Virginia Department of Education
Every Student Succeeds Act of 2015
Title I School-Wide Plan Template

Division Name: Henry County
School Name: Stanleytown Elementary
Date: 10/2/2020
Select One: Initial **Plan**   **X Revision   (December 15, 2020)**

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 before growth in reading as measured by the spring 2021 Reading SOL assessment.

Results: Before growth, 78% of students passed the Reading SOL during the 2018 - 2019 school year. The pass rate considering growth was 84%.

Results (2019-2020): As a result of the mandatory school closure in March in relation to COVID-19, the state Reading SOL assessment was not administered, therefore the necessary data needed could not be obtained to measure the goal.

SMART Goal #2: Students in grades 3-5 will achieve a pass rate of 93% or higher before growth in math as measured by the spring 2021 Math SOL assessment.

Results: Before growth, 90% of students passed the Math SOL during the 2018 - 2019 school year. The pass rate considering growth was 93%.

Results (2019-2020): As a result of the mandatory school closure in March in relation to COVID-19, the state March SOL assessment was not administered, therefore the necessary data needed could not be obtained to measure the goal.

SMART Goal #3: At least 80% of students in K-3 will show growth in reading as measured by the spring 2021 PALs Assessment.

Results: (2020-2021): As a result of HCPS transitioning between a virtual and a Hybrid schedule, the MAP Reading assessment will not be administered this school year, therefore the necessary data needed can not be obtained to measure the goal. The MAP goal has been removed and in its place, the PALs goal has been added.

Results (2019-2020): As a result of the mandatory school closure in March in relation to COVID-19, the MAP Reading assessment was not administered for all grades, therefore the necessary data needed could not be obtained to measure the goal.

SMART Goal #4: At least 80% of students in 4-5 will show growth in ELA as measured by the spring 2021 SGA Assessment.

Results: (2020-2021): As a result of HCPS transitioning between a virtual and a Hybrid schedule, the MAP Reading assessment will not be administered this school year, therefore the necessary data needed can not be obtained to measure the goal. The MAP goal has been removed and in its place, the SGA goal has been added to assess the ELA progress for the students in grades 4th - 5th.

Results (2019-2020): As a result of the mandatory school closure in March in relation to COVID-19, the MAP Math assessment was not administered for all grades, therefore the necessary data needed could not be obtained to measure the goal.

SMART Goal #5: At least 80% of students in 1-5 will show growth in math as measured by the spring 2021 SGA Assessment.

Results: (2020-2021): As a result of HCPS transitioning between a virtual and a Hybrid schedule, the MAP Math assessment will not be administered this school year, therefore the necessary data needed can not be obtained to measure the goal. The MAP goal has been removed and in its place, the SGA goal has been added to assess the math progress for the students in grades 1st - 5th.

Results (2019-2020): As a result of the mandatory school closure in March in relation to COVID-19, the MAP Math assessment was not administered for all grades, therefore the necessary data needed could not be obtained to measure the goal.

SMART Goal #6: At least 80% of students in K will show growth in math as measured by the VKRP Assessment.

(2020-2021): As a result of HCPS transitioning between a virtual and a Hybrid schedule, the MAP Math assessment will not be administered this school year, therefore the necessary data needed can not be obtained to measure the goal. The MAP goal has been removed and in its place, the VKRP goal has been added to assess the math progress for the Kindergarten students.

Evaluator's Signature: _____ Date: _____

Administrator's Signature: <u>L. Hairston-Penn</u> Date: <u>10/2/2020 (Revised 12/15/2020)</u>

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I School wide 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 challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet 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:

As a result of the mandatory school closure as of March 16, 2020 in relation to COVID-19, spring assessments were not administered. Therefore the necessary data needed to measure our goals could not be obtained. Portions of the narrative from the previous school year are still present in this document to provide necessary background information.

During the 2020-2021 school year, 100% of teachers will analyze and use multiple sources of available data to identify students at risk of failing in the area of reading and/or math in order to meet the school's goal of 81% proficiency in Reading and 93% in Math on SOL assessments. Math and English teachers, Special Education teachers, and the English Learner teacher will regularly analyze and disaggregate multiple sources of data to identify any students who are at risk of failing or in need of targeted interventions.

In the Spring of 2019, SOL data revealed the following:
78% of students in grades 3-5 scored proficient or above in reading according to the traditional model. The benchmark is 75%.The performance rate according to the growth model was 84%. The final overall performance level is Level One. The final overall performance level on the English Achievement Gap Indicator is Level Two. The following subgroups are at the level two proficiency rate: Black (70%), Multi-Racial (71%), and Economically Disadvantaged (74%). The Students with Disabilities subgroup is at a level three proficiency rate (44%).

90% of students in grades 3-5 scored proficient or above in math according to the traditional model. The benchmark is 70%. The performance rate according to the growth model was 93%. The final overall performance level is Level One. The final overall performance level on the Math Achievement Gap Indicator is also Level One. The Students with Disabilities subgroup proficiency is 67% (Level Two).

84% of students in grade 4 scored proficient or above in VA Studies. The benchmark is 70%.

82% of students in grade 5 scored proficient or above in science. The benchmark is 70%. The final performance level is Level One. The final performance level on the Science Achievement Gap Indicator is also Level One.

On the Chronic Absenteeism Indicator, 8% of our students were absent 18 or more school days during the 2018-2019 school year. This was an improvement from the previous year when 9.26% was absent 18 days or more from school. The final performance level is Level One.

Measures of Academic Progress (MAP) assessments are administered in the fall and spring. This is a self-leveling assessment that is computer differentiated for each individual student. In the Fall testing administration, MAP data showed the following:

28% of kindergarten students scored at or above grade level RIT in math (2018)
37% of kindergarten students scored at or above grade level RIT in English (2018)
Kindergarten students did not participate in MAP testing; instead, they were assessed using the VKRP (2019)
Kindergarten students did not participate in MAP testing; instead, they were assessed using PALs (2019)

53% of 1st grade students scored at or above grade level RIT in math (2018)
55% of 1st grade students scored at or above grade level RIT in English (2018)

57% of 1st grade students scored at or above grade level RIT in math (2019)

48% of 1st grade students scored at or above grade level RIT in English (2019)

37% of 2nd grade students scored at or above grade level RIT in math (2018)
39% of 2nd grade students scored at or above grade level RIT in English (2018)
34% of 2nd grade students scored at or above grade level RIT in math (2019)
54% of 2nd grade students scored at or above grade level RIT in English (2019)

23% of 3rd grade students scored at or above grade level RIT in math (2018)
33% of 3rd grade students scored at or above grade level RIT in English (2018)
37% of 3rd grade students scored at or above grade level RIT in math (2019)
53% of 3rd grade students scored at or above grade level RIT in English (2019)

54% of 4th grade students scored at or above grade level RIT in math (2018)
56% of 4th grade students scored at or above grade level RIT in English (2018)
52% of 4th grade students scored at or above grade level RIT in math (2019)
55% of 4th grade students scored at or above grade level RIT in English (2019)

40% of 5th grade students scored at or above grade level RIT in math (2018)
50% of 5th grade students scored at or above grade level RIT in English (2018)
43% of 5th grade students scored at or above grade level RIT in math (2019)
61% of 5th grade students scored at or above grade level RIT in English (2019)

The PALS assessment is administered in the fall, winter, and spring. Any student that is "identified" as needing additional reading intervention on the PALS assessment receives 30 min. daily (2 1/2 hours weekly) of additional reading intervention. PALS pull-out groups are differentiated by grade. Students are placed in groups based on their skill deficits according to their PALS Student Summary. In the Fall, PALS data showed the following:

In Kindergarten, 9/45 (20%) students were identified as needing additional PALS remediation (2018).
In Kindergarten, 14/40 (35%) students were identified as needing additional PALS remediation (2019).

In First Grade, 5/37 (13.5%) students were identified as needing additional PALS remediation (2018).
In First Grade, 6/44 (14%) students were identified as needing additional PALS remediation (2019).

In Second Grade, 10/38 (26.3%) students were identified as needing additional PALS remediation (2018).
In Second Grade, 11/34 (32%) students were identified as needing additional PALS remediation (2019).

In Third Grade, 15/44 (34%) students were identified as needing additional PALS remediation (2018).
In Third Grade, 6/38 (16%) students were identified as needing additional PALS remediation (2019).

In Third Grade, 17 students are enrolled in System 44.
In Fourth Grade, 3 students are enrolled in System 44.

In Fourth Grade, 11 students are enrolled in Read 180.
In Fifth Grade, 4 students are enrolled in Read 180.

Strategy #1: All students in grades 4-5 will be tested using the ELA SGA during the fall and spring. Following the administration of each SGA assessment, teachers will identify and target the lowest performing students/ students scoring below the 40th percentile for specific instructional interventions in reading. **(Paula Davis, L. Hairston-Penn)**

Strategy #2: K-3 students will be assessed using the Phonological Awareness Literacy Screening (PALS). Following the administration of each PALS assessment, students identified as below grade level benchmark or teacher recommendations will receive PALS specific instructional interventions. **(Sandy Scales)**

Strategy #3: K students will be assessed using the Virginia Kindergarten Readiness Program (VKRP). Following the administration of each VKRP assessment, students identified as below grade level benchmark or teacher recommendations will receive specific instructional interventions. **(Kindergarten teachers)**

Strategy #4: Students identified as LEP or those who are monitor-level according to WIDA will be assessed using the WIDA assessment. Students identified will receive LEP interventions. **(Brenda Altamirano)**

Strategy #4: Each grade level team will create a visual list of students to determine tiers for English and math. SOL and SGA data will be used for determining tiers. **(Paula Davis)**

Budget Implications:

Benchmark/Evaluation (or related Indistar® indicators (if applicable):
The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

Component 2 §1114(b)(7)(A)(i):
Provide a description of school wide 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:
Stanleytown teachers are continuing to utilize the county-wide lesson plan format and curriculum for Math and Reading. The plans include the Virginia standard being taught, transfer goals, essential questions and understandings, vocabulary, and performance tasks to assess learning. Guided Reading is implemented in all grades throughout each unit of study, students are given multiple formative assessments to gauge their understanding of concepts. Teachers will use formative/summative assessment data to design instruction and provide remediation/enrichment (progress monitor) for student needs. Special Education and EL teachers work collaboratively with regular education teachers to determine interventions needed for students on their caseload and assist in providing them. 100% of teachers will regularly use multiple sources of data to determine specific interventions needed for students who are at risk of failing or in need of targeted interventions. Additional data is also collected and monitored by teachers and administration to ensure proficient levels of student growth achievement.
Strategy #1: Teachers will provide remediation for students identified as needing additional support. Students will be identified using SOL results, SGA, summative, and/or formative assessments, PALS, FastBridge, DSA, SRI, and VKRP. Data will be reviewed during monthly meetings. **(Classroom teachers)**
Strategy #2: Teachers will meet with administration to report data analysis of student performance at the end of each grading period. A plan of action for identified students will be created and implemented. **(Classroom teachers)**
Strategy #3:Grade level teams will collaborate to identify students needing intervention in the areas of reading and math. A plan of intervention will be created and implemented specifically for identified students using researched based interventions such as word study, IXL, Read 180, PALS interventions, iRead, etc. Remediation and intervention will be reflected in lesson plans as all students in need of targeted

intervention may not always be monitored by the Student Support Team/Student Intervention Team. **(Paula Davis, Sandy Scales, L, Hairston-Penn)**

Budget Implications:

Benchmark/Evaluation (or related Indistar® indicators (if applicable):
school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Component 3 §1114(b)(7)(ii):

Provide a description of school wide 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:
To identify students requiring additional support for academic growth, teachers use data from PALS, FastBridge and MAP in the fall, winter, and spring, VKRP in fall and spring, unit assessments, daily assignments and observation on a daily basis. Once students are identified, interventions and remediation within the classroom occurs. In reading, students in K-3 who do not meet a specified benchmark score on the PALS assessment receive 30 additional minutes of reading instruction each day. Students in grades 3-5 who perform poorly on the SRI for Read 180 are enrolled in System 44 (decoding) or Read 180 for 45 additional minutes of intervention each day.
Math weaknesses are identified through FastBridge and the MAP assessment in the fall, winter, and spring, VKRP in fall and spring, through unit assessments, daily assignments and observations on a daily basis. To implement strategies for intervention, the Learning Continuum from MAP is used by the classroom teacher to differentiate lessons according to students' needs.

PALS services, iRead, System 44, Read 180, FastBridge monitoring and interventions, IXL math, Moby Max, small group instruction, 1:1 remediation and/or after-school tutoring are possible interventions that may be implemented to address student weaknesses.

Also, at the beginning of the academic year, SOL test data is disaggregated to determine areas of strength and weakness by core subject area. New strategies for teaching these skills are determined and put into practice.

Student progress is monitored by classroom teachers, the literacy team, EL staff, special education staff and administration on a regular basis. Data meetings on student progress are held at a minimum of once per quarter. If the interventions currently in place (i.e. PALS services, System 44, Read 180, IXL math, Moby Max, small group instruction, 1:1 remediation, after-school tutoring) are not productive, the student support team (Intervention or Child Study) will meet with the school psychologist, guidance counselor and administration 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 or possibly referred for further testing.

Strategy #1:Classroom teachers in grades 1 -5 will record SGA results on a data analysis worksheet to monitor progress over the 2 testing sessions (fall and spring). **(Paula Davis)**

Strategy #2: Grade level teams will meet weekly to discuss information pertaining to student progress. Teachers will turn in grade level meeting minutes. **(Classroom teachers)**

Strategy #3:Teachers will conference with students and assist students in setting academic goals for themselves. **(Classroom Teachers)**

Strategy #4: Classroom teachers will use formative and/or summative assessment, SGA, PALS, FastBridge, DSA, VKRP, and SRI data to check for student understanding in order to address reteaching and remediation needs of identified students. **(Classroom Teachers)**

Strategy #5: Administration will provide feedback from walk-throughs and formal observations. Professional development opportunities will be developed (whole group, individualized or small-group basis). **(L. Hairston-Penn)**

Strategy #6: Preschool through fifth grades will work with the instructional coach, administration and curriculum and instruction team in vertical lesson planning. These sessions will occur four times throughout the school year and will focus on aligning vocabulary, essential knowledge and skills from the VDOE curriculum framework in lessons across grade levels. **(Classroom Teachers, Paula Davis)**

Strategy #7: All teachers will utilize progress monitoring forms to determine each student's level of proficiency in reading and math based on the Virginia standards of learning. Remediation and enrichment groups will be determined based on levels of indicated performance. **(Classroom Teachers)**

Budget Implications:
Benchmark/Evaluation (or related Indistar® indicators (if applicable): The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

Component 4 §1114(b)(7)(iii):

Provide a description of school wide reform strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting 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 the programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the school wide 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: Teachers will receive professional development in areas of needed growth throughout the 2018-19 school year. Professional development will be presented monthly at faculty meetings by administrator, grade level teachers, and/or district curriculum staff.

Strategy #1: The Instructional Coach, the Reading Specialist, and administrator will meet with grade level instructional teams to coach and/or provide feedback regarding the implementation of research based instructional practices in all content areas. **(Paula Davis, Sandy Scales, and L. Hairston-Penn)**

Strategy #2: Classroom teachers will have weekly collaboration with EL and SLD staff to discuss students' progress and needed interventions. **(Classroom teachers, Brenda Altamirano, and SLD staff)**

Strategy #3: Administration will develop and share written expectations for lesson plan monitoring and provide feedback. Teachers will work collaboratively to develop and/or improve their lesson plans in grade level and vertical teams. Plans will be monitored. **(L. Hairston-Penn)**

Strategy #4: The Instructional Coach, the Reading Specialist, the Central Office staff/elementary curriculum coordinators, and/or administration will provide professional development based on the need of the teachers. i.e. lesson plan alignment (alignment of the written, taught, and assessed curriculum), utilization of research-based practices, higher level questioning techniques, unpacking the standards, and objectives development. **(Paula Davis, Sandy Scales, and L. Hairston-Penn)**

Strategy #5: Using FastBridge, teachers in all grades will progress monitor targeted students (not already receiving additional services) in reading and math skills as indicated by SGA and/or VKRP assessments. **(Paula Davis, Malika Johnson, School Psychologist, L. Hairston-Penn)**

Strategy #6: Child Study teams, including parents, will hold meetings to discuss areas of concern. Interventions will be reviewed and changed as needed. Referrals for educational testing may be necessary. **(Paula Davis, Malika Johnson, School Psychologist, L. Hairston-Penn)**

Budget Implications:

Benchmark/Evaluation (or related Indistar® indicators (if applicable):
Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.

Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.