

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

Division Name: Henry County Public Schools
School Name: Meadow View Elementary School
Date: September 30, 2018
Select One: **Initial Plan** **X 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 81% or higher in **Math** as measured by the spring 2019 VA Math SOL assessment.

BASELINE DATA: Students in grades 3-5 achieved a pass rate of 79% in Math as measured by the spring 2018 VA MATH SOL assessment.

SMART Goal #2: Students in grades 3-5 will achieve a pass rate of 80% or higher in **Reading** as measured by the spring 2019 VA Reading SOL assessment.

BASELINE DATA: Students in grades 3-5 achieved a pass rate of 77% in Reading as measured by the spring 2018 VA Reading SOL assessment.

SMART Goal #3: At least 95% of students in K-2 will show growth in **Math**, with at least 47% scoring at or above the grade level norm as evidenced by the Spring 2019 Math MAP assessment.

BASELINE DATA: According to the Spring 2018 NWEA Grade Report, 45% of students scored at or above grade level norms. (55% in Kindergarten, 40% in first grade and 40% in second grade). 98% of students in K-2 showed growth.

SMART Goal #4: At least 95% of students in K-2 will show growth in **Reading**, with 52% scoring at or above the grade level norm as evidenced by the Spring 2019 reading MAP assessment. *BASELINE: According to the Spring 2018 NWEA Grade Report, 50% of students scored at or above grade level norm. (47% in Kindergarten, 50% in first grade and 54% in second grade.) 98% of students in K-2 showed growth.*

Evaluator's Signature: _____

Date: _____

Administrator's Signature: Judy Edmonds

Date: 9/30/18

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:

SOL DATA SUMMARY

Based on Spring 2018 SOL testing data, Meadow View Elementary met all state benchmark scores in reading, math, science and Virginia Studies. According to the Spring 2018 School Summary Report from Pearson, our Special Education subgroup and Black subgroup performed significantly below the other subgroups in reading and math.

SOL DATA SUMMARY—SPRING 2018

Overall % of 3-5 students scoring proficient or above in core subject areas

	Spring 2016	Spring 2017	Spring 2018
Reading	74	82	77%
Math	83	78	79%
Science	82	71	78%
VA Studies	82	87	86%

MAP Data Summary

MAP assessments in reading, math and language arts are given three times each year. Teachers use the Learning Continuum to determine areas of need for individual students. Throughout 2017-2018, first and second graders utilized eSpark Learning as part of the reading curriculum. Each student received individualized, computer-based instruction based on MAP data. Based on NWEA data, at the end of the year 50% of first graders and 54% of second graders were reading at or above the grade level norm. First and second graders will continue to use eSpark as part of the reading curriculum during 2018-2019. For Math, the curriculum team is working with teachers to create common assessments

% of K-2 Students scoring at or above Grade Level Norm according to NWEA MAP

	Spring MATH	Fall MATH	Spring READING	Fall READING
Kindergarten	55%	22%	47%	33%
First grade	40%	37%	50%	41%
Second grade	40%	27%	54%	36%
OVERALL School % on Grade Level	47%		50%	

PALS DATA SUMMARY—FALL 2018 (From PALS website)

Grade Level	# of students tested	# (%) of students identified by PALS	# (%) of students identified based on need
K	84	14 (17%)	None at this time
1	98	19 (19%)	None at this time
2	91	29 (32%)	None at this time
3	101	30 (30%)	None at this time

The PALS assessments are administered in the fall, winter and spring for kindergarten through third grade. Any student who is “identified” as needing additional reading intervention on the PALS assessment receives 30 min. daily (2 ½ hours weekly) of additional reading intervention. At each grade level, students are placed in small groups based on their skill deficits according to their PALS Student Summary. Additionally, PALS assessments are administered in the fall and spring to PreK students to provide data for instructional decisions for preschoolers and to monitor student progress through the year. Students considered at-risk in reading will receive interventions put in place by the teachers and reading staff: 1:1 instruction from reading assistants, implementation of the Balanced Literacy Model with emphasis on Guided Reading instruction, Open Court phonemic awareness, PALS services for K-3 identified students, Language Arts IXL for students in grades 2-5, RAZ-Kids, Reading A-Z, independent reading time within the Balanced Literacy block for 3rd-5th grade, eSpark in 1st and 2nd, and Reading Eggs for K students.

WIDA ACCESS for ELLs data scores will be disaggregated for EL students, with EL plans targeting areas of weaknesses for these English language learners. All EL students who earning a level 3.5 or lower on the WIDA ACCESS for ELLs) will receive pull-out services with the EL staff. Based on teacher recommendations, MAP and SOL performance, other EL students will be pulled for additional assistance as well. Language Arts topics will be taught across the curriculum so that students are able to complete reading, writing, listening and speaking tasks in all content areas. The EXC-ELL model will be used to 3rd-5th grades to address students’ needs.

Meadow View Elementary will continue to follow the balanced assessment model currently in place for the school division. Using a triangulation of data, student growth will be determined by MAP, PALS, FastBridge probes, DSA, SRI (3rd and 5th grades), writing prompts using the Lucy Calkins model in K-5th grade, WIDA ACCESS for ELLs, and grade level common assessments and performance tasks.

Strategy #1: Student Support Teams (grade level teams, administrators, reading specialist and instructional coach) will conduct quarterly data meetings to review student data and academic progress. At-risk students will be identified and remediation will be provided. Results will be tracked using FastBridge.

Strategy #2: Grade level lesson plans and resources will be shared with all EL and SPED teachers via Google docs to streamline instruction for their identified students.

Strategy #3: All teachers will utilize Dan Mulligan's progress monitoring forms to determine each student's level of proficiency with math standards of learning. Remediation and enrichment groups will be determined and interventions will be provided within the classroom or as "pull-out" services conducted by grade level team members, reading staff or other available staff.

Strategy #4: Each grade level has a remedial/enrichment time period built into the daily schedule. This time will be used for teachers and/or support staff to provide targeted, focused instruction to students either 1:1 or in small group settings. Areas of weakness or strength will be determined by the assessments listed above.

Budget Implications: The school will purchase Reading Eggs (K), Vocabulary Spelling City (1-5), Unique Learning (SpEd).

Benchmark/Evaluation (or related Indistar® indicators (if applicable): FastBridge data will be used to document the progress of students in the Student Support Teams. Grade levels will submit minutes from their grade level planning sessions including who was in attendance. Dan Mulligan monitoring forms will be evidence of student achievement and progress. Special Education classes will receive IEP progress reports from EdPlan quarterly.

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:

Meadow View Elementary teachers are continuing to use backward design to plan lessons and use HCPS’s curriculum and the VA Curriculum Framework. Lesson plans include the Virginia standard being taught, transfer goals, essential questions and understandings, vocabulary, and performance tasks to assess learning. Throughout each unit of study, students are given multiple formative assessments to gauge their understanding of concepts. Additional data is also collected and monitored by teachers and administration to ensure proficient levels of student growth achievement.

Multiple researched based strategies are used to support student learning. Specific strategies are listed below.

READING K-2

Implement the HC Balanced Literacy block (120 mins): guided reading, Open Court phonics, guided Word Work, independent reading, On-grade level whole group instruction
Use of Open Court for phonemic awareness/phonics
Implement with fidelity Lucy Calkins writing strategies (all grade levels)
Utilize literacy team, EL, Special Ed staff for small group instruction (inclusion and pull-out)

Provide PALS remediation daily, 30-minute sessions, for identified students

Utilize Dan Mulligan's monitoring form to determine mastery of all Reading SOL strands

Practice high frequency words daily to build automaticity

Study high frequency words at home

Use RAZ Kids online

Utilize FastBridge (K-2) for the lowest performing 5% of students and MAP Learning Continuum to determine specific skill deficits to remediate

Use Reading Eggs for individualized computer-based instruction (K)

Use eSpark Learning for individualized computer-based instruction (1st and 2nd) grades

Use Vocabulary Spelling City (1st and 2nd) grades

Unpack Reading SOLS and develop strategies for instruction based on DOK level

Provide reading strategies for parents to use at home during Parent Reading Nights (1 Reading Night per semester)

Incorporate high order thinking questions in lessons/Questioning stems in classroom instruction based DOK level

Incorporate Marzano's instructional strategies into lesson design

READING 3-5

Implement the HC Balanced Literacy block (120 mins): guided reading, guided Word Work, independent reading (SSR), On-grade level whole group instruction

Provide PALS remediation daily, 30-minute sessions, for identified students (3 rd grade)
Implement with fidelity Lucy Calkins writing strategies (all grade levels)
Use Reading Street end-of-unit assessment “cold reads” for comprehension (3 rd – 5 th grades)
Utilize literacy team, EL, Special Ed staff for small group instruction (inclusion and pull-out)
Utilize Dan Mulligan’s monitoring form to determine mastery of all Reading SOL strands
Use Vocabulary Spelling City (3 rd – 5 th) grades
Utilize System 44 daily, 20-minute sessions (4 th and 5 th) grades
Implement Read 180 for 45-minute sessions, daily (4 th and 5 th) grades
Read independently daily; teachers conference with students (3 rd – 5 th) grades
Provide After-School tutoring for 3 rd -5 th , Spring semester
Plan lessons collaboratively with 3 rd -5 th grades and Special Education and Reading Specialist
Unpack Reading SOLs and develop strategies for instruction based on DOK level
Use Power Points from VDOE and TEIs when creating assessments
Remediate during 30 minute block built into the teachers’ daily schedules
Provide reading strategies for parents to use at home during Parent Reading Nights
Incorporate Marzano’s instructional strategies into lesson design
Use of Moby Max to individualized student instruction

MATH K-5

Use of Four Square or other graphic organizer for solving word problems each day

Differentiate instruction based on the MAP Learning Continuum, formative assessments, Dan Mulligan common assessments (3rd-5th) and daily observation

Utilize Dan Mulligan's monitoring form to determine mastery of all SOL strands

Use of manipulatives, IXL math, Moby Max, online textbooks each day

Remediate skills/concepts missed immediately and provide feedback

Hold all students accountable for showing ALL work on daily assignments and assessments

Use corrections folders; all work corrected before being sent home

Differentiate instruction based on student needs (K-5)

Unpack Math SOLS (2016 standards) and develop strategies for instruction based on DOK level

Daily practice of addition and subtraction facts to build automaticity (K-3)

Daily practice of multiplication and division facts to build automaticity (4-5)

Incorporate Marzano's instructional strategies into lesson design

Student progress will be monitored by classroom teachers, literacy team, EL staff, special education staff and administration on a regular basis. If the interventions currently in place are not productive, the Student Support Team will meet to review the data of students being monitored. Intervention logs, progress monitoring graphs, and data will be shared. Goals and student progress will be reviewed and changed as necessary. Students not making expected growth will be moved to Tier 3 interventions (Child Study). Interventions will continue to be monitored and adjusted as needed.

Strategy #1: Teachers and students (K-5) will use schoolwide, non-negotiables daily.

- Use manipulatives for all Math units and use them for more than one day
- Make corrections daily; nothing goes home incorrect
- Use the **I do, We do, You do** (gradual release) lesson structure
- Show Math work on paper consistently throughout the year for all daily assignments and assessments
- Monitor student progress with Dan Mulligan progress monitoring sheets

Strategy #2: Vertical planning meetings will be held each month with at least one member from each grade level, EL and special education staff in attendance. Topics for discussion will be determined by the areas of opportunity identified during data disaggregation. The purpose will be to create common vocabulary to be used across the grade levels.

Strategy #3: Reading specialist will meet with literacy team members bi-weekly to plan strategies for identified students in grades K-3.

Budget Implications:

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Administrative walkthroughs will be conducted weekly. The appropriate usage of non-negotiables and the alignment of lessons to the curriculum framework will be monitored and feedback shared on a walk-through form. Minutes from vertical planning meetings will be shared with administration, indicating who was in attendance and the topics discussed. Notes and sign-in sheets for vertical planning meetings will also be collected. The reading specialist will collect minutes from the meetings with the literacy team.

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:

Meadow View Elementary currently uses research based assessments (MAP, PALS, FastBridge, DSA, Reading inventory) along with daily informal and summative assessments to monitor student growth and mastery of content curriculum skills. Based on this data, teachers use this to drive daily instruction and to create common assessments during collaborative planning times. Areas of strengths and areas of opportunities have been identified within Reading and Math using data and instructional strategies have been implemented to strengthen content taught to students.

Strategy #1: The master schedule will include 30 minutes of remediation and enrichment time built in during the school day. Dan Mulligan progress monitoring sheets will help teachers to identify skills/strategies for individualized instruction during this time.

Strategy #2: After school tutoring will be offered second semester for 3-5 students. Teachers will use data from MAP, PALS, FastBridge along with teacher recommendations to identify students who need extra support with skills/strategies being taught in the content curriculum in Reading and Math and are performing below grade level.

Strategy #3: PALS instruction will be offered for students in K-3 and Read 180/System 44 will be provided to students in 4th and 5th grade who are identified to be at-risk. Time will be built into the Master Schedule.

Strategy #4: All EL students who qualify for services (by earning a level 3.5 or lower on the WIDA ACCESS for ELLS) will receive pull-out services with the EL staff. Based on teacher recommendations, MAP and SOL performance, other EL students will be pulled for additional assistance as well. Language arts topics will be taught across the curriculum so that

students are able to complete reading, writing, listening and speaking tasks in all content areas. The EXC-ELL model will be used to 3rd-5th grades to address students' needs.

Strategy #5: Mrs. Barbour (Special Ed) and Mrs. Perez (EL) will train staff on implementation of evidence-based strategies gleaned from the VDOE workshop "Teaching EL and SWD in the Inclusive Classroom".

Strategy #6: All certified staff, including EL and Special Ed teachers, will attend each professional development session with Denise Trainor for Lucy Calkins writing curriculum. Staff with paraprofessionals working directly with them and their identified students will be responsible for training paraprofessionals in these writing methods.

Budget Implications: After School Tutoring Budget

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Dan Mulligan Progress monitoring sheets will be kept by the teachers and reviewed by Administration and the Instructional Coach during monthly student support team meetings. After tutoring schedule will be established and maintained by the Principal. PALS assessments will be given in the Fall, Winter and Spring and Read 180 data will be collected and maintained monthly by the Reading Specialist.

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:

Counseling and School-based Mental Health programs:

Meadow View Elementary partners with Piedmont Community Services and Family Preservation to identify qualified students and provide school-based transitional day treatment. Students are identified and referred by administration and/or the school counselor. In-house, the school counselor provides guidance lessons at all grade levels. She is partnering with PHCC student athletes and other community members to create programs to support the behavioral, social and academic needs of our students.

School-wide Discipline Plan

Meadow View Elementary will implement PBIS (Positive Behavior Interventions and Supports) as a school-wide discipline

system. The PBIS committee has completed a school-wide survey and chosen core values on which to build the PBIS foundation. The PBIS committee will meet monthly to review data and determine the effectiveness of the plan.

Professional Development

*Administration attended the annual administrative retreat in June 2018 in which professional development on Assessment for Learning was presented and brought back to the staff.

*EL teacher and a special education teacher attended a two-day conference in Roanoke, presented by the VDOE. The training was designed to build participants' understanding of successful instructional strategies for ELs with learning difficulties. Mrs. Barbour and Mrs. Perez will train staff on implementing these evidence-based instructional strategies and programs for English Learners (ELs) and students with disabilities.

*In August and September 2018, the school psychologist provided professional development to certified staff on FastBridge, a system for progress monitoring students who have been identified as at-risk academically and behaviorally. Interventions are determined and weekly probes administered. Data is input into FastBridge. Student Support Teams will meet quarterly to review the progress, or lack thereof, of each student receiving these services. Training will be on-going and geared towards helping all students perform on grade level, including students with disabilities, African American students, white students, economically disadvantaged students, and English learners.

*The reading specialist and instructional coach will attend monthly divisional professional development meetings. Professional development for staff will be on-going and completed throughout the year. A major focus for the year is the implementation of Lucy Calkins writing curriculum for all grade levels, K-5. The trainer is scheduled to meet with certified staff periodically throughout the year, modeling and evaluating the implementation of this program.

*In September 2018, K-2 teachers utilized MAP data and 3-5 teachers analyzed SOL test results to determine problematic standards in the core subject areas and developed a plan to target those standards. Grade level leaders led the staff in disaggregating this data.

*New teachers and/or teachers new to the school division received a condensed version of Open Court training at the August Teaching and Learning Conference held at Bassett High School. The instructional coach, reading specialist and

administration will monitor the continued implementation of Open Court by providing feedback after observations. Teachers will also be asked to video themselves during this process to self-evaluate areas needing improvement.

*Dan Mulligan workshop participants (a classroom teacher and instructional coach) will attend Dan Mulligan workshops where they will create common formative math assessments for use in grades 3-5. After these assessments have been administered to students, teachers will disaggregate data to determine areas needing improvement specific to individual students. Remediation plans will be developed to help close the achievement gap for these students. Teachers will use the DM progress monitoring sheets throughout the year to ensure the correct math standards are being taught and help teachers monitor each student's level of mastery of each math. Continued discussions on how to use the division's curriculum guides in Reading and Math and how to plan units using the division's updated lesson planning format in Reading, Math, Social Studies and Science are also an area of focus.

*Administration and teachers will be meeting quarterly to discuss data and student needs.

*All preschool, Special Education, and EL staff participate in regularly scheduled department meetings. These teachers share the information obtained in their meeting with the staff.

*Professional development will continue for school safety. The Henry County Sheriff's Department will continue to participate in Lock Down drills with the student body and debrief with administration and Crisis Team members on how to improve safety measures. Professional development needs will continue to be identified by teachers' self-assessments, administrators' classroom observations, and teacher requests. In the 2018-2019 school year, 100% of teachers will participate in offered professional development opportunities.

Preschool preparedness

Teachers in the Virginia Preschool Initiative Programs (VPI) and the Early Childhood Special Education program (ECSE) attend monthly PK meetings. Teachers and paraprofessionals of these programs will attend additional trainings throughout the year where they will discuss the High Scope curriculum and best practices needed to prepare preschool students for kindergarten. During the 2018-2019 school year, PK teachers will implement the PK curriculum that aligns with the HCPS kindergarten curriculum, to help prepare their students for the rigor and expectations of kindergarten. Additionally, VPI and ECSE are working towards implementing an inclusion model to support students with special needs.

Students in Virginia Preschool Initiative Programs (VPI) and the Early Childhood Special Education (ECSE) programs will begin to transition to kindergarten during the last nine weeks of the school year. VPI and ECSE students will:

- participate in kindergarten experiences that are at least 30 minutes in length while kindergarteners serve as mentors to the PreK students
- participate in paper/pencil activities
- participate in two small-group times each day
- participate in longer large-group times on the carpet to build stamina in listening and sitting for longer periods of time
- complete activities on the iPad to prepare them for the use of technology and teach respect for technology devices
- take shorter naps to build stamina needed for a kindergarten day without naps

Strategy #1: Meadow View will implement a school-wide discipline plan (PBIS) to decrease undesirable student behaviors and increase parent/school communication.

Strategy #1: Student Support Teams will meet quarterly to track the progress of students being monitored in the FastBridge program. These students will be moved to Child Study if data indicates the need to do so.

Strategy #3: A school-based mentor has been assigned to novice teachers and teachers new to HCPS. These teachers will participate in monthly division-sponsored “new teacher” meetings.

Budget Implications: PBIS training budget provided through a grant written at the central office level

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Minutes from Intervention Team meetings and progress monitoring sheets will be kept to document interventions. A copy of office discipline referrals, parent contact logs, and discipline committee minutes will be kept to monitor the effectiveness of the school-wide discipline plan. Teacher mentor logs will be kept to monitor time spent mentoring new teachers.