

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

Division Name: Henry County Public Schools

School Name: Campbell Court Elementary

Date: October 1, 2020

Select One: **Initial Plan** **Revision**

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

SMART Goal #1: All teachers in grades K – 5 will administer and maintain Reading running records of students to differentiate instruction with at least 80% of students showing growth by increasing their guided reading level by at least 2 levels by the end of the 2020 - 2021 school year.

SMART Goal #2: By May 2021, all grades K – 5 math teachers will have administered the CFA and Just in Time assessments and utilized the data to differentiate instruction.

SMART Goal #3: By May 2020, 80% of Campbell Court Elementary students will meet the proficient writing benchmark through the implementation of the Lucy Calkins Writing Units of Study.

Evaluator's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

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: Campbell Court will follow the balanced assessment model as set forth by Henry County Public Schools. All students will be screened using at least 3 research based screenings to determine those at risk of failing or in need of targeted remediation. We will administer SRI, PALS, DSA, SOL, and WIDA ACCESS. Formative and summative assessments designed as part of grade level common planning will also be administered to students. These assessments will help track students' progress and guide short and long range planning.

Due to COVID 19, SOL tests were not administered in the Spring of 2020 and accreditation ratings were waived.

In the spring of 2019, SOL data revealed the following:

78.5% of students in grades 3-5 scored proficient or above in reading according to the traditional model. The performance rate according to the growth model is 82.55%. The three-year average is 83.14%. The final performance rating for reading is Level One. All Achievement Gap Indicators fell within the Level One range. Areas of focus for the 2019-2020 school year were Students with Disabilities and the Black student group. In the 2018-2019 school year, 75.76% of Students with Disabilities and 77.78% of black students in grades 3-5 passed the reading SOL test.

88.3% of students in grades 3-5 scored proficient or above in math according to the traditional model. The performance rate according to the growth model is 92.26%. The three-year average is 86.58%. The final performance rating for math is Level One. All Achievement Gap Indicators fell within the Level One range. Students with Disabilities are the area of focus for the 2019-2020 school year. In the 2018-2019 school year, 76.47% of Students with Disabilities in grades 3-5 passed the math SOL test.

71.74% of students in grade 5 scored proficient or above in Science. The three-year average is 71.01%. The final performance is Level One.

On the Chronic Absenteeism Indicator, 7.55% of students were considered chronically absent. The final performance is Level One.

Measures of Academic Progress (MAP) assessments are administered in the fall, winter, and spring. This is an adaptive assessment that is differentiated for each individual student. In the fall of 2019, MAP data revealed the following:

48% of kindergarten students scored at or above the grade level norm in math

70% of kindergarten students scored at or above the grade level norm in reading

26% of 1st grade students scored at or above the grade level norm in math
26% of 1st grade students scored at or above the grade level norm in reading
38% of 2nd grade students scored at or above the grade level norm in math
49% of 2nd grade students scored at or above the grade level norm in reading
27% of 3rd grade students scored at or above the grade level norm in math
46% of 3rd grade students scored at or above the grade level norm in reading
78% of 4th grade students scored at or above the grade level norm in math
70% of 4th grade students scored at or above the grade level norm in reading
50% of 5th grade students scored at or above the grade level norm in math
59% of 5th grade students scored at or above the grade level norm in reading

The PALS assessment is administered in the fall, winter, and spring. Any student that is identified as needing additional reading intervention on the PALS assessment receives 30 minutes daily of additional reading intervention. In the Fall of 2019, PALS data revealed the following:

30% of kindergarten were identified for PALS remediation
30% of 1st grade students were identified for PALS remediation
8% of 2nd grade students were identified for PALS remediation
22% of 3rd grade students were identified for PALS remediation

Strategy #1: Campbell Court has a Student Support (intervention) team at each grade level. Students in need of intensive remediation will receive research-based interventions on a daily basis and be monitored using Fast Bridge probes. Students not making appropriate progress after 6-12 weeks will be referred to the Child Study Committee. The Child Study Committee will continue to meet until the child either reaches monitor status or is referred for special education testing.

Strategy #2: All teachers will participate in data meetings with the principal and/or reading specialist at the conclusion of each 9 week grading period. Students in need of enrichment or remediation will be identified. In addition, strengths and weaknesses for individual teachers, grade levels, and/or the school will be identified and next steps will be planned.

Strategy #3: The EL teacher and tutor, SPED teacher, classroom teacher, and administration will meet every 4.5 weeks to review student assessments, teacher observations, and other student data to determine additional interventions, strategies, and supports. LEP students will be monitored for specific WIDA ACCESS areas. Special education students will be monitored for specific IEP goals.

Budget Implications: none

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Detailed notes/minutes will be maintained for Student Support team and Child Study committee meetings.

Unit tests/common assessments (including benchmarks, released SOL tests, Math CFA, skills assessments)	throughout the year
PALS (K-3)	fall, midyear, spring
Fast Bridge (child study students)	weekly probes
SRI (3-5)	fall, midyear, spring
Attendance	weekly
Writing Prompts (Lucy Calkins units)	quarterly
DSA Spelling Analysis	fall, winter
EL monitor forms	quarterly
Comprehension Assessments	weekly (1st-5th grades)

Performance Tasks	varies based on grade level
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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: Ongoing professional development is facilitated for faculty and/or staff. Workshops, trainings, and conferences are determined based on the overall needs of the staff and/or students. Professional development is designed to improve instruction and student success.

The following Look Fors will be utilized during walkthrough observations:

- small group instruction/differentiation/conferring
- growth producing feedback
- purposeful highlighting
- teaching for mastery
- student engagement
- justification of answers

Strategy #1: Teachers will be expected to utilize small group instruction on a daily basis. Teachers will identify skill-based weaknesses in order to provide individualized instruction to all students. PD will be provided as needed to individuals, small groups, or to the entire faculty. Topics will consist of, but not be limited, to the following: formative assessments, small group instruction, highlighting, guided reading, Lucy Calkins, best practices, and etc.

Strategy #2: Formative assessments will be used on a daily basis. Instruction will be adjusted for the following day based upon the results. Students who are in need of intervention will be identified and provided with scaffolds or supports that will enable them to master the grade level standard.

Strategy #3: Walkthrough observations will be conducted by administration and/or the reading specialist with specific emphasis on CCE non-negotiables. Feedback will be provided. In addition, video coaching will be utilized. Teachers will record lessons and participate in coaching sessions with the instructional coach, Kay Brimijoin, other teachers, and/or administration.

Budget Implications: none

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Evidence of small group instruction and the use of formative assessment to guide instruction will be visible in daily lesson plans. Teachers will be provided feedback based upon their walkthrough observations.

Unit tests/common assessments (including benchmarks, released SOL tests, Math CFA, skills assessments)	throughout the year
PALS (K-3)	fall, midyear, spring
Fast Bridge (child study students)	weekly probes
SRI 3-5	fall, midyear, spring
Attendance	weekly
Writing prompts (Lucy Calkins units)	quarterly
MAP Assessments	fall, winter, spring
DSA Spelling Analysis	fall, winter
EL Monitor Forms	quarterly
Comprehension Assessments	weekly (1st-5th)
Performance Tasks	varies based on grade level

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: The goal of Campbell Court is to ensure that instructional time is maximized and protected. Teachers have a 90 minute math block and a 120 minute ELA block. Teachers have been strongly encouraged to incorporate science and social studies into their reading instruction, whenever possible.

Strategy #1: A variety of reading programs will be utilized to address weaknesses/deficiencies. We will use iRead, Read 180, System 44, Open Court, guided reading, and SOL Coach. Students will also be required to highlight and number their justification for all answers when completing a comprehension passage.

Strategy #2: PALS tutors and reading instructional assistants will work with individuals and/or small groups of students that are identified based upon the data. Students may receive tutoring in the Read 180 lab throughout the school year. Reading and math tutoring will be held during the spring for identified students.

Strategy #3: Teachers will plan lessons and activities that require students to write across all curriculum areas. Students will be expected to use appropriate grammar, capitalization, and punctuation when writing in content areas other than ELA.

Strategy #4: Lucy Calkins writing units of study are currently being implemented at our school. A certified trainer works at our school to monitor our implementation of these progressive units of study from K-5th grade.

Strategy #5: Walkthrough observations will be conducted by administration and/or the reading specialist with specific emphasis on CCE non-negotiables. Feedback will be provided. In addition, video coaching will be utilized. Teachers will record lessons and participate in coaching sessions with the instructional coach, Kay Brimjoin, other teachers, and/or administration.

Budget Implications: District purchased programs

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Data from reading programs will be monitored and used to plan future instruction. This will be evidenced in daily lesson plans. Attendance sheets will be maintained for the after school instructional programs. PALS tutors/instructional assistants maintain daily schedules. Evidence of writing across all content areas will also be available in daily lesson plans.

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: Campbell Court will provide programs that support and engage community members. Families are informed of the goals and objectives of our educational programs as well as their child's participation and progress towards these goals and objectives. Local community resources will be utilized, as needed, by teachers and students.

Strategy #1: During the 2017-2018 school year, 17% of students at Campbell Court were considered chronically absent. A team of individuals including the guidance counselor, administration, and classroom teachers was created to analyze attendance data and identify steps the school could take to help lower the absentee rate. For the 2018-2019 school year, chronic absenteeism was decreased to 7.55%. The attendance team will continue to monitor attendance data on a weekly basis.

Strategy #2: The faculty and staff at Campbell Court will communicate with families through a variety of methods including, but not limited to, an instant alert system, teacher communication logs, agendas, newsletters, monthly calendars, websites, email, Facebook, conferences, parent nights, and/or home visits.

Strategy #3: Piedmont Community Services will assist students that qualify based on home or school behavioral issues. These resources assist students by providing necessary skills and strategies that will enable them to meet behavioral objectives and expectations.

Budget Implications: none

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Communication logs will be maintained by teachers. Copies of agendas, newsletters, and other communication tools will be available. Sign in sheets will be maintained for all family events. Attendance data will be disaggregated to determine reasons for absences (behavior, illness, suspensions, etc....) The school will conduct home visits for students who are chronically absent.