

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

Division Name: Patrick County Public Schools

School Name: Meadows of Dan Elementary

Date: 6/26/23

Select One: ☐ **Initial Plan** ☒ **Revision**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers;
 - School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update

a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that relate to the schoolwide components.

Directions: Complete each of the four components by following these steps:

Using Indistar®:

- Access the Title I Schoolwide Plan template from the “Complete Form” tab of the Indistar® dashboard.
- Provide a narrative response that describes how the school has addressed the requirements for each component;
- Where applicable, identify the indicator(s) and task number(s) from the school's Indistar® plan that align with each required component;
- Click “Save” at the bottom of the form to save your responses; and
- Submit the plan to your LEA Division Contact by returning to the dashboard. Under the “Submit Forms/Reports” tab, go to the Title I Plans section, and select the Title I Schoolwide Plan “Submit” button.

Not Using Indistar®:

- Access the Title I Schoolwide Plan template on the [Title I web site](#).
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs*, *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and *Title I Fiscal Issues*, can be accessed at the [Title I website](#) under Guidelines and Procedures/Federal Guidance.

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.

Stakeholders: List the name and title of each stakeholder who participated in developing this plan.

Name of Stakeholder	Title
Jacinda Clifton	Principal
Allison Richardson	Administrative Assistant
Alesa Wood	Title 1 Teacher
Leisa Stone	School Nurse
Robert Martin	School Resource Officer
Taylor Dalton	Kindergarten Teacher
Sara Merritt	Fifth Grade Teacher
Amanda Harrier	Parent / Teacher Assistant
Emily Handy	Teacher Assistant

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:

Meadows of Dan Elementary School serves pre-kindergarten through seventh grade in Meadows of Dan, Virginia. Currently, 101 students receive in-person instruction at Meadows of Dan Elementary School. In addition, 300 virtual students in grades K-2 are linked to Meadows of Dan Elementary School. The current school population of brick and mortar students is 101 (52 males, 49 females, and 0 non-binary). The ethnicity of the in-person student population is as follows: White = 98 (97.02%) , Hispanic =0 (0%), African American and/or African American and White = 2 (1.98%), and Asian = 1 (0.99%). Currently, 0% of the in-person student population receives ELL services. MODES currently has 43 students or 42.57% receiving special education services. These individuals are being served within the following categories: 11.62% = OHI, 44.18% = SLI, 41.86% = SLD, 6.97% = DD, and 16.27% are being provided accommodations within a 504. All students with disabilities are taught in an inclusion setting with minimal pull out support. Approximately 66.33% of the student population is economically disadvantaged. This data does not include students participating in the Virginia Virtual Academy (VAVA) program.

Meadows of Dan Elementary School currently has 20 certified instructional staff members and 8 non-certified staff members supporting instruction within the school building. MODES has one teacher per grade level. Grades PK-5 are self-contained and grades 6-7 are departmentalized with teachers teaming. The average student to teacher ratio is 11:1 at Meadows of Dan Elementary School. Our reading staff consists of one Title I teacher (elementary interventionist) and one PALS teacher assistant. We also have one special education teacher and two special education teaching assistants who support students. Additionally, we have one instructional coach that we share with other schools in the division.

Every student has a school-issued, one-to-one technology device, including chromebooks and iPads as well as educational software (IXL, Study Island, etc.). Families with limited access to the internet are provided hot spots, allowing all students to receive equitable educational opportunities.

In addition, MODES offers a “Backpack Buddy” program designed to provide food for disadvantaged families.

During the 2023-2024 school year, all instructional staff will continue to focus on the science of reading and the implementation of small group reading instructional practices. Research-based strategies will be utilized to provide effective interventions in reading and writing. Data will be collected and analyzed by administering the following assessments as necessary: Developmental Spelling Assessment (DSA), Test of Phonological Awareness (TOPA), Phonological Awareness Skills Test (PAST), Measures of Academic Progress (MAP), Mastery Connect, Pearson, Brigance, Phonological Awareness Literacy Screening (PALS), Virginia Kindergarten Readiness Program (VKRP), Comprehensive Instructional Program (CIP), teacher-created assessments, and Reading Running Records.

Programs and strategies of focus included in the area of reading instruction are: LETRS methodology (science of reading), PALS, Amplify CKLA, Beth Estill strategies, Heggerty, decodable readers, West Virginia Phonics, and the use of CIP resources and community, etc.

In writing, teachers in grades 5-7 are using Lucy Calkins Writing strategies to instruct writing skills and meet individual student needs.

Certified staff members are highly encouraged to utilize small group math instruction, focusing on the specific strengths and weaknesses of all students. Using appropriate testing data, as noted in the previous paragraph, research-based interventions and enhancements will be provided in the area of math. As the math data gathered during the 2022-2023 school year indicates a need for growth in this content area, professional development opportunities will be provided for all instructional staff during the 2023-2024 school year.

Programs and strategies of focus included in the area of math instruction are: number sense/fact fluency drills and activities, question of the day, math talks, CIP resources, Go Math curriculum, Gloss & Ikan assessment and intervention, online learning tools, etc.

Meadows of Dan Elementary School offers a preschool experience, Virginia Preschool Initiative (VPI). This program utilizes Frog Street curriculum, focuses on Virginia Foundation Blocks for Early Learning, and supports early learners as they transition into a structured school setting for the first time.

In addition to providing all students online/virtual opportunities for learning and technological access, students attend class twice weekly to learn about internet safety, online etiquette, computer skills, etc.

MODES will continue to utilize after school tutoring provided by certified personnel during the months of October through April. Remediation and enrichment opportunities will be provided daily during the school day over the course of the entire school year.

Certified staff members utilize the backward design to plan instruction by using the VDOE curriculum framework and division/CIP pacing guides. During the 2023-2024 school year, teachers will continue using a bank of lesson plans, resources, and benchmark assessments for data collection/analysis and further planning based on the individualized needs of the learners.

Social-emotional learning is critical for all of our students. Our goal is to rebuild relationships and school communities while creating equitable learning environments for all students. Ongoing training is provided for all instructional staff in the area of mental health and well-being. School counselors will have dedicated time to provide social-emotional learning support. Meadows of Dan Elementary School has one guidance counselor and partners with one outside agency for student support through case management and therapeutic day treatment. Patrick County Public Schools will utilize existing PBIS strategies to support social-emotional learning and foster student confidence and competence. Formal and informal strategies may include morning meetings, advisory periods, PBIS strategies, counseling sessions, mentors etc.

Special consideration will be given to content areas of need from the previous year, identification of content connections between grade levels, and student progression toward learning goals. Vertical planning within schools will allow teams to identify and ensure content is aligned/linked from grade-level-to-grade-level and presented to students in a variety of formats. Pre-assessment data is evaluated in each grade level at the beginning of the

school year and throughout the school year as appropriate. Pre-assessment data includes such reading diagnostic assessments as: PALS, fall SOL growth testing, Heggerty, MAP, etc. During the 2023-2024 school year, students in kindergarten through fifth grade will be provided reading instruction using Amplify CKLA program. This curriculum also includes a pre-assessment. As teachers disaggregate data, they seek trends, class/individual strengths, class/individual weaknesses, reflect on best instructional practices, revise curricula/pacing, and adjust instructional strategies being utilized in each area of need. Students are categorized into three tiers. Tier II and tier III students receive additional support during a scheduled remediation/intervention block daily. This support is provided by an instructional staff member 1:1 or in a small group setting.

Vertical meetings were held in May 2023 to analyze all end of the year data, cite specific areas of strength and weakness for groups/individuals, formulate accurate student groupings, and tier all learners in an effort to begin individualized instruction immediately in August 2023. Adjustments then may be made as necessary according to the pre-assessment/beginning of the year data.

Professional Learning Community (PLC) meetings are held biweekly to examine student data. Data is obtained from SOLs, MAP assessments, PALS, CIP benchmarks, teacher-created assessments, Mastery Connect, student growth assessments, formative/summative assessments, etc. Analysis of data is used to identify areas of specific academic strength and weakness, allowing teachers to make informed instructional decisions, including the provision of appropriate academic interventions. Progress is monitored frequently and results are used to drive instruction. Students are re-tiered each quarter or more often according to progress. Small learning groups in each content area are flexible.

PLC meetings are also an opportunity for instructional staff to share resources and plan instruction. Various needs, items, and topics are addressed during PLC meetings. Alignment, pacing, and assessments are reviewed/discussed at these meetings as well. Professional development opportunities may take place during these meetings, after school, and/or off campus. LETRS, Amplify (CKLA), and the science of reading were the areas addressed most heavily during the 2022-2023 school year. Although emphasis will still be placed on these topics, there will be professional development centered around math and science during the 2023-2024 school year. Teachers are allotted opportunities to attend/complete other professional development events as desired/needed: professional conferences, VDOE institutes, workshops, etc.

All grades (PK-7) receive instruction in core areas (English, Math, Science, and History) from certified teachers. The Title 1 teacher, the special education teacher, and all eight teacher assistants support these educators and students in these four core areas, specifically focusing on those students with tier II and/or tier III needs.

2023 SOL DATA:

<u>SUBJECT</u>	<u>PASS RATE</u>	<u>TOTAL #</u>	<u>PASS</u>	<u>GROWTH</u>	<u>CR</u>
MATH	70%	60	42	4	76.67%
READING	90.32%	62	56	3	95.16%
HISTORY	77.27%	22	17	0	77.27%

- All core subjects in grades 3-7 made accreditation.
- The original goal of a 70% pass rate in math was achieved; however, students exceeded this goal with 76.67% pass rate, including growth points.
- Students exceeded the goal in English of 75% by earning a 90.32% pass rate. Once including the points for growth, these learners earned 95.16% pass rate. English instruction is a strength for Meadows of Dan Elementary School.
- The English pass rate continued to increase from the 2021-2022 score of 93.15%, indicating our students have returned to pre-pandemic performance levels in reading.
- With a pass rate of 77.27% in history, students surpassed the goal of achieving a 70% pass rate. With our seventh graders earning a 100% pass rate in civics, civics/history content is a strength for MODES.
- Our students performed higher than the division pass rate in the following areas: 4th reading (100%), 5th math (77.78%), 6th reading (100%), 7th reading (100%), 7th math (91%), and 7th civics (100%). (These scores do not reflect/take out transfer students.)
- Our SWD subgroup has a pass rate of 90% in reading for spring of 2023 and a 76% in math for spring 2023.

2023 SOL DATA:

<u>SUBJECT</u>	<u>PASS RATE</u>	<u>TOTAL #</u>	<u>PASS</u>	<u>GROWTH</u>	<u>CR</u>
Science	66.67%	9	6	0	66.67%

- Due to a testing irregularity, 2 students earning scores of 391 and 394 were unable to take the retest and possibly pass the Spring 2023 Science SOL test. Therefore, not only do we need to focus more heavily on science instruction at Meadows of Dan Elementary School, we must emphasize the importance of effectively conducting testing sessions without irregularities.
- Although students in PreK - 3rd grades demonstrated adequate growth on PALS assessments, comparing Fall 2022 scores with Spring 2023 scores, the data still indicates a need for intensive remediation/intervention for some students in phonological awareness. The following data will further emphasize the need for individuals to receive phonological awareness interventions and support.
- Upon reviewing the trends in SOL testing data, some concerns were noted: a downward trend in science, an inconsistent performance in science, a downward trend in math, an inconsistent performance in math, and a downward trend in history. The professional development, focused on math and science, planned for the 2023-2024 school year will better prepare instructional staff to teach and remediate in these areas of instruction.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English	88%	93%	97%	COVID-19	86.5%	93.15%	95.16%
Math	91%	94%	100%	COVID-19	70.7%	82.67%	76.67%

History	89%	94%	93%	COVID-19	80%	76%	77.27%
Science	93%	100%	100%	COVID-19	83.3%	87.50%	66.67%

Preschool PALS scores are displayed below, comparing Fall 2022 and Spring 2023 testing results:

Alphabet Knowledge		Phonological Awareness		Language Comprehension				Emergent Writing	Print Concepts
Letter Names ↕	Letter Sounds ↕	Syllable Segmenting ↕	Beginning Sounds Expressive ↕	Passage Comprehension: Passage Retell ↕	Passage Comprehension: Expressive Comprehension Questions ↕	Passage Comprehension: Receptive Comprehension Questions ↕	Nonsense Sentences ↕	Name Writing ↕	Print Concepts ↕
52	25	10	10	6	5	4	10	5	10
45	16	5	10	6	5	3	9	4	9
41	5	10	5	3	4	2	1	4	7
5	0	0	0	0	1	2	0	1	6
5	1	5	0	0	2	0	0	2	2

Alphabet Knowledge		Phonological Awareness			Language Comprehension			Emergent Writing
Letter Names ↕	Letter Sounds ↕	Syllable Segmenting ↕	Beginning Sounds Expressive ↕	Phoneme Blending ↕	Passage Comprehension: Passage Retell ↕	Passage Comprehension: Expressive Comprehension Questions ↕	Passage Comprehension: Receptive Comprehension Questions ↕	Name Writing ↕
52	25	10	10	10	6	5	4	5
52	25	10	10	10	2.5	2.5	3	5
48	22	10	10	0	0	1		
45	22	10	8	6	4.5	2.5	2	5

- As displayed above, these students made adequate progress using phonological skills.
- Students in grades K-3 made adequate gains in PALS, comparing Fall 2022 results with those of Spring 2023.

Kindergarten PALS: Fall 2022 to Spring 2023

	Letter Names	Letter Sounds	Rhyming	Beginning Sound	Spelling	Print Concepts (5 and above)	Name Writing (5 and above)	Word Recognition in Isolation
Fall 2022	63%	47%	71%	73%	21%	N/A	33%	N/A
Spring 2023	90%	89%	85%	71%	74%	100%	100%	3 students = 1st grade 2 students = primer

First Grade PALS: Fall 2022 to Spring 2023

	Letter Sounds	Spelling	Preprimer	Primer	1st Grade	2nd Grade	3rd Grade	4th Grade	Instructional Oral Reading Level
Fall 2022	83%	37%	10 students	1 student	1 student			1 student	R = 8 PPA = 2 PPC = 1 P = 1 3rd = 1
Spring 2023	97%	67%			8 students	2 students	1 student	2 students	PP/P - 1 P = 2 PPA = 2 PPC = 3 1st = 2 2nd = 1 3rd = 2

Blue = Word Knowledge

Second Grade PALS: Fall 2022 to Spring 2023

	Spelling	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Instructional Oral Reading Level
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Fall 2022	58%	5 students	1 student	4 students	2 students	1 student		R - 2 PPA = 1 PPB = 2 1st = 1 2nd = 4 3rd = 2 4th = 1
Spring 2023	85%		3 students	2 students	4 students	2 students	2 students	PPA = 1 PPC = 1 1st = 1 2nd = 2 3rd = 4 4th = 2 5th = 2

Blue = Word Knowledge

Third Grade PALS: Fall 2022 to Spring 2023

	Spelling	2nd Grade	3rd Grade	4th Grade	Instructional Oral Reading Level
Fall 2022	50%	3 students	2 students		PPA = 1 P/1st = 1 1st = 1 2nd = 2
Spring 2023	58%		3 students	2 students	1st = 1 2nd = 2 3rd = 2

Blue = Word Knowledge

5 students tested

- The aforementioned charts show a breakdown of PALS information for each K-2 cohort, from Fall 2022 to Spring 2023. Seeing students continuously score below the required benchmark, or move from above to below the required benchmark, causes concern. Moving forward, students in grades K-3 will focus more heavily on/receive more intensive interventions regarding phonological awareness using such resources as Heggerty, Beth Estill materials, West Virginia Phonics, etc.

The Comprehensive Needs Assessment for 2023 indicated the following factors as having the greatest impact on student achievement: Student Involvement & Engagement in Their Learning, Social & Emotional Health, Culture of High Expectations, Empowerment of Learners as Active Participants, Teacher Supports, Recruitment & Retention of High Quality Staff, Safe/Orderly/Engaging/Challenging Learning Environments, Integrated & Aligned Interventions, Appropriate Student Grouping, and Family & Community Engagement in the Learning Process. The addition of a full time SRO position, gains in literacy instruction, and teamwork were listed as the greatest celebrations for the 2022-2023 school year. Student behavior and mental health concerns were the greatest challenges faced by staff during the 2022-2023 school year. Professional development concerning social and emotional learning, a STEM lab, and a community project were recommended for the 2023-2024 school year.

The Family Engagement Survey for 2023 indicated that Meadows of Dan Elementary School invites parents to attend/participate in a variety of school events, provides useful information on how to support student learning in the home, supplies parents/guardians with information regarding additional supports received at school, explains student progress/data to families, utilizes an easy-to-navigate school website with meaningful information, and creates an environment that makes families feel welcome. Areas of concern noted in the survey: connects families with needed community resources, communicates student progress to parents/guardians, listens to parent/guardian concerns, and builds positive relationships with families. Participants mentioned a desire for staff to participate in professional development opportunities using federal funding. The greatest celebration/accomplishment noted was the return of field trips.

Based on the analysis of student achievement data, the Comprehensive Needs Assessment, and Family Engagement Survey Meadows of Dan Elementary School plans to:

- Continue our daily Enrichment & Remediation Block, and allow for greater flexibility for teachers to work with students not only in Tier II and III, but also in Tier I that might need immediate remediation of a particular skill.
- Successfully implement the new reading curriculum with continuous professional development for all teachers and TAs in the science of reading.
- Continue the use of student-led conferences and parent/teacher conferences to improve parental engagement and student accountability.
- Provide school-hosted instructional events for parents to learn strategies to help their children at home. Topics will include, Kindergarten, 1st, and 2nd: What is expected and how to help your child? How to understand student data? (PALS, etc.) Other topics will consist of: Title I Math Night, Title I Reading Night, Title I SOL night, and Project Based learning showcase.
- Continue to work with Piedmont Community Services to ensure students needing additional emotional and behavioral support are receiving services.
- Continue to utilize colleague visits and cooperative observations to drive the sharing of best teaching practices.
- Provide Professional Development to ensure best practices are used and teacher/staff satisfaction and retention is high.
- Share funds between after-school tutoring and in-school Reading and Math tutoring to provide support for Tier II and Tier III students.
- Alter PLC meeting schedule to allow for cooperative meetings with other division schools due to only having one teacher per grade level (as appropriate).
- PLC meetings will include vertical teams, special education, and Title 1.
- Continue to utilize CIP pacing guide and benchmark assessments. Allow teachers an opportunity to evaluate the pacing guides and benchmark assessments and provide feedback.

- Continue to collect and analyze data, using these results to make instructional decisions, identify strengths, and address challenges.
- Continue to move toward full implementation of the science of reading in all grade levels.
- Continue to work with our guidance counselor and Piedmont case manager to provide social emotional learning support.

Budget Implications: Shift the allocation of tutoring funds to provide more in-school tutoring/remediation opportunities in reading and math as opposed to after-school tutoring sessions as appropriate. Purchase decodable texts for all ages of learners. Purchase multicultural resources to support instruction and inclusivity. Allocate funds to provide professional development opportunities (specifically, science and math PD).

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

- Benchmarks: CIP (All subject areas 2-7), MAP(2), and PALS (PK-3)
- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- MAP Fall and Spring testing in 2nd grade as universal screener for gifted education and to monitor student growth
- Running Record Assessment for Tier III reading students at the beginning of the Fall and Spring Semester and throughout the year as appropriate
- Developmental Spelling Assessment (DSA) for all 1st & 2nd graders at the beginning of the year and the end of the year
- VA Fall SOL Growth Assessments, VA Mid Year Growth Assessments, and Spring VA SOL Assessments
- Test of Phonological Awareness (TOPA) for all students in grades K-1 and Tier III students in 2nd and 3rd grade
- Phonological Awareness Skills Test (PAST) for 2nd and 3rd graders as appropriate to meet individual needs
- Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten Students
- Use of a math screening tool in 1st through 4th grade - GLOSS & Ikan
- Performance Based Assessments - Students complete district required PBAs
- Writing Portfolio for grades 4-7
- Staff Surveys
- Student and Family Input

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:

Meadows of Dan Elementary School provides aligned and rigorous instruction to all students to address the Virginia Standards of Learning. To further meet the needs of all children and provide the best learning environment possible, Meadows of Dan Elementary School has adopted an inclusion model for Special Education, Title I, PALS, Algebra Readiness, and ESL support. This approach pushes in support to maximize instructional time. Meadows of Dan Elementary School offers a remediation and enrichment period for all students in all grade levels within the daily schedule. In addition, Professional Learning Community (PLC) meetings are held up to twice per month to monitor student progress and to ensure Tier II and Tier III students are receiving support.

Subgroup areas of concern:

The testing data indicates students with disabilities (SWD) are not performing as well in mathematics as required to meet proficiency (VA SOL - 62.5% pass rate). In addition, multi-racial learners are not achieving proficiency in reading (VA SOL - 50% pass rate).

Data sources include:

- SOL data – Spring 2022
- MAP growth measures – Fall and Spring
- PALS assessments – Fall, Winter, Spring
- ARDT data from Pre- and Post- & Recovery lists – Fall & Spring (SGA)
- Performance-based assessments – at least one per year
- Comprehensive Instructional Plan (CIP) benchmarks
- PowerSchool Analytics tests – ongoing and weekly formative Mastery Connect
- Teacher-created formative and summative assessments - ongoing
- SOL mastery checklists & Achievement Record
- TOPA, DSA, PAST - as diagnostic tools to plan instruction that is individualized for students
- Virginia Kindergarten Readiness Program (VKRP)

To address identified areas of weakness, Meadows of Dan Elementary School plans to:

- Offer parent night events on various topics to help support learning at home (using instructional technology, reading night, math night, SOL night, etc.)
- Administer/Provide PALS remediation and quick checks
- Continue to utilize an Enrichment and Remediation block daily to target student needs, paying close attention to those learners who receive support services, such as special education services (Offer targeted remediation and support for SPED students)
- Implementation of small-group instruction in mathematics and reading
- Utilize instructional coach to assist teachers in implementation of small-group strategies, hands-on math strategies, and math stations
- Title I, PALS, and the Special Education Teacher/TA will provide tier II and tier III support to students (based on need) with the goal of maximizing instructional time for at-risk students in the areas of reading and math
- Support staff will push in with inclusion support to focus on skill development in Tier II and Tier III students
- Articulate the expectation for all K-7 teachers to meet with/provide intensive interventions with every tier III student
- Utilize the Test of Phonological Awareness Skills (TOPAS) to further plan individualized ELA instruction for students who are reading below grade level (Phonological Awareness Screening Test or PAST may be utilized as well)
- Provide professional development to successfully implement the newly adopted reading curriculum (CKLA Knowledge & Skills) and support all students in K through 5th grade in reading
- Utilize the Developmental Spelling Assessment (DSA) and/or *Words Their Way* with our Tier III readers (Grades K-2) to better address specific needs with below level readers
- Use a math screening tool in K through 7th grade, using the results to provide research-based interventions
- Provide in-school and after school tutoring/remediation opportunities for at-risk learners
- Utilize pacing guides, curriculum frameworks, etc. to plan
- Provide professional development regarding the vertical alignment of the VA Math Standards, unpacking these standards, and effectively instructing using the science of math
- Implement a school wide initiative to enhance vocabulary instruction
- IXL (math) and Boost (reading) online remediation/enrichment
- Study Island and Reading Eggs/Eggspress online supplemental programs for reading and math remediation and/or enrichment
- Provide professional development regarding writing strategies (also, provide additional writing resources)
- Develop a master schedule with at least two collaborative planning times per week and either a grade level PLC or content area PLC every two weeks where student progress can be discussed, resources shared, instructional strategies/best practices discussed, etc.
- Analyze all testing data to identify the specific strengths and challenges for individual learners, groups of students, and/or classes as a whole; determine next steps using this testing data
- Provide rigorous instruction and assessments in reading and math

Budget Implications: Reallocation of funds to provide remediation in-school and after school earlier in the school year. Continue to add to our library, including additional decodable texts and texts related to social and emotional learning.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- Fall and Mid Year Growth Assessments (grades 3-7; Reading and Math)
- Running Record Assessment for Tier III students at the beginning of the Fall and Spring Semesters, and as appropriate
- Developmental Spelling Assessment (DSA) for all students in grades K-2, *Words Their Way* for students in grades 3-7 as appropriate
- Test of Phonological Awareness (TOPA) for all students in grades K-1 and Tier III students in 2nd and 3rd grade
- Phonological Awareness Screening Test (PAST) for 2nd and 3rd graders
- Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten Students
- Ongoing Performance Matters or Mastery Connect testing for formative and summative assessments
- PALS Assessment (Fall, Winter, and Spring) and Quick Checks
- MAP Fall and Spring testing in 2nd grade

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:

Meadows of Dan Elementary School utilizes a remediation schedule for targeted one-on-one and small group remediation/intervention sessions. This Enrichment and Remediation block has allowed for our core area teachers, Title I support, special education teachers, and support staff to work with our students in the areas of math and reading.

To address these issues Meadows of Dan Elementary School plans to:

- Emphasize tier 2 and tier 3 vocabulary
- Utilize research-based writing strategies and resources
- Incorporate content area information across other disciplines
- Continue to follow provided pacing guides for all subject areas
- Provide push-in support for small-group and one-to-one instruction (special education teacher/teacher assistants, Title 1 teacher, PALS instructor, and

other teacher assistants)

- Allocate funds to provide in-school and after school remediation opportunities for tier II and tier III students (at-risk learners)
- Adjust student groupings as appropriate; tiering will reflect the amount of support students will receive
- Utilize online programs for remediation and enrichment (IXL, Boost, Reading Eggs/Eggspress, Study Island, etc.)
- Provide an Enrichment and Remediation block daily

Budget Implications: Shift the allocation of tutoring funds to provide more in-school tutoring/remediation opportunities in reading and math as opposed to after school tutoring sessions. Provide all students with manipulatives/resources for hands-on learning.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- Fall and Mid Year Growth Assessments (grades 3-7; Reading and Math)
- MAP Fall and Spring testing in 2nd grade
- Running Record Assessment for Tier III Reading students at the beginning of the Fall and Spring Semesters, and as appropriate
- Developmental Spelling Assessment (DSA) for all students in grades K-2, *Words Their Way* for students in grades 3-7 as appropriate
- Test of Phonological Awareness (TOPA) for all students in grades K-1 and Tier III students in 2nd and 3rd grade
- Phonological Awareness Screening Test (PAST) for 2nd and 3rd graders
- Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten Students
- Ongoing Performance Matters or Mastery Connect testing for formative and summative assessments
- PALS Assessment (Fall, Winter, and Spring) and Quick Checks
- Tracking of Tier II and Tier III students using VVAAS to measure SOL pass rate in Math and Reading
- Ongoing PowerSchool Analytics Formative and Summative Assessments
- Performance Based Assessments and/or Problem-Based Assessments

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:

In order to address the academic needs of students, Meadows of Dan Elementary School plans to:

- Utilize the RTI tiering model based on student academic performance (SOL testing, Growth Assessments in grades 3-7, 2nd grade MAP assessments, CIP benchmarks, PALS testing, classroom achievement, Fountas and Pinnell Running Records, PAST, TOPA, DSA, etc.)
- Follow the Student Assistance Team (SAT) process by collecting and analyzing data, then using said data to make instructional decisions and/or implement appropriate research-based interventions
- Use the quarterly data analysis breakdown, PLC meetings, and principal data meetings to target areas of strength and weakness
- Meet as a leadership team monthly to plan and implement student and family support
- Provide incentives/rewards for attendance
- Follow the Attendance Policy and steps as necessary to ensure parents are consistently sending students to school, arriving on time, and staying for the full school day
- Provide behavioral supports through PBIS

In order to address the social and emotional needs of our students, Meadows of Dan Elementary School plans to:

- Continue a partnership with Piedmont Community Services to provide student support

- Work with our Patrick County Public Schools student success counselor (should this position be filled) and school guidance counselor to expand student support
- Focus on our guidance counselors at-risk program on improving the academic/study-skills of students in Tier II and Tier III
- Implement a new career exploration tool, Major Clarity. Major Clarity allows students to try out careers through interactive activities and video content that simulates career paths. Students are able to explore careers suited to their interests, skills, and educational goals
- Utilize attendance incentives for students maintaining perfect attendance for each grading period as a way to encourage student attendance.
- PBIS Program will be used to improve citizenship and recognize students for positive behavior. Character Education will be discussed daily on morning announcements and teachers will incorporate the weekly character message into weekly meetings.
- Utilize the Division Attendance Coordinator; host joint meetings with families, court services, and social services.
- Plan for and Implement daily and weekly social emotional support instruction in individual classrooms and as a school wide effort.
- Involve community support in providing SEL activities or events.
- Utilize Crystal Peterson-Barker as a resource as appropriate (ABA, FBA, and BIP guidance)

Meadows of Dan Elementary School in conjunction with Patrick County Public Schools will address professional development needs in the following ways:

- Offer a number of professional development opportunities ranging in topics from the science of math to effectively addressing the needs of students with dyslexia
- Provide access to CIP website resources. A Google classroom has been created for continued grade level support in each subject area. Materials will be discussed in PLC meetings and in division grade level meetings.
- Offer professional development opportunities at monthly faculty meetings as appropriate
- Provide small group reading instruction development based on the science of reading
- Offer sustainability training for small group instruction and the use of small group instruction resources
- Offer training sessions on Lucy Calkins Writing strategies as appropriate
- Utilize division level instructional coaches to provide additional support to the instructional staff and professional development
- Provide training and support for staff use of CKLA (Knowledge and Skills, including Boost)

Budget Implications: Allocate funding to purchase incentives/rewards for attendance and behavior (PBIS). Allocate funding for continued professional development.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

Professional development will be evaluated by:

- Staff surveys
- MAP Fall and Spring testing in 2nd grade

- Fall and Mid Year Growth Assessments (3rd-7th grade; Reading and Math)
- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- Running Record Assessment in reading for students at the beginning of the Fall and Spring Semester, and as appropriate
- Developmental Spelling Assessment (DSA) for students in Fall and Spring (at midyear for Tier III)
- Tracking of Tier II and Tier III students using VVAAS to measure SOL pass rate in Math and Reading
- Test of Phonological Awareness (TOPA) for all students in grades K-1 and Tier III students in 2nd and 3rd grade
- Phonological Awareness Screening Test (PAST) for 2nd and 3rd graders as appropriate
- Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten students
- Ongoing Performance Matters or Mastery Connect testing for formative and summative assessments
- PALS Assessment (Fall, Winter, and Spring) and Quick Checks
- Ongoing PowerSchool Analytics Formative and Summative Assessments
- Performance Based Assessments and/or Problem-Based Assessments

Student social and emotional needs will be evaluated by:

- Student discipline data and threat assessment data
- Behavior Surveys
- Analysis of guidance referrals
- VKRP checklist
- Counselor assessments
- Communication with families
- FBA, BIP and ABA therapy and information provided by Crystal Peterson-Barker
- Piedmont Community Services support
- SEL Lessons from School Counselor

Patrick County Public Schools and Meadows of Dan Elementary School are dedicated to offering high-quality and meaningful professional development opportunities that impact teachers' professional knowledge and practice. Professional development opportunities were offered throughout the school year at both the division and school levels. Professional development opportunities have included the following topics: small group reading instruction, RTI training, behavior interventions, EL strategies, thinking and writing techniques, Google Classroom, Canvas, CIP resources, LETRS training, CKLA, GoMath, and formative vs. summative assessments. These professional development opportunities are presented/visited throughout the school year and summer pre-school days by central office personnel, and monthly by school administrators along with instructional coordinators.

Professional development for administrators, teachers, and paraprofessionals is provided as an ongoing basis throughout the school year. Professional growth opportunities include workshops, training, conferences, and onsite visits that are based on the needs of staff and students to improve instruction and student learning. Teacher self-assessments, administrative observations/evaluations, school-level data, and division initiatives determine the professional development offerings. Professional growth opportunities are presented at PLC meetings, faculty meetings, workdays, and other times as set by the division. The use of professional development learning is monitored by administrators during classroom observations and walkthroughs in order to provide support and feedback.

Patrick County Public Schools has implemented the mentor/mentee program with a minimum of 4 quarterly reports completed and turned into building principals. All new teachers in the division are assigned a mentor who will focus on effective instructional strategies, teacher collaboration, and professional learning.

In the upcoming school year, continued professional learning opportunities will focus on:

Curriculum Alignment: Grade-level teams will meet to ensure that the written, taught, and assessed curriculum in all subject areas are in alignment. Resources, lesson plans, and formative assessments will be shared to enhance the curriculum.

Data-Driven Instruction: Teachers will use data from weekly formative assessments to create flexible tiers based on students' needs. Students are then supported with reteaching, remediation, and intervention.

CIP Pacing Guides and Lesson Planning Website: Teachers are introduced to the CIP website. A Google classroom will be created for continued grade-level support in each subject area. Materials will be discussed in PLC meetings and in division grade-level meetings.

Small Group Reading Instruction & Word Study: K-2 teachers have access to Beth Estill materials to enhance their small group and word study instruction. Training was provided to Title 1 teachers on the implementation of LETRS training. Information was shared on how to effectively utilize running records to assess student reading levels, and how to effectively implement leveled literacy intervention to increase students' reading fluency.

CKLA/Amplify Training: K-5th will have additional pieces of training with implementation and additional online components of CKLA. The new school year will also consist of the knowledge piece to be integrated with the current curriculum.

In the 2023-2024 school year, we will continue to provide professional development in our monthly faculty meeting, led by central office administration, school administration, or the instructional coach. Based on the identified needs, administration will determine those teachers that would benefit from individual professional development by utilizing other resources. Administration and instructional coaches plan and implement group or grade-level professional development based on a consensus of needs established from self-assessments and/or walkthrough data. Based on teacher and classroom observations, professional development will be provided to both individual teachers and/or grade levels. The *Look Fors* as determined by the PCPS division, and aligned with the Teacher Performance Evaluation, is used to guide areas of professional development. Documentation for both individual and group

professional development is documented and kept on file. Feedback on growth is provided to teachers in a timely manner. Continued use of Quarterly Data meetings with Central Office Administrators for division support & team reflection will be utilized.

Administration and instructional coaches will provide follow-up professional development on CKLA, LETRS training, research-based intervention strategies, etc. Based on classroom observations, the instructional coach and administration will ask grade level teams to present best practices at faculty meetings. The sharing of knowledge amongst peers and collaboration is highly encouraged at Meadows of Dan Elementary School and within Patrick County Public Schools.