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

Division Name: Henry County
School Name: Axton Elementary
Date:
Select One: X Initial plan   Revision

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

SMART Goal #1: By May 2021, 80% of students will meet the Spring PALS Benchmark for grades K - 2. (Third grade data will be included if students don't take SOL tests.)
SMART Goal #2: All students will increase their running record level by 2 levels by May 2021.
SMART Goal #3: By May 2021, all K-1 math teachers will administer the VDOE Just in Time Mathematics Quick Checks
 and mini math assessments created by the CFA committees, document outcomes on the Math Targets Progress Monitoring Form, and utilize the data to differentiate instruction.
 SMART Goal #4: By May 2021, all 2- 5 math teachers will administer the quarterly CFA and VDOE Just in Time Mathematics Quick Checks, document outcomes on the Math Targets Progress Monitoring Form, and utilize the data to differentiate instruction.

Evaluator's Signature: _____   Date: _____

Administrator's Signature: Marcie Seay_____   Date: 10/03/20

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at:
http://www.doe.virginia.gov/federal_programs/esea/index.shtml.
Component 1 §1114(b)(6):
A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative: Axton Elementary is a rural elementary school currently serving 390 students. Axton is a feeder school to Laurel Park Middle School and to Magna Vista High School. Fifty-two percent of the student population is male and 48% is female. Approximately 85% of the student body qualifies for free or reduced lunch rates. Currently, our school provides EL services to approximately 14% of students. Some of these students are monitored with no accommodations. The Hispanic population makes up approximately 25% of our school population. Approximately 13% of our students receive special education services that consist of the categories: Speech and Language, Other Health Impaired, Autism, Developmental Delays, and Specific Learning Disabilities. Axton Elementary currently offers a preschool program for children that are four years of age. There are two classes of 18 students in each class. Axton Elementary School currently has approximately 50 staff members. Our reading staff consists of one reading specialist, three instructional 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 students have individual iPads for instruction. Axton Elementary School participates in the Fresh 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. If allowed, After school tutoring will be implemented for students needing 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.

Due to Covid-19, Axton Elementary is faced with the challenges of providing relevant and rigorous instruction virtually and closely monitoring the social and emotional statuses of all students and families. In August, a Google Form was created by administration where teachers indicated students who were not completing assignments or was completing very little work. By the close of the survey on August 26th, 33 students were reflected on the survey. Administration met with support staff along with the reading specialist, itinerant teachers, and guidance counselor to assign students an additional "mentor" to help these at-risk students. The guidance counselor and principal began making home visits to check on students and to offer and provide any necessary support. Upon a review of interim reports for the first quarter, the list was extended to include an additional 35 students receiving Incompletes in at least two content areas. This list allows the principal and guidance counselor to closely monitor student progress, continue making home visits, and work closely with teachers to find solutions for students at-risk of failing during virtual learning.

A review of the SOL data from the 2019 Spring administration was conducted. The data was initially disaggregated by all certified teachers during the month of September 2019. This analysis was used to determine specific strengths and weaknesses in student performance and instructional practices. Certified staff collaborated with the instructional coach, reading specialist, and administration to look at data and to have discussions on effective instructional strategies in order to improve or boost student performance. Looking at the SOL data, it was found that student performance decreased in English, Science and VA Studies from 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 was 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.

Tracking logs were completed to indicate standards that were not taught and assessed due to school closure in March 2020. Teachers are working together to review the tracking logs, unpack standards of learning using an unpacking document and create objectives using the VA Curriculum Framework provided by the VDOE. Teachers make learning visible by reviewing lesson objectives based on the standards in all content areas with students and involving 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 weakness throughout the school year.

Students at Axton Elementary School normally take the MAP assessment three times a year to measure student growth. 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 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 probes, baseline data is gathered and goals are established for 6 to 8 week increments. An evidence based intervention is selected and if the 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 universal 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. PALS, DSA and running records were initially conducted virtually. 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 into 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 may 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 possible 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 will meet with grade-levels to pace out the English standards and create Common Formative Assessments that will be administered each quarter beginning the second quarter. Once assessments are given, data is analyzed for remediation. Axton Elementary's last accreditation status for 2019 was Accredited. Annual accreditation is waived for all Virginia public schools for the 2020-2021 school year due to the cancellation of spring 2020 state assessments.

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 1year	2019-20 3 years	2019-20 1 year	2020-21
English (75)	72	71	71	73	74	79	80	80	79	76	canceled
Math (70)	81	81	85	90	84	82	86	83	84	85	canceled
History (70)	85	90	86	88	89	90	85	77		60	canceled
Science (70)	81	88	82	90	85	77	84	84	78	70	canceled

Beginning with the second quarter, the instructional coach will create a Common Formative Assessment for English, VA Studies, and Science and analyze the data once the assessments are given.

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		82	Level One

		average Level Two)			
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 codes their students are labeled. When common formative assessments are given, teachers are required to analyze data for these subgroups to determine next steps in instruction.

Black- Teachers are made aware of students who are coded as "Black". Teachers review assessment data and subgroups to constantly monitor data. An in-house equity committee will be formed to examine cultural responsiveness and biases. If guidelines change to allow for groups of visitors in the building, parent engagement sessions will be scheduled in-house in all grade levels to share reading strategies, otherwise these sessions will be scheduled virtually. Specific calls will be made to black families to invite them to participate in these PD sessions.

Economically Disadvantaged-There will be a PD on cultural responsiveness and biases. Parent engagement sessions will be scheduled in all grade levels to share reading strategies. If not able to be conducted in-house, these sessions will occur virtually.

Students with Disabilities- Parent engagement sessions will be scheduled in all grade levels to share reading strategies. If not able to be conducted in-house, these sessions will occur virtually. Specific calls will be made to families of special education students to invite them to participate in the PD sessions.

MAP Data 2019-2020 (From Fall to Winter)

Grade	Percentage of students who met Project RIT growth in Reading	Percentage of students who met Project RIT growth in Math
Overall	**52.2**	**57.2**
Kindergarten	Did not test in Fall	Did not test in Fall
First	50	65
Second	48	55
Third	60	69
Fourth	57	33
Fifth	56	76

The following MAP data is from 2019-2020 mid-year:

In math, 57.2% of students in grades 1 - 5, met or exceeded their RIT.

In reading, 52.2% of students in grades 1 - 5, met or exceeded their RIT.

The Math SOL projected proficiency at midyear was 58.7%, a 2% increase from the fall. The previous year's midyear projection was 59%.

The Reading SOL projected proficiency at midyear was 55%, a 6.3% increase from the fall. The previous year's midyear projection was 48.3%.

MAP Data 2018-2019 (From Fall to Spring)

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	2020-2021
Kindergarten	17%	25%	27%	33%	Data not available yet
First	13%	15%	25%	25%	Data not available yet
Second	36%	39%	38%	34%	Data not available yet
Third	20%	23%	37%	31%	Data not available yet

Strategy #1: Data disaggregation: Student data is disaggregated at the beginning of the year by the leadership team for SOL Data. Teachers are sent spreadsheets with their students RIT scores, PALS scores, SRI Levels, and SOL scores. Subgroups who did not meet proficiency receive focused and targeted for additional remediation, progress monitoring, and resources. Teachers are also 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. Holding students accountable will be a focus along with teachers meeting consistently with students individually and documenting 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 will be provided to all classroom teachers.

Strategy #4: 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 #5: 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 #6: 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.

Budget Implications: Many programs utilized to monitor student progress and establish interventions are purchased through Title I funds. 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.

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

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: Axton Elementary School's total enrollment is 390, consisting of 21% African American students, 25% Hispanic students, 48% White students, and 6% of students making up the category of two or more races.   Teachers use SOL data, student data folders, PALS data, DSA, Guided Reading running records, classroom formative and summative assessments, and teacher observation to identify students in need of interventions. Students are tiered as to the level and intensity of interventions needed. To implement 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.

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

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 SPI/SRI may be enrolled in System 44 (decoding) for 30 minutes or Read 180 for 45 minutes of intervention each day. Math weaknesses are identified through FastBridge, MAP in the fall, winter, and spring, and through unit assessments, daily assignments and observation.

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

Student progress is monitored by classroom teacher, literacy team, EL staff, special education staff and administration on a regular basis. If the interventions currently in place (i.e. PALS services, iRead, System 44, Read 180, IXL math, small group instruction, 1:1 remediation, after-school tutoring) are not productive, the student support team and or Child Study will meet with the school psychologist, guidance counselor, instructional coach, reading teacher, 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.

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

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

Strategy #3: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.

Budget Implications: Many programs utilized to monitor student progress and establish interventions are purchased through Title I funds. 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.
Benchmark/Evaluation (or related Indistar® indicators (if applicable): FastBridge, Powerschool Assessments, Common Formative Assessments (3-5 Math and English), Jan Richardson Guided Reading Assessments kits/Running records, PALS, DSA, and SOL tests.

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: Based on SOL data, SPI/SRI screeners, teacher observation, PALS data, DSA, 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 monitored by teachers and administration to ensure proficient levels of student growth achievement using the following:
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Unit Tests/Performance Assessments	Throughout the year at the end of each unit
PALS	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
Attendance	Ongoing
Writing Assessments/Lucy Calkins	Each unit pre- and post
3-5 Math and English Common Assessments	Quarterly (English will begin the 2nd quarter)

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
* 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
* PALS 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 to determine specific skill deficits to remediate
* Provide interventions and progress monitoring for identified students with fidelity
* Utilize curriculum framework and the new curriculum for lesson design and implementation
* Guidance Support in individual or small groups based on needs
* Therapeutic Day Treatment Program through Piedmont Community Services and/or Family Preservation for individual students in need
* IXL computer assisted instruction for differentiation
* Parent Reading and STEAM events to assist parents with helping students with homework, reading and math comprehension, and bridge the gaps among groups. These events may occur virtually.
* MyOn for interest based non-fictional reading fluency and comprehension
* Silent Sustained Reading Program – Grades 3-5
* Read 180 Program and System 44 five days per week - Grades 3-5 (Read 180 is five days per weeks, grades 4-5 for selected students)
* Remedial block built into the master schedule for reading
*If allowed, After School Tutoring in the Spring for 3rd, 4th, and 5th grade students
* Collaboration of grades 3-5 teachers and Read 180 teachers to align instruction and determine areas of accountability
* Utilize FastBridge for progress monitoring of students
* Use Power Points from VDOE and TEI sample items when creating assessments and performance analysis
* Incorporate Marzano's instructional strategies into lesson design
* Implement Lucy Calkins writing curriculum K-5
* Use Guided Reading running records
* Use Open Court picture cards
* Differentiated Instruction and ongoing staff development utilizing FastBridge, Lucy Calkins, and Guided Reading
Additional strategies with a focus in math:
* Focus on objectives

* Dan Mulligan problem solving organizers and application of multi-step word problems are used
* Unpack Math SOLs and develop strategies for instruction based on the DOK level
* Online resources (ixl math, math textbook and manipulatives, differentiated iPad lessons) are used daily
* Classroom remediation/interventions based on formative and summative assessments
* Differentiated Math Centers
* Cumulative/Spiral Morning Work and Homework Review that provides immediate feedback and successful practice
* Use SOL Mastery documentation cards for individual students
* Daily practice of fact families, skip counting to increase automaticity
* IXL computer assisted instruction for differentiation

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

Strategy #2: Teachers will videotape classroom lessons and receive coaching and feedback from the instructional coach and administration. A schedule will be provided to teachers.

Strategy #3: Teachers will keep a running log of students who have not mastered the standards covered for the week/unit. Students will be reassessed and interventions established to ensure mastery. If allowed, after school tutoring will be provided for students not mastering the content in math and reading.

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

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

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

Strategy #7: 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.

Strategy #8: Parent engagement sessions will be scheduled in all grade levels to share reading strategies. If these sessions are not able to be conducted in-house, they will occur virtually.

Budget Implications: Many programs utilized to monitor student progress and establish interventions are purchased through Title I funds. 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.

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

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: Axton Elementary School has a full time guidance counselor employed through Henry County Public Schools. Axton also provides 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 continues to implement PBIS during the 2020-2021 school year to offer students positive incentives to encourage them to be a greater asset to the school environment.

Axton Elementary School supports a schoolwide tiered model to prevent and address problem behavior, and provide 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.). Based on assessment data, students will be tiered as to the intensity of interventions needed. Student support teams will meet on a monthly basis to review data and progress monitoring data based on evidence based interventions. If the interventions are not working, teams will determine if the intervention was provided with fidelity. If it was and is not working for the student, a new intervention will be selected or a student may be re-tiered for more intensive interventions (i.e. child study). Grade level teams will 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, EL team, and Reading team members meet with teachers regularly to discuss selected students.

Ongoing professional development includes administrators, instructional coaches, teachers, paraprofessionals, and guidance counselors. Conferences, trainings, and workshops are determined based on staff needs and overall needs of students. Improving instructional methods and strategies are always at the core of professional development. Additional professional development is being provided in areas of needed growth throughout the 2020-2021 school year as determined by teacher self-assessments, administrative observations/evaluations, and walkthroughs.

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

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.

Strategy #2: 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.

Strategy #3: Using FastBridge, teachers in all grades will progress monitor students in reading and math skills.

Strategy #4: Student support teams will meet with the 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.

Strategy #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.

Strategy #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).

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

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

Budget Implications: Many programs utilized to monitor student progress and establish interventions are purchased through Title I funds. 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.

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Sign-in sheets from professional development, PBIS minutes, discipline 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.

End-Of-Year Results:

Conclusion, Reflections, and Next Steps:

School Improvement Meeting Minutes

Directions and requirements for minutes:

Date: Time:

Goal Being Addressed:

Attendees: