments	Weekly 1 <sup>st</sup> -5 <sup>th</sup>
Performance Tasks in All Subjects	Number depends on grade level
Jan Richardson Running Records	3 times per year

**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:** Using SOL data from Spring 2019 and PALS/MAP/SRI data when students return to school, Drewry Mason Elementary teachers and staff will work to implement research-based instructional strategies to improve student academic performance in the areas of English/Language Arts and math for all students. We will also use PBIS to strengthen the school community and increase student self-reliance and self-discipline while teaching social norms in order to create a safe, structured environment.

Strategy #1: Teachers will be responsible for setting high expectations for ALL students and helping students establish a growth mindset. John Hattie's research indicates that having high expectations of students has a 1.44 effect size on the academic achievement of students indicating that students can achieve over 2 years worth of growth in a year if a teacher sets high expectations.

Strategy #2: Teachers will use formative assessments daily and adjust instruction according to the results. Students who need remediation based on information gleaned from the formative assessments will be provided with additional instruction. Students who score above or below the expectation of the formative assessments will receive small group instruction and/or one-on-one conferencing with teachers or paraprofessionals. They will also be provided with differentiated learning experiences according to their needs.

Strategy #3: Small group instruction will be provided for all students. Teachers will identify skill-based weaknesses and grade level proficiency to provide small group instruction to meet the needs of each student. Specifically, guided reading is being implemented in Kindergarten through Fifth grades to address individual needs. Data from both formative and summative assessments will be utilized for planning instruction to meet the needs of all students.

Strategy #4: Open Court for K-2 will be implemented in order to address weaknesses in phonemic awareness. K-2 teachers have received training and will implement the program with fidelity.

Strategy #5: In order to strengthen our reading and writing, we will continue with Lucy Calkins writing units. The training provided will help our teachers become better, more focused writing teachers. Training is provided monthly by a trainer who studied at Teachers' College under Lucy Calkins. Students are exposed to texts and are asked to write about them, making our students better readers and writers.

Strategy #6: Students will earn incentives by following the guidelines for behavior set forth by the PBIS committee.

Strategy #7: Students will have guidance lessons to focus on social/emotional growth 2X monthly.

### **2020-2021 Drewry Mason Elementary School Instructional Non-Negotiables**

- Set high expectations for ALL students and help students establish a growth mindset
- Allow students to practice comprehension with a passage **every day**, highlighting to prove answers
- Use anchor charts with essential vocabulary
- Use the **I do, We do, You do** lesson structure
- Use objectives and refer back to them during instruction
- Use formative assessments daily and adjust instruction according to the results

**Budget Implications:** None

**Benchmark/Evaluation:** Professional development opportunities with measures of accountability will be provided. Evidence of the use of formative assessments can be found in lesson plans citing the adjustment of instruction as needed based on formative assessment data. Administrative walkthroughs will be conducted weekly with a focus on the Non-Negotiables and feedback will be provided to teachers based on the data collected through walkthroughs. The guidance schedule will be shared and followed.

**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 DME, we strive to ensure that our instructional time is maximized. Teachers have 2 hours of Reading/Language Arts instruction and 90 minutes for math. Teachers are encouraged to incorporate science, social studies, and writing across all subjects. DME Teachers will follow the HCPS Balanced Literacy Model to incorporate research-based reading practices into our ELA blocks.

Strategy #1: Enrichment and remediation are built into the schedule for grades K-3 in the afternoons so that students are able to get their grade level instruction and exposure in the mornings and work in more targeted skill-specific groups in the afternoons. A variety of staff including paraprofessionals and certified teachers are employed in teaching these skill-based groups through power reading, math fact fluency, and other strategies to increase student achievement. Students in the groups are identified by assessments given throughout the year, including MAP, PALs, DSA, and SRI.

Strategy #2: Enrichment opportunities will be provided for our high-achieving 3-5 students monthly. Students will work to complete a STEM or higher order thinking activity led by the principal, instructional team members, and/or the guidance counselor.

Strategy #2: Lucy Calkins writing units of study are currently being implemented at our school. A certified trainer works at our school each quarter to monitor our implementation of these progressive units of study from PK-5th grade.

Strategy #3: In order to address reading deficiencies, we will employ several reading programs to meet the needs of struggling readers. iRead, Read 180, System 44, Open Court, Guided Reading, the Rise Framework, Power Reading, Short Reads, Repeated Readings, SOL Coach, and IXL ELA will be used daily with targeted groups of students.

Strategy #4: All grades K-5 teachers will implement Henry County's balanced literacy model and incorporate guided reading in order to meet the needs of ALL students. The guided reading instruction will target students' Zone of Proximal Development in reading, writing, and spelling.

Strategy #5: If allowed, we will have after school tutoring for 3-5 students in need of additional academic support. Depending on our budget and personnel, we may be able to offer an enrichment group to stay after-school as well.

<b>Budget Implications:</b> District-purchased programs, after-school tutoring budget	
<b>Benchmark/Evaluation:</b> We will use data from programs used for remediation including iRead, Read 180, System 44, Open Court, and IXL ELA to monitor student achievement. Administration will monitor the use of time in remediation and enrichment periods and will ensure that research-based best practices are being implemented to address the specific needs of students. Evaluations include:	
Unit tests / Common Assessments (including benchmarks, Released SOL tests, skills assessments)	Throughout the year – data meetings with principal three times per year (1 <sup>st</sup> and 3 <sup>rd</sup> nine week periods)
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Comprehension Assessments	Weekly 1 <sup>st</sup> -5 <sup>th</sup>

**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 school-wide 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:** At DME, we strive to ensure that our students receive academic and social/emotional support as outlined in components 1-3 of this plan. The involvement of community is crucial for our success. We will continue to maintain strong relationships with our community sponsors. Recently, we were able to make use of our Help4School community partners to provide assistance to students through virtual learning. We will seek parent involvement and plan for math and reading nights once we are cleared to do so safely.

We will continue with our School-Wide PBIS initiative to encourage good behavior and citizenship.

Strategy #1: We are seeking community outreach for food and clothing to provide for students in need. We have partnerships with the community storehouse, Grace Baptist, Crosspoint Church, COPS kids, Fort Trial Baptist, First Baptist of Ridgeway and First United Methodist of Ridgeway to provide clothes and supplies for our students.

Strategy #2: Once students return to the building, we will begin our PBIS initiative. Students will have the opportunity to earn monthly rewards by exhibiting good citizenship and following school-wide rules. Counseling sessions will be provided for students who do not earn the incentives.

Strategy #3: Drewry Mason Elementary will utilize student teachers and practicum students from Longwood University, Radford University, Patrick Henry Community College, and Magna Vista High School. These students plan valuable lessons and activities for our students and interact with them in whole-group, small-group, and individually to help them progress.

Strategy #4: To reach a portion of our underserved population, we will recruit help from Que School to provide role models for our male students who struggle with school structure and lack of support from home.

**Budget Implications: none**

**Benchmark/Evaluation:** In order to evaluate our effectiveness we will maintain close relationships with community members to provide for students in need and keep a log of the services that we are able to provide. The PBIS team will meet monthly to ensure the initiatives and incentives are well-planned.