

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

County Name: Henry County
School Name: Axton Elementary

Initial plan Revision

School will work to achieve and maintain full accreditation and continue academic improvement.

Goal #1: For the 2019 - 2020 school year, 79% of Axton Elementary School third, fourth, and fifth grade students will pass reading SOL assessment.

Goal #2: For the 2019 - 2020 school year, 87% of Axton Elementary School third, fourth, and fifth grade students will pass math assessment.

Goal #3: For the 2019 - 2020 school year, 90% of students will demonstrate growth and 55% will meet projected RIT in Reading by the fall to spring MAP assessments.

Goal #4: For the 2019 - 2020 school year, 90% of students will demonstrate growth and 55% will meet projected RIT in Math by the fall to spring MAP assessments.

Principal's Signature: _____

Date: _____

Director's Signature: Marcie Seay_____

Date: 10/04/19

Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at: doe.virginia.gov/federal_programs/esea/index.shtml.

1 §1114(b)(6):

Comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the 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.

A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school by gathering student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates the results of the data analysis used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve student performance.

Background: Axton Elementary is a rural elementary school currently serving 413 students. Axton is a feeder school to Laurel Park Elementary School and to Magna Vista High School. Fifty-six percent of the student population is male and 44% is female. Approximately 50% of the student body qualifies for free or reduced lunch rates. Currently, our school provides EL services to approximately 10% of our students. Some of these students are monitored with no accommodations. The Hispanic population makes up approximately 15% of our school population. Approximately 11% of our students receive special education services that consist of the categories: Emotional and Behavioral, Other Health Impaired, Autism, Developmental Delays, and Specific Learning Disabilities. Axton Elementary currently offers a preschool program for children four years of age. There are two classes of 18 students in each class. Axton Elementary School currently has approximately 52 staff members. Our reading staff consists of one reading specialist, three additional reading assistants, and two PALS tutors. Open Court Reading is utilized for grades K-2. Guided Reading is implemented in grades K-5 along with Lucy Calkins writing curriculum to guide writing instruction. All third, fourth, and fifth graders currently have individual iPads for instruction. Each K-2 classroom has a set of iPads for students to use. Axton Elementary School participates in the Fruit and Vegetable Nutrition program and the weekend backpack program provided by Compassion Church. The school provides a full-time counselor to assist students and parents. After school tutoring will begin in February for 3rd, 4th, and 5th grade students receiving additional reading and math instruction. Axton has been awarded the Agriculture in the Classroom Grant allowing all students to participate in the gardening and harvesting processes.

Using SOL and MAP data, certified teachers disaggregated assessment results. This data was used to determine specific strengths and weaknesses in student performance and instructional practices. Certified staff collaborated with the instructional coach, reading

er, and administration to look at data and to have discussions on effective instructional strategies in order to improve or boost performance. Looking at the SOL data, it was found that student performance decreased in English, Science and VA Studies the previous year. In English, the subgroups of Black, Economically Disadvantaged and Students with Disabilities did not meet the benchmark. In Math, the subgroup of Students with Disabilities did not meet the benchmark. On the Chronic Absenteeism Indicator, 29 students were absent 17 or more school days for a rate of 8.06%. The final performance level is Level One.

Teachers have been provided a spreadsheet with their subgroups identified and will track and document the performance of specific subgroups throughout the year with a laser focus on Students with Disabilities and Blacks.. Teachers are working together to unpack standards of learning using an unpacking document and create objectives using the VA Curriculum Framework provided by the state. Teachers make learning visible by reviewing lesson objectives based on the standards in all content areas with students and explaining the students with the importance of learning the skill represented in the standard. Data meetings with teachers are held to discuss individual, overall and subgroup performance throughout the year. Professional development is provided to target areas of need throughout the school year.

Students at Axton Elementary School take the MAP assessment three times a year to measure student growth. Teachers use the MAP test to establish their SMART goals for the school year as well as help students set individual learning goals. The MAP test is a norm-referenced test that provides relevant data of student strengths and weaknesses. Teachers use MAP data to group students for differentiated instruction. The Learning Continuum provides teachers with a student profile of each student and what skills they are proficient and deficient. Teachers collaborate to determine evidence based interventions to help students fill in learning gaps. Based on student deficiencies, teachers conference with students to set goals and establish strategies to improve areas of weakness. The bottom 5% of students identified by the MAP assessment receive daily interventions and are progress monitored weekly. Based on FastBridge data, baseline data is gathered and goals are established for 6 to 8 week increments. An evidence based intervention is selected and if students do not make progress a new goal and/or intervention will be determined.

Data from the PALS assessment is also used to determine student strengths and weaknesses. Students that are identified by the PALS screener in grades K-3 receive additional inclusion and pull out services. Students K-5 are also administered the DSA to determine their appropriate spelling levels addressed through Word Study. Teachers utilize running records as an additional method to determine students' appropriate reading levels. WIDA is administered to all EL students and used to develop LEP plans for qualifying students. Third grade students are assessed using SPI screener. Third grade students identified as below reading level may be placed in System 44, an evidence based intervention. In grades 4 and 5, students are also screened using the SRI screener. Students identified as below reading level participate in Read180, an evidence based reading program. In the Spring, all 3rd and 5th grade students are screened using the SRI screener to determine students reading below grade level. This information is used to identify the Read 180/System 44 students for the upcoming school year.

Teachers use their observations of students in addition to formative and summative data to guide their planning of differentiated instruction. Through the use of the Balanced Literacy Model, teachers are better able to differentiate the literacy instruction for their students. Grade level teams work together to tier students in order to determine the level of interventions needed. Grade level teams are collaborating to create common assessments in alignment to the expectations of district and state assessments. The instructional coach and reading specialist have paced out the English standards and created Common Formative Assessments per nine weeks. Once assessments are given, data is analyzed for remediation. Axton Elementary is currently fully accredited.

AES SOL Data

| Subject with Accreditation Benchmark | 2015-16 3 years | 2015-16 1 year | 2016-17 3 years | 2016-17 1 year | 2017-18 3 years | 2017-18 1 year | 2018-19 3 years | 2018-19 1 year | 2019-20 3 years | 2019-20 1 year |
|--------------------------------------|--------------------|-------------------|--------------------|-------------------|--------------------|-------------------|--------------------|-------------------|--------------------|-------------------|
| English (75) | 72 | 71 | 71 | 73 | 74 | 79 | 80 | 80 | 79 | 76 |
| Math (70) | 81 | 81 | 85 | 90 | 84 | 82 | 86 | 83 | 84 | 85 |
| History (70) | 85 | 90 | 86 | 88 | 89 | 90 | 85 | 77 | | 60 |
| Science (70) | 81 | 88 | 82 | 90 | 85 | 77 | 84 | 84 | 78 | 70 |

In fourth grade, we have switched from one sole fourth grade teacher teaching VA Studies to all teachers in the grade level teaching Virginia Studies. This holds the entire grade level accountable for this instruction. Overall, fourth grade has transitioned from departmentalized teaching to teaching all subjects. While being departmentalized has its benefits, we feel that this is a better fit for the fourth grade teachers to teach all subjects. The instructional coach will create a Common Formative Assessment for VA Studies and analyze the data once the assessment is given.

In fifth grade, one teacher is teaching science whereas last year two out of three fifth grade teachers taught science. This teacher has communicated with her colleagues skills being taught so they can be addressed in other subjects (i.e. guided reading strategies/materials). This teacher has also asked that a Common Formative Assessment be made each nine weeks by the instructional coach to assess skills and determine skills that need to be remediated. This assessment contains both fourth and fifth grade skills since

L test contains both grade level standards. More hands-on activities have also been incorporated into the lesson design by the r so that students are utilizing higher-level thinking skills during instruction.

Proficiency Gap Dashboard for State Accountability - 2019-2020

| Subgroups | Reading Result | Reading Level | | Math Result | Math Level |
|----------------------------|-----------------------|---|--|--------------------|--|
| All Students | 76 | Level One | | 85 | Level One |
| Black | 62 | Level Three (3 year average Level Two) | | 82 | Level One |
| Economically Disadvantaged | 70 | Level Two (3 year average Level Two) | | 84 | Level One |
| English Learners | 97 | Level One | | 91 | Level One |
| Hispanic | 94 | Level One | | 92 | Level One |
| Students with Disability | 64 | TS (3 year average Level Three) | | 70 | Level One (3 year average Level Three) |
| White | 76 | Level One | | 85 | Level One |

Teachers were given student code information that was taken from PowerSchool. This information informs teachers of the specific subgroups their students are labeled. When common formative assessments are given, teachers are required to look at data for these subgroups to determine next steps in instruction. Since K-2 Common Formative Assessments are given on paper, the instructional coach made a Google Sheet for each individual teacher to analyze their data. The bottom requires teachers to identify subgroup areas and determine the percentage of students who were successful on the assessment.

Teachers are made aware of students who are coded as "Black". Teachers review assessment data and subgroups to constantly monitor student data. There will be a PD on cultural responsiveness. Parent engagement sessions will be scheduled in all grade levels to share reading strategies. Parent engagement sessions will be scheduled in all grade levels to share reading strategies. These sessions will be held during the day before or after the lunch block so that the sessions can take place in the cafeteria where tablespace can be utilized. Specific calls will be made to black families to invite them to participate in the PD sessions.

Economically Disadvantaged-There will be a PD on cultural responsiveness. Parent engagement sessions will be scheduled in all grade levels to share reading strategies. These sessions will be done during the day before or after the lunch block so that the sessions can take place in the cafeteria where tablespace can be utilized.

Students with Disabilities-Parent engagement sessions will be scheduled in all grade levels to share reading strategies. Parent engagement sessions will be scheduled in all grade levels to share reading strategies. These sessions will be done during the day before or after the lunch block so that the sessions can take place in the cafeteria where tablespace can be utilized. Specific calls will be made to families of special education students to invite them to participate in the PD sessions.

| Grade | Percentage of students who made growth in Reading | Percentage of students who met Project RIT growth in Reading | Percentage of students who made growth in Math | Percentage of students who met Project RIT growth in Math |
|----------------|---|--|--|---|
| Overall | 94 | 54 | 97 | 59 |
| Kindergarten | 100 | 67 | 100 | 89 |
| First | 100 | 52 | 100 | 66 |
| Second | 97 | 44 | 100 | 39 |
| Third | 98 | 59 | 98 | 69 |
| Fourth | 86 | 54 | 90 | 26 |
| Fifth | 82 | 51 | 97 | 65 |

PALS Data - Students Identified

| Grade Level | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--------------|-----------|-----------|-----------|-----------|
| Kindergarten | 17% | 25% | 27% | 33% |
| First | 13% | 15% | 25% | 25% |
| Second | 36% | 39% | 38% | 34% |
| Third | 20% | 23% | 37% | 31% |

Strategy #1: Data disaggregation: Student data is disaggregated at the beginning of the year by leadership team for PALS and SOL Data. Teachers are sent spreadsheets with their students RIT scores, PALS scores, SRI Levels, SOL

s, and progression according to MAP from students' previous academic year. Subgroups who did not meet competency receive focused and targeted for additional remediation, progress monitoring, and resources. Teachers are given all SOL data at the beginning of the school year to help break down high and low performing areas. Data meetings are held with teachers, administration, the Instructional Coach and Reading Specialist..

Strategy #2: Teachers will continue to receive feedback from administration and the leadership team on the implementation of Open Court, Lucy Calkins, Guided Reading fluid groups and running records, and Word Study. Making students accountable will be a focus along with teachers meeting consistently with students individually and facilitating these meetings.

Strategy #3: Professional development is being provided for teachers based on areas of weakness noted from data, classroom observations and walkthroughs, and new programs being implemented this year, i.e. Guided Reading, Lucy Calkins, Fastbridge, Balanced Literacy Model, running records, Word Study, evidenced based teaching strategies, etc. Teachers will continue videotaping lessons and receiving instructional coaching using videotaped lessons. A schedule has been provided to all classroom teachers.

Strategy #4: 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 students performing below the 5th percentile for specific instructional interventions in reading and/or math

Strategy #5: 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.

Strategy #6: Teachers will include review rings in core subject areas so that students can continually review vocabulary and important skills being taught. This will also encourage individualized spiral review.

Strategy #7: Teachers will indicate in a Google Doc standards taught to ensure that all standards are taught in 4th and 5th grade science and all standards are taught in Virginia Studies.

Implications: Many programs utilized to monitor student progress and establish interventions are purchased through Title I. Other programs are purchased through Educational and Recreation funds provided to each school by the school division. Funds are also purchased through the general school account.

Mark/Evaluation (or related Indistar® indicators (if applicable)): MAP Assessments, FastBridge, Powerschool Assessments, Formative Assessments (3-5 Math), Jan Richardson Guided Reading Assessments kits/Running records, PALS, DSA, and SOL

2 §1114(b)(7)(A)(i):

Description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in §1114(c)(2)) to meet the challenging state academic standards.

Scientific-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the strategies will be evaluated for effectiveness.

Objective: Axton Elementary School's total enrollment is 415, consisting of 21% African American students, 25% Hispanic students, 44% white students, and 6% of students make up the category of two or more races. Teachers use SOL data, student data folders, MAP assessment data, PALS data, DSA, Guided Reading running records, classroom formative and summative assessments, and teacher observations to identify students in need of interventions. Students are tiered as to the level and intensity of interventions needed. To determine strategies for intervention, the Learning Continuum from MAP is used by the classroom teachers to differentiate lessons according to students' needs. PALS services, System 44, Read 180, FastBridge monitoring and interventions, IXL language arts and math, small group instruction, 1:1 remediation, and/or after-school tutoring are possible interventions that may be implemented to address student weaknesses.

Grade level teams meet bi-weekly to discuss student progress and to select needed interventions. The grade level team will decide who is responsible for providing the intervention and who will progress monitor. SPED, Reading Team members, and EL staff meet with teachers about specific students.

Student data is disaggregated using Student Performance by Question (SPBQ) to determine areas of strength and weakness by core content area, as well as, VDOE Powerpoint with commonly missed SOL questions. New strategies for teaching these skills are identified and put into practice. This information is also incorporated into lesson plans, remediation groups, and after school tutoring.

ing, students in K-3 who do not meet a specified benchmark score on the PALS assessment receive 30 additional minutes of g instruction each day. Students in grades 3-5 who perform poorly on the SPI/SRI may be enrolled in System 44 (decoding) for 30 es or Read 180 for 45 minutes of intervention each day. Math weaknesses are identified through FastBridge, MAP in the fall, , and spring, and through unit assessments, daily assignments and observation.

at support teams consisting of teachers, administration and the school psychologist meet on a monthly basis to review data and ss monitoring data based on evidence based interventions. Students in the bottom 5% according to MAP are progress monitored using FastBridge. Other students are determined by teachers based on need. During monthly meetings, data is reviewed to ne If the intervention(s) are not working and if the intervention(s) are provided with fidelity. If the intervention was provided elity and is not working for the student, a new intervention is selected or a student may be re-tiered for more intensive entions (i.e. child study).

nt progress is monitored by classroom teacher, literacy team, EL staff, special education staff and administration on a regular f the interventions currently in place (i.e. PALS services, iRead, System 44, Read 180, IXL math, small group instruction, 1:1 iation, after-school tutoring) are not productive, the student support team and or Child Study will meet with the school ogist, guidance counselor, instructional coach, reading teacher, and administration to review the data of students being red. Intervention logs, progress monitoring graphs, and data will be shared. Goals and student progress will be reviewed and ed as necessary. Students not making expected growth will be moved to Tier 3 interventions.

gy #1: Grade level/Student Support teams will collaborate to identify the students needing intervention in the areas of g and math. Students will be selected based on performance on the MAP Assessment (students in the 5th ntile or below will be selected) along with PALS data, SRI data, and classroom performance. Teachers will provide iation for students identified as needing additional support.

gy #2: Grade Level PLC meetings are held at least twice a week to discuss instructional interventions needed for ts who are not performing on grade level in math and reading. The instructional coach and administration work y with teachers to monitor these students and their progress. The VA Curriculum Framework along with the ulum developed within the district are unpacked at each meeting to ensure best practices are being used for ards based learning.

gy #3: Teachers will meet with administration to report data analysis of student performance at the end of each grading . A plan of action for identified students will be created and implemented.

Implications: Many programs utilized to monitor student progress and establish interventions are purchased through Title I. Other programs are purchased through Educational and Recreation funds provided to each school by the school division. Funds for programs are also purchased through the general school account.

Mark/Evaluation (or related Indistar® indicators (if applicable): MAP Assessments, FastBridge, Powerschool Assessments, Formative Assessments (3-5 Math and English), Jan Richardson Guided Reading Assessments kits/Running records, PALS, DSA, SOL tests.

3 §1114(b)(7)(ii):

Description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and interventions to provide a well-rounded education.

Scientific-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding literacy or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies are evaluated for effectiveness.

Evidence: Based on SOL data, SPI/SRI screeners, teacher observation, PALS data, DSA, MAP data, Lucy Calkins, Guided Reading running records, and FastBridge data, students showing deficiencies are provided evidence based interventions daily. Teachers and administration review student growth, strengths, and weaknesses on a regular basis. A collection of data is analyzed by teachers and administration to ensure proficient levels of student growth achievement using the following:

| | |
|-------------------------------|--|
| Tests/Performance Assessments | Throughout the year at the end of each unit |
| Student growth measurement | Fall, Winter, and Spring |
| | Fall, Mid-Year, Spring |
| FastBridge | Year long goals; Monthly Student Support Team Meetings; and Child Study |
| SPI and SRI | Quarterly for Read 180/System 44 students; Spring for all 3rd and 5th grade students |

| | |
|-------------------------------------|-------------------------|
| | Weekly |
| dance | Ongoing |
| ng Assessments/Lucy Calkins | Each unit pre- and post |
| Math and English Common Assessments | Quarterly |

Instructional strategies that strengthen the academic program in the school:

| |
|--|
| Administration and Instructional Coach providing continuous feedback to teachers |
| Continuous Professional Development for staff and teachers (to be determined as needed in the areas of ELA, math, science, social studies, technology, and management skills). PD has already been given for read alouds, touch point math, Fish Updates, Dan Mulligan Understanding the Framework, running records, microteaching/video reflection, subgroup analysis, increasing vocabulary, VDOE Deeper Understanding conference overview, learner accountability, Mr. [Name]'s accreditation PD, Responding to Kay Brimijoin and Denise Trainor walkthroughs and debriefing, and reviewed [Name]'s 8 mindframes. |
| Continuous focus on objectives and Dan Mulligan instructional strategies using manipulatives |
| Implement and differentiate the Balanced Literacy Model with fidelity - Open Court (K-2) and Guided Reading (K-5) |
| Use of Literacy team, EL and SPED teachers for small group instruction |
| EL remediation (30 minutes daily) for identified students |
| Reading A-Z online supplement for leveled readers |
| Use of Language Arts IXL reports to differentiate instruction |
| Utilize FastBridge in grades K-5 and MAP Learning Continuum to determine specific skill deficits to remediate |
| Provide interventions and progress monitoring for identified students with fidelity |

ize curriculum framework and the new curriculum for lesson design and implementation

idance Support in individual or small groups based on needs

erapeutic Day Treatment Program through Piedmont Community Services and Family Preservation for individual
ents in need

L computer assisted instruction for differentiation

rent Reading Nights, EL Nights, and STEAM Nights to assist parents with helping students with homework, reading and
comprehension, and bridge the gaps among groups

On for interest based non-fictional reading fluency and comprehension

ent Sustained Reading Program –Grades 3-5

ed 180 Program and System 44 five days per week - Grades 3-5 (Read 180 is five days per weeks, grades 4-5 for
ted students)

medial block built into the master schedule for reading

er School Tutoring in the Spring for 3rd, 4th, and 5th grade students

llaboration of grades 3-5 teachers and Read 180 teachers to align instruction and determine areas of accountability

lize FastBridge for progress monitoring of students in the bottom 5% according to MAP

e Power Points from VDOE and TEI sample items when creating assessments and performance analysis

orporate Marzano's instructional strategies into lesson design

plement Lucy Calkins writing curriculum K-5

e Guided Reading running records

e Open Court picture cards

fferentiated Instruction and ongoing staff development utilizing MAP data, Learning Continuum, FastBridge, Lucy
ins, and Guided Reading

ional strategies with a focus in math:

as on objectives

Mulligan problem solving organizers and application of multi-step word problems are used

ack Math SOLs and develop strategies for instruction based on the DOK level

ne resources (ixl math, math textbook and manipulatives, differentiated ipad lessons) are used daily

sroom remediation/interventions based on formative and summative assessments

erentiated Math Centers

ulative/Spiral Morning Work and Homework Review that provides immediate feedback and successful practice

SOL Mastery documentation cards for individual students

y practice of fact families, skip counting to increase automaticity
computer assisted instruction for differentiation

ogy #1: Data meetings will be held with teachers, administration, the Instructional Coach and Reading Specialist to
v student progress for all students using assessment data (i.e. MAP data, Powerschool Assessment Data, PALS,
non Formative Assessments, and Student Support Data).

ogy #2: Teachers will videotape classroom lessons and receive coaching and feedback from the instructional
and administration. A schedule has been provided to teachers.

ogy #3: Teachers will keep a running log of students who have not mastered the standards covered for the
unit. Students will be reassessed and interventions established to ensure mastery. After school tutoring will be
led for students not mastering the content in math and reading.

ogy #4: Teachers will conference with students and lead students through the process of setting academic goals for
elves.

ogy #5: Classroom teachers will use formative and/or summative assessment, PALS, FastBridge, DSA, MAP, and SRI
to check for student understanding in order to address reteaching and remediation needs of identified students.

ogy #6: Administration will provide feedback from walk-throughs and formal observations. Professional development
unities will be developed (whole group, individualized or small-group basis).

ogy #7: Classroom teachers will respond to the feedback provided by Dr. Kay Brimijion on her visits by implementing
dicating her suggestions in their lesson plans and lesson delivery.

ogy #8: All teachers will utilize adapted Dan Mulligan's progress monitoring forms to determine each student's level of
ency with each reading and math SOL. Remediation and enrichment groups will be determined based on levels of
ted performance.

ogy #9: Parent engagement sessions will be scheduled in all grade levels to share reading strategies. Parent
ement sessions will be scheduled in all grade levels to share reading strategies. These sessions will be done during
y before or after the lunch block so that the sessions can take place in the cafeteria where tablespace can be utilized.

Implications: Many programs utilized to monitor student progress and establish interventions are purchased through Title I. Other programs are purchased through Educational and Recreation funds provided to each school by the school division. Funds for other programs are also purchased through the general school account.

Mark/Evaluation (or related Indistar® indicators (if applicable): MAP Assessments, FastBridge, Powerschool Assessments, Formative Assessments (3-5 Math), Jan Richardson Guided Reading Assessments kits/Running records, PALS, DSA, and SOL

4 §1114(b)(7)(iii):

Description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting 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 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 other 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.

• scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; retention and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated and reported on.

Additional Information: Axton Elementary School has a full time guidance counselor employed through Henry County Public Schools. Axton also utilizes in-house case management services through Piedmont Community Services (PCS) as well as Therapeutic Day Treatment services through PCS and Family Preservation. Axton partners with Omega Psi Phi Fraternity to provide mentoring to students. Axton

ues to implement PBIS during the 2019-2020 school year to offer students positive incentives to encourage them to be a greater
o the school environment.

Elementary School supports a schoolwide tiered model to prevent and address problem behavior, and provide early intervening
es, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400
) . Based on assessment data, students will be tiered as to the intensity of interventions needed. Student support teams will
on a monthly basis to review data and progress monitoring data based on evidence based interventions. If the interventions are
rking, teams will determine if the intervention was provided with fidelity. If it was and is not working for the student, a new
ntion will be selected or a student may be re-tiered for more intensive interventions (i.e. child study). Grade level teams will
oi-weekly to discuss student progress and to select needed interventions. The grade level team will decide who is responsible for
ng the intervention and who will progress monitor. SPED, EL team, and Reading team members meet with teachers regularly to
s selected students.

ng professional development includes administrators, instructional coaches, teachers, paraprofessionals, and guidance counselors.
ences, trainings, and workshops are determined based on staff needs and overall needs of students. Improving instructional
ds and strategies are always at the core of professional development. Additional professional development is being provided in
f needed growth throughout the 2019-2020 school year as determined by teacher self-assessments, administrative
ations/evaluations, and walkthroughs.

on Elementary School, we work hard to ensure that pre-kindergarten students transition smoothly to kindergarten by exposing
ts to various experiences in the kindergarten setting. Pre- kindergarten students are invited in the kindergarten classroom to
e and often times engage in the kindergarten literacy block. Pre- K teachers also encourage and foster the use of the same
mic vocabulary used in kindergarten classrooms. This helps to build a stronger foundation for pre-school students when entering
garten. Pre- school teachers will work directly with kindergarten teachers to review, dis-aggregate, and group students for
garten. The pre-school teachers also work to communicate and prepare teachers and students for the upcoming school year by
ng with parents at the end of the school year. Parents are given literature and discuss points of question with their child's teacher.
eschool curriculum throughout the division is being developed to better prepare pre-kindergarten students for kindergarten.

gy #1: The Instructional Coach, the Reading Specialist, and administrator will meet with grade level instructional teams
ch and/or provide feedback regarding the implementation of research based instructional practices in all content areas.

gy #2: The Instructional Coach, the Reading Specialist, the Central Office staff/elementary curriculum
nators, and/or administration will provide professional development based on the need of the teachers. i.e. lesson

alignment (alignment of the written, taught, and assessed curriculum), utilization of research-based practices, higher questioning techniques, unpacking the standards, and objectives development.

Goal #3: Using FastBridge, teachers in all grades will progress monitor students below the 5th percentile (not already receiving additional services) in reading and math skills as indicated by the MAP assessment.

Goal #4: Student support teams will meet with the school psychologist each quarter to review data of students being closely monitored. Intervention logs, progress monitoring graphs, and other pertinent data will be shared. Goals will be reviewed and changed if needed.

Goal #5: 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.

Goal #6: Continue to collaborate with outside agencies to provide counseling, mentoring, and items such as food for students to take home on the weekends (backpack program).

Goal #7: Continue to implement the PBIS Program to positively impact the school climate at Axton Elementary School.

Goal #8: Continue to provide professional development based on the instructional needs of the building throughout the school year.

Financial Implications: Many programs utilized to monitor student progress and establish interventions are purchased through Title I. Other programs are purchased through Educational and Recreation funds provided to each school by the school division. Funds for other programs are also purchased through the general school account.

Measurement/Evaluation (or related Indistar® indicators (if applicable): Sign-in sheets from professional development, PBIS minutes, data analysis, teacher and student survey, caseload/meeting dates for outside counselors and agencies, and guidance counseling schedule with topics covered

Evaluation of Goals

Provide summative data and evidence to summarize progress and achievement of each goal.

ar Results:

n, Reflections, and Next Steps:

School Improvement Meeting Minutes

and requirements for minutes:

Time:

g Addressed: