

**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:**  **Initial plan**                       **Revision**

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

**SMART Goal #1:** For the 2021 - 2022 school year, 75% of Axton Elementary School third, fourth, and fifth grade students will pass the Virginia Reading SOL assessment.

**SMART Goal #2:** For the 2021 - 2022 school year, 70% of Axton Elementary School third, fourth, and fifth grade students will pass the Virginia Math SOL assessment.

**SMART Goal #3:** For the 2021 - 2022 school year, 90% of 1st and 2nd grade students will demonstrate growth and 50% will meet projected RIT in Reading as measured by the fall to spring MAP assessments.

**SMART Goal #4:** For the 2021 - 2022 school year, 90% of 1st and 2nd grade students will demonstrate growth and 50% will meet projected RIT in Math as measured by the fall to spring MAP assessments.

**SMART Goal #5:** For the 2021-2022 school students and staff will receive information on improving wellness to include the benefits of exercise and healthy food choices at least once weekly.

**SMART Goal #6:** By May 2022 at least 90% of students will participate in PBIS incentives by consistently demonstrating behavior inline with the core values of Respect, Responsible, and Ready.

**SMART Goal #7:** By the end of the 2021 - 2022 school year, at least 30% of kindergarten students will have a Guided Reading level of D or higher.

**SMART Goal #8:** By the end of the 2021 - 2022 school year, 100% of kindergarten students will be able to orally count from 0 - 100 by ones and at least 80% of kindergarten students will be able to write numbers from 0 - 20.

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

Date: \_\_\_\_\_

Administrator's Signature: Marcie Seay \_\_\_\_\_

Date: 10/04/21

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:** Axton Elementary is a rural elementary school currently serving 382 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 89% 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. 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.

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.

The MAP test is a norm referenced test that provides relevant data of student strengths and weaknesses. First and second grade 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. Students identified having significant weaknesses based on outcomes from informal, PALS, and Guiding Reading assessments 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. WIDA is administered to all EL students and used to develop LEP plans for qualifying students. 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 at first quarter. Once assessments are given, data is analyzed for remediation. Axton Elementary's last accreditation status for 2019 was Accredited.

AES SOL Data

<b>Subject with Accreditation Benchmark</b>	<b>2017-18 3 years</b>	<b>2017-18 1 year</b>	<b>2018-19 3 years</b>	<b>2018-19 1year</b>	<b>2019-20 3 years</b>	<b>2019-20 1 year</b>	<b>2020-21</b>	<b>2021-22</b>
<b>English (75)</b>	74	79	80	80	79	76	canceled	61 without Expedited Retakes
<b>Math (70)</b>	84	82	86	83	84	85	canceled	38 without Expedited Retakes
<b>History (70)</b>	89	90	85	77		60	canceled	Local Performance Assessment
<b>Science (70)</b>	85	77	84	84	78	70	canceled	21 without Expedited Retakes

Beginning with the first quarter, the instructional coach will create a Common Formative Assessment for English, VA Studies, and Science. Data will be analyzed by a team consisting of grade level teachers, Instructional Coach, Reading Specialist, and Administration.

**Proficiency Gap Dashboard for State Accountability - 2019-2020**

<b>Subgroups</b>	<b>Reading Result</b>	<b>Reading Level</b>		<b>Math Result</b>	<b>Math Level</b>
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

**Growth Assessment Fall 2021**

<b>Math</b>			
<b>Grade Level</b>	<b>Proficient</b>	<b>Developing</b>	<b>Emerging</b>
<b>3rd</b>	<b>0%</b>	<b>6%</b>	<b>94%</b>
<b>4th</b>	<b>24%</b>	<b>27%</b>	<b>49%</b>
<b>5th</b>	<b>40%</b>	<b>11%</b>	<b>49%</b>
<b>Reading</b>			
<b>Grade Level</b>	<b>Proficient</b>	<b>Developing</b>	<b>Emerging</b>
<b>3rd</b>	<b>13%</b>	<b>11%</b>	<b>76%</b>
<b>4th</b>	<b>58%</b>	<b>10%</b>	<b>32%</b>
<b>5th</b>	<b>59%</b>	<b>10%</b>	<b>31%</b>

**MAP Data 2019-2020 (From Fall to Winter, not assessed in Spring due to school closure)**

<b>Grade</b>	<b>Percentage of students who met Project RIT growth in Reading</b>	<b>Percentage of students who met Project RIT growth in Math</b>

<b>Overall</b>	<b>52.2</b>	<b>57.2</b>
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)**

<b>Grade</b>	<b>Percentage of students who made growth in Reading</b>	<b>Percentage of students who met Project RIT growth in Reading</b>	<b>Percentage of students who made growth in Math</b>	<b>Percentage of students who met Project RIT growth in Math</b>
<b>Overall</b>	<b>94</b>	<b>54</b>	<b>97</b>	<b>59</b>
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**

<b>Grade Level</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Kindergarten	17%	25%	27%	33%	Not available	Not available yet
First	13%	15%	25%	25%	Not available	49%
Second	36%	39%	38%	34%	Not available	61%



Third	20%	23%	37%	31%	Not available	51%
<p><b>Budget Implications:</b> 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.</p> <p><b>Benchmark/Evaluation (or related Indistar® indicators (if applicable):</b> FastBridge, Powerschool Assessments, Common Formative Assessments (3-5 Math), Jan Richardson Guided Reading Assessments kits/Running records, PALS, DSA, and SOL tests.</p>						

**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 382, consisting of 25% African American students, 24% Hispanic students, 44% White students, and 7% 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 1st and 2nd grade 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.

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 4-5 who performed poorly on the SPI/SRI during the previous school year may be enrolled in System44 (decoding) for 30 minutes or Read180 for 30 minutes of intervention each day. Math weaknesses are identified through FastBridge screenings, MAP (1st-2nd grade) in the fall, winter, and spring, and classroom assessments.

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 identified as having significant weaknesses based on outcomes from informal, PALS, guided reading assessments received daily interventions and are progressed monitored weekly. During the meetings, data is reviewed to determine if the intervention(s) are effective and if the intervention(s) are provided with fidelity. If the intervention is provided with fidelity but no effective, a new intervention is selected or a student may be re-tiered for more intensive interventions (i.e. School Based Intervention Team).

Student progress is monitored by the 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 School Based Intervention Team 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: Data meetings are held quarterly with teachers, administration, the Instructional Coach and Reading Specialist. Data reviewed will include: PALS, MAP, Guided Reading, CFAs, DSA, SOL, Just in Time Quick Checks and DFAs.

Strategy #2: Professional development is being provided for teachers based on areas of weakness noted from data, classroom observations and walkthroughs, i.e. Guided Reading, Lucy Calkins, Fastbridge, Balanced Literacy Model, running records, Word Study, evidenced based teaching strategies (Orton-Gillingham Red Card Strategy, Shifting the Balance Book Study highlights/strategies, Introduction to the Reading Rope, Anchor Charts, PALS PD).

Strategy #3: At least once per semester, teachers will videotape lessons and participate in the video analysis process with the Instructional Coach.. A schedule will be provided to all classroom teachers.

Strategy #4: Small groups (SOAR) are formed in second grade to meet the instructional needs of students. Itinerant staff, literacy team, Instructional Coach, Reading Specialist, and classroom teachers participate. Students are grouped according to needs. One group, consisting of naive learners receives an Open Court lesson (1st grade) 3x a week. Other remaining students receive instruction through RAZ Kids and Vocabulary A-Z at their reading level.

Strategy #5: In third grade, as PALS data was disaggregated, it was determined that the majority of PALS identified students showed a weakness in phonics. These students were grouped together and a third grade classroom teacher provides instruction using 2nd grade Open Court materials. The remaining PALS identified students are pulled and instructed by a reading instructional assistant. The remaining students (not PALS identified) in the grade level are receiving remediation/enrichment from classroom teachers and/or the literacy team.

Strategy #6: A fifth grade group was formed based on student needs in order to build foundational skills to include computation accuracy and math fact fluency. This group meets twice per week with the Principal, Instructional Coach, and Reading Specialist.

Strategy #7: Teachers will upload lesson plans two weeks in advance to ensure that all standards are taught in all grade levels. This will also ensure that lesson plans are closely aligned to the VA Curriculum Framework to ensure best practices are being used for standards based learning.

Strategy #8: Using a list of look-fors, teachers will have the opportunity to observe other teachers in the building.

**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:

Strategy #1: The master schedule allows for grades K - 3 to have a 30 minute daily remediation and enrichment block. Student growth is the focus.

Strategy #2: Teachers (1st and 2nd grade) will conference with students and lead students through the process of setting MAP goals for themselves.

Strategy #3: After-school tutoring will be offered in the spring for students at risk of failing the SOL in grades 3 - 5.

**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 and provides in-house case management services through Piedmont Community Services (PCS). Axton partners with Omega Psi Phi Fraternity to provide mentoring to students. Axton continues to implement PBIS during the 2021-2022 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. School Based Intervention Team ).

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 2021-2022 school year as determined by teacher self-assessments, administrative observations/evaluations, and walkthroughs.

At Axton Elementary School, Pre-k teachers work with kindergarten teachers to increase the chance of a smooth transition. 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-K teachers also meet 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: Student support teams will meet with the school psychologist and administration 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 #3: School Based Intervention 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 #4: Implement the PBIS Program to positively impact the school climate at Axton Elementary School. Students demonstrating core values of Respectful, Responsible, and Ready will be nominated for the Lemonade and Eagle Awards.

Strategy #5: The school counselor will check-in and monitor students with failing grades, exhibiting negative behaviors, or exhibiting a need for SEL support..

Strategy #6: For the 2021 - 2022 school year, students identified as gifted will participate in STEM and enrichment activities at at least 4 times a month. Attendance and the lesson plan utilized will be documented.

Strategy #7: Disseminate wellness information weekly to students and staff.

**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: