

**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: 9/26/18
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 77% or higher in reading as measured by the spring 2019 Reading SOL assessment.

SMART Goal #2: Students in grades 3-5 will achieve a pass rate of 78% or higher in math as measured by the spring 2019 Math SOL assessment.

SMART Goal #3: At least 90% of students in K-5 will show growth in reading with 60% meeting or exceeding their expected RIT score as measured by the spring 2019 MAP Assessment.

SMART Goal #4: At least 90% of students in K-5 will show growth in math with 60% meeting or exceeding their expected RIT score as measured by the spring 2019 MAP Assessment.

Evaluator's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

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 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:

During the 2018-2019 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 77% proficiency in Reading and 78% in Math on SOL assessments. Math and English teachers, Special Education teachers, and 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 2018, SOL data revealed the following:

73.7% 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 81.1% with the previous year being 83.03 and the three-year average being 81.44. The final performance level is Level One. The final performance level on the English Achievement Gap Indicator is also Level One although the Black subgroup proficiency rate is Level Three (63.3%)

74.4% 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 76.1% with the previous year being 86.25 and the three-year average being 82.51. The final performance level is Level One. The final performance level on the Math Achievement Gap Indicator is also Level One although the Black subgroup proficiency is 60.7% (Too Small) and the Students With Disabilities performance rate is 64.1% - Level Three.

85.3% of students in grade 5 scored proficient or above in VA Studies. The benchmark is 70%.

82.35% 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, 25 students were absent 18 or more school days for a rate of 9.26%. 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 2018, MAP data showed the following:

28% of kindergarten students scored at or above grade level RIT in math
37% of kindergarten students scored at or above grade level RIT in English
53% of 1st grade students scored at or above grade level RIT in math
55% of 1st grade students scored at or above grade level RIT in English
37% of 2nd grade students scored at or above grade level RIT in math
39% of 2nd grade students scored at or above grade level RIT in English
23% of 3rd grade students scored at or above grade level RIT in math
33% of 3rd grade students scored at or above grade level RIT in English
54% of 4th grade students scored at or above grade level RIT in math
56% of 4th grade students scored at or above grade level RIT in English
40% of 5th grade students scored at or above grade level RIT in math
50% of 5th grade students scored at or above grade level RIT in English

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 ½ 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 of 2018, PALS data showed the following:

In Kindergarten, 9/45 (20%) students were identified as needing additional PALS remediation.
In First Grade, 5/37 (13.5%) students were identified as needing additional PALS remediation.
In Second Grade, 10/38 (26.3%) students were identified as needing additional PALS remediation.
In Third Grade, 15/44 (34%) students were identified as needing additional PALS remediation.

Strategy #1: All students K-5 will be tested using the MAP Growth program during the fall, winter, and spring. Following the administration of each MAP assessment, teachers will identify the bottom 5 students scoring below the 40th percentile for specific instructional interventions in reading and/or math. **(Paula Davis, Marcie Seay)**

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: Students with an 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 MAP 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, MAP, summative, and/or formative assessments, PALS, FastBridge, DSA, and SRI. **(Marcie Seay)**

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. **(Marcie Seay)**

Strategy #3:Grade level teams will collaborate to identify the 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, and iRead. (Student Support Team/Student Intervention Team) **(Marcie Seay, Paula Davis, Sandy Scales)**

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 and 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 and 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, ELL 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 possibility referred for further testing.

Strategy #1: Classroom teachers will record MAP results on the data analysis worksheet to monitor progress over the 3 testing sessions (fall, winter, & 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. **(Marcie Seay)**

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

Strategy #4: Classroom teachers will use formative and/or summative assessment, PALS, FastBridge, DSA, MAP, 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). **(Marcie Seay)**

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: Classroom teachers will respond to the feedback provided by Dr. Kay Brimijion on her visits by implementing and indicating her suggestions in their lesson plans and lesson delivery. **(Classroom Teachers)**

Strategy #8: All teachers will utilize adapted Dan Mulligan's progress monitoring forms to determine each student's level of proficiency with each reading and math SOL. Remediation and enrichment groups will be determined based on levels of indicated performance. **(Classroom Teachers)**

Strategy #9: Teachers will use the MAP "Student Goal Setting Worksheet", "Learning Continuum", and the next generation "Student Progress Reports", to help support analysis of student achievement and progress. **(Classroom Teachers)**

Budget Implications:
<p>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.</p>

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 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 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 Marcie Seay)**

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. **(Marcie Seay)**

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 Marcie Seay)**

Strategy #5: Using FastBridge, teachers in all grades will progress monitor the bottom 5 students (not already receiving additional services) in reading and math skills as indicated by the MAP assessment. **(Paula Davis, Stephanie Hemmerich, School Psychologist, Marcie Seay)**

Strategy #6: Student support teams will meet with guidance counselor and school psychologist each quarter to review data of students being progress monitored. Intervention logs, progress monitoring graphs, and other pertinent data will be shared. Goals will be reviewed and changed if needed. **(Paula Davis, Stephanie Hemmerich, School Psychologist, Marcie Seay)**

Strategy #7: Student Support and 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, Stephanie Hemmerich, School Psychologist, Marcie Seay)**

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.