

**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:** October 1, 2021  
**Select One:**   Initial Plan   ☒ Revision

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

**SMART Goal #1: By May 2022, 70% or more students in grades 3-5 will pass the VA Math SOL assessment by meeting their growth target or the state benchmark.**

**SMART Goal #2: By May 2022, 75% or more students in grades 3-5 will pass the VA Reading SOL assessment by meeting their growth target or the state benchmark.**

**SMART Goal #3: By May 2022, 95% of K-2 students will show growth on English (Reading) MAP tests, and 50% of students will meet their RIT goal in English.**

**SMART Goal #4: By May 2022, 95% of K-5 students will show growth on Math, MAP tests, and 50% of students will meet their RIT goal in Math.**

**SMART Goal # 5: By May 2022, 70% of K-5 students will have proficient scores on four physical fitness tests (curl ups, push ups, pacers, sit and reach).**

**SMART Goal #6: By May 2022, 90% of students will respond in a positive manner (30 points or more) on a student**

## climate survey.

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_Renee' Scott\_\_\_\_\_ Date: \_\_10/1/2021\_\_\_\_\_

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:** In addition to teacher observation and teacher-created formative assessments, Meadow View will continue to administer the assessments listed below as prescribed by HCPS. The data from the assessments will be disaggregated through grade-level collaboration to determine the academic needs of our students and identify the learning gaps of students possibly created by the closing of school. Qualifying special education students will be assessed through the VAAP alternative assessment. Additionally, all staff will monitor students who demonstrate a need with social/emotional learning.

<b>Assessments</b>	<b>Times administered per year</b>	<b>Participants</b>	<b>: NOTES regarding Specific assessments</b>
Read180 SRI	fall, mid-year, spring	Third through fifth grade	
MAP	usually 3x/yearly (TBD)	Kindergarten through second grade	
PALS	fall, mid-year, spring	Preschool through third grade	
DSA	fall, mid-year, spring	Kindergarten through fifth grade	
VKRP	fall and spring	Preschool and Kindergarten	
CFA	once per quarter	Kindergarten through fifth grade	
Cornerstone tasks	continuous throughout year	all students Kindergarten through fifth grade	
CoGAT	once (mid-winter)	second and third grade	
WIDA	once, mid-winter	all English Language learners	
SOLs	twice (fall and spring)	third through fifth grade	
VAAP	Spring 2022	qualifying special Education students	
Lucy Calkins writing prompts	quarterly	Kindergarten through fifth grade	
FastBridge probes	weekly	At risk students	
Running Records	three times per year (fall, winter, spring)	Kindergarten through fifth grade	

Baseline Data:

Spring 2021 Math SOL Data

Grade	Tested	SOA	Tested/Passed	Total %
3 <sup>rd</sup>	80	12	68/29	43%
4 <sup>th</sup>	79	10	69/28	41%
5 <sup>th</sup>	81	5	76/31	41%
<b>Overall</b>	<b>240</b>	<b>27</b>	<b>213/88</b>	<b>41%</b>

#### Spring 2021 Reading SOL Data

Grade	Tested	SOA	Tested/Passed	Total %
3 <sup>rd</sup>	80	11	69/36	52%
4 <sup>th</sup>	81	7	74/45	61%
5 <sup>th</sup>	80	4	76/47	63%
<b>Overall</b>	<b>241</b>	<b>22</b>	<b>219/128</b>	<b>58%</b>

Fall 2021 VA Through Course SOLs

Fall Running Records

Fall MAP Test

Physical Fitness Data

**Strategy #1:** Tracking logs from Spring 2021 will be used at the beginning of each unit to help guide teacher planning and instructional review.

**Strategy #2** Student Support Teams (grade level teams, administrators, school psychologist 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 #3:** Each grade level has a remedial/enrichment time period built into the daily schedule. During in-person learning, teachers and/or support staff will provide targeted, focused instruction to students either 1:1-1:2 in order to maintain safety protocols. Areas of weakness or strength will be determined by the assessments listed above.

**Strategy #4:** Staff will participate in collaborative planning meetings to analyze and disaggregate data from the research-based screenings administered: MAP (K-2), VKRP (PreK and K), SRI/SPI (3-5), PALS (PreK-3), DSA (K-5), SOLS (3-5), Fastbridge (Student Support Team and School Based Intervention Team students), division writing assessments (K-5), running records (K-5), quarterly benchmarks in Reading (K-5) and Math Common Formative Assessments (K-5), and WIDA ACCESS (K-5 LEP). Students will also be administered formative and summative assessments designed by grade levels to track student progress and guide planning. Ongoing data conferences with the administration will be held throughout the school year.

**Strategy #5:** Spiral reviews will be used to review 1st nine weeks skills to ensure student mastery.

**Strategy #6:** Teachers in all grades will implement the balanced literacy model. The staff will participate in on going professional development based upon the Next Steps Forwards in Guided Reading, and all grade levels are utilizing a lesson plan for guided reading groups. PD is also being provided to the reading assistants. Read 180 and System 44 in grades 3-5 are intervention programs being utilized for identified students struggling in reading. To increase reading levels in the primary grades, the Guided Reading groups and Open Court in grades Kindergarten –3rd will continue to be implemented with a focus on fidelity. Word Study will be implemented with fidelity in grades K-5<sup>th</sup>. Students in 2<sup>nd</sup> and 3<sup>rd</sup> grades that are identified using various screenings, will be placed into RISE groups.

**Strategy #7:** 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.

**Budget Implications:**

**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. Special Education students will receive IEP progress reports from VA IEP quarterly. Data will be reviewed with the SIP team, grade level teams, and the whole staff from MAP, PALS, Running Records, and the CFA and reading benchmarks.

**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 will continue to use backward design to plan lessons utilizing HCPS's curriculum and the VDOE Curriculum Framework. Throughout each unit of study, students will be given multiple formative assessments to gauge their understanding of concepts. Data from PALS/VKRP/SRI and other assessments will be used to implement research-based instructional strategies to improve student academic performance in the areas of English/Language Arts and math for all students. 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
- Use *HM INTO READING* reading series for comprehension and skills mastery
- Implement with fidelity Lucy Calkins writing strategies (grades K-2)
- Utilize literacy team, EL, Special Ed staff for small group instruction (inclusion and pull-out)
- Provide PALS remediation daily, 30-minute sessions, for selected students.
- Practice high frequency words daily to build automaticity (videos, PowerPoint, Snap words, flash cards, word walls, Jan Richardson sight word routine)
- Use RAZ Kids online

- Utilize FastBridge (grades K-2) for the lowest performing 5% of students and those recommended by teachers in need of interventions
- Use iRead for individualized computer-based instruction (grades K-2)
- Use Vocabulary Spelling City (grades 2-5)
- Unpack Reading SOLS and develop strategies for instruction based on DOK level Incorporate higher order thinking questions in lessons during classroom instruction based on DOK level
- Incorporate “2nd questions” into lessons

### READING 3-5

- Implement the HC Balanced Literacy block (120 mins): guided reading, guided Word Work, independent reading, On-grade level whole group instruction.
- Use *HM INTO READING* reading series for comprehension and skills mastery
- Use *Scholastic Short Reads* for fiction and non-fiction with guided reading groups
- Provide PALS remediation daily, 30-minute sessions, for selected students.
- Implement with fidelity Lucy Calkins writing strategies (grades 3-5)
- Use “cold reads” for comprehension (grades 3-5)
- Utilize literacy team, EL staff, 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 (grade 3-5)
- Utilize System 44, 20-minute sessions per day (grades 3-5)
- Utilize Read 180, 45-minute sessions per day (grades 4-5)
- Provide After-School tutoring (grades 3-5), Spring semester
- Unpack Reading SOLs and develop strategies for instruction based on DOK level
- Plan lessons collaboratively in grade levels (grades 3-5)
- Use Power Points from VDOE and TEIs when creating assessments
- Remediate during 30 minute block built into the teachers’ daily schedules
- Use Moby Max to individualized student instruction

### MATH K-5

- Use of Four Square or other graphic organizer for solving word problems each day. (grades K-1/VKRP problem solving model; grades 2-5/Dan Mulligan modified version)
- Differentiate instruction based on the MAP Learning Continuum, common formative assessments, and daily observation
- Utilize Dan Mulligan’s monitoring form to determine mastery of all SOL strands
- Use manipulatives, IXL math, Moby Max, on-line text books each day

- Remediate skills/concepts missed immediately and provide feedback
- Hold all students accountable for showing work, as appropriate, on daily assignments and assessments
- Use corrections folders; all work corrected before being sent home
- Differentiate instruction based on student needs
- Unpack Math SOLS (2016 standards) and develop strategies for instruction based on DOK level
- Daily practice of addition and subtraction facts to build automaticity, as introduced in grades K-1
- Daily spiral reviews are used to sustain mastery of prior math skills taught

Student academic 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 (S-BIT). Interventions will continue to be monitored and adjusted as needed.

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

- o Use manipulatives consistently for all Math units (Virtual manipulatives will be used for virtual learners)
- o Make corrections daily; nothing goes home incorrect
- o Use the **I do, We do, You do** (gradual release) lesson structure
- o Show Math work on paper consistently throughout the year for all daily assignments and assessments

**Strategy #2:** Tracking logs from Spring 2021 will be used at the beginning of each unit to help guide teacher planning and instructional review.

**Strategy #3:** Spiral reviews will be used to review 1st nine weeks skills to ensure student mastery.

**Strategy #4:** Teachers will implement the Lucy Calkins writing initiative with fidelity. Students will write for a minimum of twenty-minutes per day following the steps of the LC program.

**Strategy #5:** All certified staff, including EL and special ed teachers, will attend each professional development session with Denise Trainor for the Lucy Calkins writing curriculum. Staff with paraprofessionals working directly with the teachers and their students will be responsible for training paraprofessionals in these writing methods.



**Strategy #6:** Quarterly benchmarks in Reading and Math will be disaggregated by grade level teams to look for inconsistencies between various sub groups. The benchmark assessments will serve as formative data to help teachers adjust their instruction and review concepts as needed. The administrator will review data with individual teachers and teams of teachers to assist in providing suggestions for next steps.

**Strategy #7:** 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 and instructional strategies to be used across grade levels.

**Budget Implications:** materials needed for Lucy Calkins writing program (provided by HCPS)

**Benchmark/Evaluation (or related Indistar® indicators (if applicable):** Administrative walk-throughs will be conducted weekly. Lessons in CANVAS will also be reviewed. 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/Google Doc form. Minutes from vertical planning meetings will be shared all grade-levels. The reading specialist and instructional coach will present information learned in their district-level meetings with administration and staff and offer professional development opportunities to staff as needed.

**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, SRI Reading inventory) along with daily formative 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 multiple points of data and instructional strategies have been implemented to strengthen content taught to students.

**Strategy #1:** The master schedule includes 30 minutes for remediation and enrichment time each day for in-person learning.

**Strategy #2:** Tracking logs from Spring 2021 will be used at the beginning of each unit to help guide teachers' planning and instructional review.

**Strategy #3:** Henry County's balanced literacy model and Jan Richardson's guided reading program will be used K-5 to target each student's individual needs in Reading, writing and spelling.

**Strategy #4:** Lucy Calkins writing units of study continue to be implemented K-5. A certified coach works with teachers twice per year to guide, monitor and offer additional professional development as needed.

**Strategie #5:** Various reading programs will be used to support targeted learners within the school. These programs include Read180 (4th and 5th), System 44 (3rd), iRead (K-2), Open Court phonetics (K-3), guided reading (K-5), ; IXL and Moby Max.

**Strategy #6:** 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 #7:** At least one "after school" enrichment program will be offered to identified Gifted & Talented students. This may run concurrently with the After School Tutoring program. Gifted students will attend "enrichment" time with the media specialist in the mornings working on various literacy activities and Rosetta Stone.

**Strategy #8:** 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. Professional development will be provided to staff on best strategies to work with EL students.

**Budget Implications:** After School Tutoring Budget; annual cost of supplemental reading programs (eSpark; IXL; Open Court materials; System 44/Read 180)

**Benchmark/Evaluation (or related Indistar® indicators (if applicable):** Administration and the Instructional Coach. After school tutoring

schedules will be established and maintained by the Principal. PALS assessments will be given in the fall, winter and spring for students in grades K-2 and fall and winter only for students in grade 3. Read 180/System44 assessments will be given in the fall, winter and spring.

**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 to provide on-campus counseling services for students who qualify for these mental health services. Students are identified and referred by teachers, school counselors and administration. In-house school counselors provide guidance lessons at all grade levels. Teachers and other staff will closely monitor students and report needs for Social/Emotional learning to counselors as needed. In addition, Piedmont Community Services facilitates the “Too Good for Drugs” program in 4<sup>th</sup> and 5<sup>th</sup> grade.

***School-wide Discipline Plan***

Meadow View Elementary has implemented PBIS (Positive Behavior Interventions and Supports) as a school-wide incentive system to improve school climate and culture. School-wide core values encourage students to be responsible, respectful, kind and have a positive attitude. The PBIS committee will meet monthly to review data and determine the effectiveness of the plan.

The Wildcat Ways framework provides a tiered system of supports for students behavior. Teachers have implemented morning meetings in which they teach character education and behavior expectations on a daily basis. Immediate feedback and incentives are provided to help students learn and maintain positive behavior. The use of CAT cash and a PBIS store are the most frequent reinforcers for behavior. In addition, students have the chance to earn larger monthly incentives, student of the month, recognition from their teachers, classroom awards, and bus rider and car rider recognitions. As tier one supports do not work for students, they are moved to a team approach and provided with tier 2 supports. Students that do not respond to more individualized approaches will be referred to the SBIT team.

***Professional Development***

\*EL teachers and staff will attend quarterly professional development meetings with the Director of Assessment and English Learners. Teachers will use Ellevation Education to access WIDA-ACCESS and W-APT scores, communicate with EL staff and administrators regarding student progress, and have access to resources tailored to meet each students' needs in each of the four language domains (listening, speaking, reading, and writing).

\*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 continued 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.

\*Dan Mulligan workshop participants (selected classroom teachers and instructional coach) will attend Dan Mulligan workshops where they will create common formative math assessments and diagnostic formative assessments for use in grades K-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. \*Administration and teachers will be meeting quarterly to discuss data and student needs.

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

***Preschool preparedness***

Teachers in the Virginia Preschool Initiative Programs (VPI) and the Early Childhood Special Education program (ECSE) attend regularly scheduled PK meetings to discuss the High Scope curriculum and best practices needed to prepare preschool students for kindergarten. 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. Students in Virginia Preschool Initiative Programs (VPI) and the Early Childhood Special Education (ECSE) programs will begin the transition to kindergarten during the last nine weeks of the school year. VIP 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
- shorten nap-time to build stamina needed for a kindergarten day without naps

**Strategy #1:** The PBIS team will continue to review and evaluate behavior and climate data and make recommendations concerning Tier I behavior strategies. The PBIS team will determine effective Tier 2 strategies for students consistently failing to meet behavior expectations.

**Strategy #2:** MVE will continue to partner COPS for Kids and areas churches (Stone Memorial Christian Church, Vision Assembly of God Church, Community Fellowship, and First Baptist Church in Collinsville) to provide supplies, food and clothing for students in need.

**Strategy #3:** Based on walk-through observation data, professional development will be provided to both individual and/or groups of teachers. Administration, the instructional coach, reading specialist, and SIP team will review observation data (Google WalkThrough Form) and determine ongoing needs for professional development.

**Strategy #4:** VPI and ECSE preschool classes will participate in inclusion and reverse inclusion.

**Strategy #5:** The PE teachers will research and implement best practices to help students build upper body strength and aerobic capacity. Games and activities will be highly engaging and work multiple muscle groups in the body. The PE teachers will recognize students making significant progress on their fitness assessments. PE teachers and classroom teachers will utilize the Fresh Fruits and Vegetable Program information and other resources to discuss the importance of a healthy and well balanced diet.

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

**Benchmark/Evaluation (or related Indistar® indicators (if applicable):** The PBIS meet will meet monthly to review success/areas needing improvement in our school incentives. We will keep a log of activities and supplies provided by our community members and the services the school was able to provide for our students.

