

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

Division Name: Floyd County Public Schools
School Name: Floyd Elementary
Date: Fall 2018
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).

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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 related 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:

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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.

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:

During the 2017-2018 school year, Floyd Elementary served 492 students in grades pK-7. There are currently 27 general education classroom teachers, 5 special education teachers, 1 Reverse Inclusion Preschool teacher, teachers of specialty areas (part-time music teacher, library media specialist, part-time art teacher, full time p.e. teacher, and full time guidance counselor,) 2 speech pathologists, and (shared with the division) math specialist, gifted coordinator, ELL teacher and 2 ITRTs. Within classified personnel, there are 15 teachers assistants who serve roles in special education support, Title I support, VPI support, and PALS support. Other support staff include one secretary/bookkeeper, one office assistant, four custodians, nine cafeteria staff members, six and a half counselors by way of NRVCS, NCG, and FPS.

Regarding socioeconomic demographics, 54.7% of students meet the requirements for free or reduced meal eligibility. Floyd Elementary had 6.4% of students *chronically absent* who missed 18 or more days of school (10% of total school year.)

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In addition to the specific instructional objectives identified to address current assessment data, the instructional staff at Floyd Elementary will also employ strategies to comprehensively develop 21st century skills as readers and writers in response to the declining writing scores at Floyd County High School. In collaboration with central office instructional leaders, we will continue to provide applicable professional development to teachers in writing instruction. Additionally, we will specifically work to increase capacity in the following reporting descriptors:

- Demonstrate use of the Internet to gather information specific to a topic.
- Revise writing to vary sentence structure by combining sentences.
- Demonstrate correct placement of quotation marks with dialogue.*
- Demonstrate the correct placement of commas with interrupters.
- Demonstrate correct use of punctuation to form complete sentences.

Assessment Data

SOL Curriculum Area Proficiency (Grades 3-7)	2015-2016	2016-2017	2017-2018
Reading	82	82	78*
Math	86	83	72**
History	75	84	92
Science	94	75	73

*Reading Gap Groups - **Hispanic 74, Black 42, SPED 45**

Math Gap Groups - **Hispanic 65, SPED 58

To address specific learning deficits within the subgroups for reading, Floyd Elementary will employ the following:

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- Individualized support with Title I Reading Specialist for grades 4-7
- Collaborative Teaching Reading groups (grade 4) founded upon the RISE Framework by Dr. Jan Richardson in which the classroom teacher, special education teacher and reading specialist will provide intense, targeted instruction in reading, writing, word study, and comprehension.
- Comprehensive approach to connecting reading to writing by utilizing the student writing folders as portfolios of formative assessment to both engage students and allow a meaningful measure of self monitoring
- Systematically consult the WIDA Can Do Descriptors for in-classroom support of ELL students.
- Collaborate with Division ELL Teacher to support students by co-planning, teaching, and assessing students.
- Hybrid scheduling as needed to build foundational skills from primary grades
- CIP Benchmark data mining and targeted remediation plans by student and objective
- Continued reevaluation of the Teacher Professional Goals to focus on student-specific needs

To address specific learning deficits within the subgroups for math, Floyd Elementary will employ the following:

- Grade level support and collaboration with division Math Specialist
- Utilizing Google Classroom to align resources, lessons, and strategies with other FCPS teachers
- Hybrid scheduling as needed to build foundational skills from primary grades
- CIP Benchmark data mining and targeted remediation plans by student and objective
- Continued reevaluation of the Teacher Professional Goals to focus on student-specific needs
- Collaboration with Division ITRTs to incorporate effective instructional technology for pre-teaching or remediation purposes

Emphasis will be placed on the following objectives:

- Describe and extend patterns
- Single and multi-step word problems
- Fractions : equivalent fractions (4th) and comparing fractions, decimals, and percents (6th)

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Fall 2018 Primary Literacy Scores (PALS / DRA/QRI/Reading Inventory Reports)

Grade Level	# of students tested	% Identified by PALS	% reading below grade level
K	65	TBD	
1	54	14	55
2	50	28	42
3	55	30	24
4	55	n/a	71
5	58	n/a	50
6	73	n/a	46
7	77	n/a	46

Strengths unique to the Floyd E. School Community include:

- New grass-roots implementation of a functional academics / life skills course for a targeted group of Special Education population
- Weekly PLC meetings conducted to identify and maintain constant dialogue regarding individual student needs

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- Twice monthly faculty meetings that center around professional development
- Twice monthly committee meetings to build upon strengths within our staff and to develop leadership capacity among our instructional staff
- Monthly meetings (each) with NRVCS, NCG, FPS, and Bill Gardner to share dialogue regarding service to students and families
- Commitment to remain on the cutting edge of best practices of instruction--STEAM within daily learning activities, Project Based Assessments, Collaborative Teaching
- Student-led opportunities for conflict resolution, volunteerism, and school-diagnostics
- Continued application of Positive Behavior Interventions and Supports system developed by Floyd Elementary stakeholders
- A comprehensive whole-child approach to relationship-building, learning, and assessment

Areas identified as objectives for improvement as indicated by the 23 Variables that Impact AEIS and AYP Measures that also target our critical needs groups:

- Teacher Content Proficiency (streamlined among general education, special education, and all support populations)
- Effective In-Class Supports
- Student Engagement

Areas identified by faculty for interest/need pertaining to professional development:

- Serving students with special needs in the general education setting
- Meeting the needs of students who have experienced trauma
- Incorporating an effective writing program in the classroom
- Tools for content literacy
- Writing assessments and student conferences

To address specific learning objectives to foster greater efficacy in reading across the content areas and to improve 21st century skills, Floyd Elementary will instructionally work to strengthen the following:

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- Inferencing
- Determine cause and effect
- Main idea and supporting details

Budget Implications:

Floyd Elementary School will continue to work with FCPS administration and the Floyd County School Board to acquire needed materials, supplies, and personnel.

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

- School Quality Profile
- Student Data by Question reports
- QRI / PALS / DRA data / Scott Foresman Leveling via Reading Recovery, and Scholastic Reading Inventory Reports
- FCPS Staff Development Needs Survey (2017)
- 23 Variables that Impact AEIS and AYP Measures - An Instrument to Guide Principals in Campus Level Planning

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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: To effectively address the diverse instructional needs of Floyd Elementary, instructional faculty and support staff will engage in practices to build foundational skills and enhance a deeper understanding of curricular content. Strategies include but are not limited to:

- Daily schedules that protect instructional time and maximize time on task
- Foster effective collaborative co-teaching relationships
- Reading Recovery
- PALS Support
- After school remediation
- Differentiated instruction by way of guided reading and math
- Summer school support
- RtI and Child Study
- PLC meetings
- ELL support services
- School Wide Title I support
- Supplemental instructional software (IXL)
- Monthly Special Education meetings
- Developing Assistive Technology Team
- Utilizing our Sensory Room to support students in need

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Budget Implications:

Floyd Elementary School will continue to work with FCPS administration and the Floyd County School Board to acquire needed materials, supplies, and personnel.

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

- Ongoing DRA/QRI and Scholastic Reading Inventory checks to determine instructional reading levels
- Fall, Winter, Spring administration of PALS assessment
- PALS quick checks
- PLC student action plans
- CIP benchmark tests
- FCPS writing prompts
- Words their Way spelling inventories
- SOL end of course assessments
- Teacher-created formative and summative assessment
- PLC documentation - student profiles, referrals, meeting notes, and progress reports

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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: Floyd Elementary will strive to meet the varied needs and abilities of all learners by developing, delivering, and assessing engaging lessons that lend themselves to continued student growth, strengthening all tiers of instruction.

- Cross grade-level vertical alignment of curriculum
- Data driven instruction and assessment
- School-wide scheduling that protects instructional time
- 6+1 Writing Traits program
- Jan Richardson Guided Reading
- Guided math
- Words their Way approach to word study
- Staff-led professional development
- Collaborative professional development with the division schools
- Peer observation/ self-reflection of instruction
- Recruiting, maintaining, and supporting highly qualified personnel
- Supporting curriculum across specialty areas
- Co-developing/planning/implementing PBA's

Budget Implications:

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Floyd Elementary School will continue to work with FCPS administration and the Floyd County School Board to acquire needed materials, supplies, and personnel.

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

- DRA/QRI/Scott Foresman leveling and Scholastic Reading Inventory Reporting
- PALS data 3x per year grades K-3
- CIP quarterly benchmarks
- Words their Way inventories
- FCPS Writing prompt data by way of CIP rubrics
- SOL data
- Classroom observation data

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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: Floyd Elementary will foster an environment conducive to quality teaching and learning that lends itself to citizenship, accountability, and responsible decision making in students. We are committed to providing our students with authentic learning experiences that provide real-world application. We seek to instill a love for learning among our students and help instill the skills that they will capitalize on throughout their formative and secondary years to become productive, successful citizens.

- Project Wisdom weekly themes and lessons
- Class meetings
- Teaching Tolerance

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- Attendance Committee
- PBIS
- Student data cards for multi-faceted class groupings
- 2nd chance breakfast participation
- Mentoring program -specialty teachers targeting at-risk students
- High school helper program -partnership with FCHS
- Ongoing communication - partnering with families --newsletter, website, social media
- PTO outreach
- Shared decision making

Budget Implications:

Floyd Elementary School will continue to work with FCPS administration and the Floyd County School Board to acquire needed materials, supplies, and personnel.

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

- Collaborative approach to communication (Newsletter, website, social media, school messenger, email,)
- Parent conferences
- PBIS implementation
- Project Wisdom lessons and Class meetings
- Service outreach projects (SCA, Conflict Managers, Holiday love projects)
- PTO volunteer recruitment
- Classroom volunteers / High school helpers
- Classroom observation data
- PLC meeting data - student profiles, Rtl documentation, referrals, meeting notes