

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

Division Name: Floyd County Public Schools

School Name: Check Elementary School

Date: September 25, 2017

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

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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:

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.

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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:

Check Elementary School is one of four elementary schools in rural Floyd County, Virginia. The school enrolls 331 students in grades PreK-7. With regards to the racial composition of the student population is 98% White. At the end of the 2016-2017 school year, approximately 12% of the students enrolled were identified as students with disabilities. As of August 31, 2017, 55.23% of students at Check Elementary received free and/or reduced lunches. In reference to absenteeism, just under 12% of students missed more than 10% of the school days.

The school employs 18 classroom teachers, 2.5 special education teachers, a full time librarian, a full time reading specialist, and a full time principal. The school also employs a full-time nurse, a full-time guidance counselor, a full-time music/band teacher, a part-time speech pathologist, a part-time art teacher, and a part-time music teacher. We receive the additional assistance of a gifted specialist, a math specialist, and a county-wide reading coach.

Additional services at Check Elementary School include 2 Americorps Tutors and 3 therapeutic day treatment counselors through Family Preservation Services, and 1 school-based counselor through the New River Valley Community Services.

Stakeholders at Check Elementary School (including administrative staff, assistants, teachers, parents, and members of the PTO) were surveyed by the division, as well as on the school level, about the perceived needs of the school, as well as opportunities teachers and staff have taken to reach all students. Additionally, longitudinal data of aggregate pass rates were analyzed as a means to track classes of students as they progressed through the school system. These data were determined to be the most valid and reliable due to the relatively unchanged nature of each class of students, as well as due to sample size considerations. The most pressing needs facing

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Check Elementary can be divided into two categories (a) strengths to build upon, and (b) areas of relative weakness. Those needs are listed below:

Strengths to build upon:

- 1) Consistent growths demonstrated between 3rd and 4th grade, with 4th grade reading scores noted as steadily trending upwards (based on cross-sectional data).
- 2) Social Studies (VA Studies, as well as Civics) have been sources of tremendous strength at Check.
- 3) STEAM Initiative has been implemented and embraced to help promote high-engagement activities among students, self-monitoring, collaborative problem-solving, multi-modalities, and to integrate multiple subject-matters in creative and collaborative fashion. This will also set the foundation to College and Career Readiness & 21st Century Skills
- 4) Shared Ownership is a strength, as indicated by members of the faculty and staff.
- 5) Inclusive Education is a strength, as indicated by members of the faculty and staff, who have noted that special education inclusion, push-in, and co-teaching models have been effective. Additionally, the overall positive nature of the school culture has enhanced the effectiveness of inclusive education. Finally, RTI and work with partnering agencies have complemented the work at Check by illuminating matters related to Tier 2 and 3 academics, as well as the mental health of students.
- 6) Check Elementary has a Reading Recovery program (as well literacy intervention groups and PALS groups) to help shore up the foundational reading skills of students in 1st grade. This has helped teachers better identify students needing Tier 2 and 3 supports.

Areas of relative weakness:

- 7) 3 year average will not help Check Elementary in reading or science in 2018. Check students will need to make the pass rate outright in those subject areas. Check Elementary used 3 year average in the last two school years.
- 8) Of the 39 SOL tests taken by Check students over the last 3 school years, Check Elementary School has performed below division average on 31 of the tests. Of those 31, the greatest discrepancy from the division average was seen in 3rd and 5th grade math, where Check Elementary pass rates underperformed by double digits in comparison to the division average. Of the 8 tests that performed above division average, 3 came in areas of recognized strengths (VA Studies and Civics).

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- 9) The school must enhance opportunities for students to engage in the writing process with the help of released prompts by the VDOE and rubrics set by CIP.
- 10) In conjunction with the STEAM and Writing push, the school should consider expanding the use of rubrics to Problem Based Assessments (PBA)
- 11) The school must work to align the curriculum, instruction, and assessment with the implementation of CIP. Vertical teams must engage in teaching strategies that incorporate common language across grade levels (e.g. letter identification, reading, handwriting in the primary grades).
- 12) The school must support the transition of readers from kindergarten to 1st grade
- 13) Title I support through Reading Recovery in 1st grade, literacy, and PALS groups in 1st-3rd grade have helped the staff identify Tier 2 and 3 readers and provide needs-based reading interventions. However, more can be done. For clarification purposes, Reading Recovery targets the lowest 12 readers in 1st grade (Tier 3) as determined through an observational survey given at the beginning of the school year. In 2016-2017, Reading Recovery served 9 students, of which only 25% ended at Floyd County's test-level expectations. Additionally, there were 10 additional students who were identified as needed Reading Recovery interventions based on observational surveys, but were not served due to lack of personnel. This impacts Tier 2 interventions, such as literacy and PALS groups. Literacy intervention groups reach students identified through collaborative meetings with teachers to discuss scores from the previous years, as well as DRA levels. PALS groups are determined through an analysis of beginning of year PALS scores.
- 14) The school must support the transition between 4th and 5th grade reading and math
- 15) Maximizing learning time seems to be a common area of need, as indicated by teachers and staff. Staff members have noted that they sometimes feel as though they do not have enough time to effectively teach specific concepts (particularly in reading and writing). Some roadblocks that were noted by teachers include long transitions between classes and activities, and the coordination of resources at the upper grades during study hall and remediation time.
- 16) Remediation seems to be a common area of need, as indicated by teachers and staff. Recognizing that traditional forms of remediation are only somewhat effective, teachers have indicated a preference for developing additional skills, techniques, and strategies to make remediation more effective. Also, clarifying the differences between remediation, extension, accommodation, intervention, and differentiation might help the staff better understand how to approach specific students in the most appropriate fashion.

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- 17) Looking ahead, Check Elementary and Floyd County Schools will need to be proactive in handling the transition between changing standards (e.g. math) as well as evolving formats of SOL testing (e.g. CAT, TEI, etc.)
- 18) Retention considerations need to be re-examined, especially as developmental levels are considered at the kindergarten and 1st grade levels.

Limitations to the data used to determine these needs include:

- 19) Student unit weight per test: Depending on the subject, students' unit weight on the pass rate ranged from around 2.5% in social studies and science to approximately 0.6% in math and reading.
- 20) Transiency of students: Although this is relatively low, transiency still occurred as students moved in or out of the Check area.
- 21) Staffing changes: Over the course of the last 5 years, there have been a number of staffing changes as teachers and assistants retired or were reassigned to and from different grade levels. Undoubtedly, these changes impacted the administration of educational interventions.
- 22) Survey data includes some subjectivity. Strongest and most trustworthy indicators are derived from feedback that consistently emerges from individual submissions.

Budget Implications:

There are few budgetary constraints, which might prevent Check Elementary from properly identifying student needs. More meticulous data collection, particularly of recovery and Tier 2 students, can improve without significant impact on the budget.

The FCPS School Board office has provided financial support for:

- 1) Instructional resources (including technology)
- 2) Professional Development opportunities
- 3) CIP resources

The Check Elementary PTO has provided financial support for:

- 1) Instructional resources

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- 2) Character building presentations
- 3) Professional Development opportunities

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

- 1) All teachers completed a Site-Based School Improvement Plan Survey that asked teachers to document their attempts to meet Tier 1, 2, and 3 needs, as well as how they address the needs of students outside of instructional time.
- 2) All teachers completed a Division survey on professional development needs
- 3) All teachers participated in Vertical Teams to analyze the longitudinal data of students as they progressed through the testing grades.
- 4) All teachers participated in the determination of two variables impacting school improvement that are strengths to build upon, and two variables that are potential weaknesses.
- 5) All teachers submitted a list of Tier 1, 2, and 3 students per subject matter taught.

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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: Check Elementary School recognizes that a significant portion of its population receives Free and Reduced meals. Additionally, there is a growing subgroup of students with special needs. Finally, there is a diverse range in student achievement, as determined through various assessments. In order to reach each of these subgroups, Check Elementary will practice the following strategies:

- 1) To address the evaporating 3-year-average advantage, as well as underperformance in comparison to Division Averages, the teachers and staff will engage in more focused data analysis of SOL scores from the previous year, focusing on students identified as Tier 2, “bubble,” and recovery. After establishing aggregate trends, teachers in testing grades can analyze frequently missed questions. Additionally, teachers in testing grades will compare the results of their benchmark data with the division and CIP regional averages (if available) as a starting point to determining areas of weaknesses, which will drive midcourse corrections during the year.
- 2) To address shortcomings in writing, the students and staff will incorporate the use of VDOE writing prompts and rubrics, some of which will be shared in each student’s school records writing folder. Professional development may be offered to enhance teacher efficacy in rubric development, which will also benefit the work in promoting STEAM and PBA.
- 3) To address the complementary need to promote STEAM education, teachers and staff will continue to develop a STEAM Lab that will promote the Engineering Design Process (EDP) and provide access to teachers and students to a well-stocked Maker Space. STEAM activities will increase high-engagement, creative, and collaborative thinking, and prompt students to engage in real-world problem solving, from which teachers can design problem-based assessments (PBA).
- 4) To address the problems with instructional alignment (such as the transition from kindergarten to 1st grade, as well as 4th to 5th grade reading and math), the staff will use Vertical Teams to help develop common language of teaching techniques so that students progressing through the grades will notice consistency in the presentation and review of materials. In the testing

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grades, data will be exchanged between 4th and 5th grade reading and math. Benchmark data will also be used to help teachers make necessary midcourse corrections, as well as make opportunities for spiral review. Additionally, grade levels will come to a consensus with regards to considerations needed to determine whether a student is at-risk for retention. Considerations will also include developmental readiness.

- 5) To address alignment in areas of instructional intervention (e.g. IEP and 504 Plans), an effort will be made to ensure that students' Present Levels of Performance (PLOP) should drive the goals, and that goals should inform the accommodations and services provided.
- 6) To address limitations to the Reading Recovery interventions (which also impact literacy an PALS groups), a county literacy coach has been reassigned to Check Elementary on a part-time basis to help support the growing need to have students serviced through Reading Recovery. Literacy Intervention will continue to operate as before.
- 7) To further address the need to shore up beginning literacy skills, PALS Remediation will continue to benefit students identified as haven fallen significantly behind peers and classmates at the kindergarten-2nd grade level. This remediation will be conducted by a trained member of the staff.
- 8) To address the need to maximize learning time, the school administration will be judicious about the use of field trips and special presentations, limiting them to topics that are highly engaging and relevant to the curriculum. The staff will also re-evaluate the master schedule and make positive changes where possible. Additionally, the staff will work to integrate subject matters through interdisciplinary projects (e.g. PBA, STEAM, reading and writing across the curriculum) that are also high engagement, as well as time-saving.
- 9) To address the concerns with providing effective remediation, professional development opportunities will be sought to clarify the differences between remediation, extension, accommodation, intervention, and differentiation. The school will continue to allocate assistants to best serve students with special needs (e.g. Tier 2, 504, IEPs). The 504 committee and Special Education teachers will coordinate and monitor the scheduling and deployment of assistants to best meet the needs of students requiring interventions, as well as other special accommodations (e.g. medical).
- 10) To further address the concerns with providing effective remediation, the Response To Intervention (RTI) committee will address students who demonstrate continued struggle, academically or behaviorally. Staff members will track these students thoroughly and involve parents, teachers, and relevant staff in creating a collaborative opportunities to problem-solve through referred concerns, as well as set benchmarks for determining academic and behavioral growth.

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- 11) To address remediation, the school will continue to offer after school remediation opportunities for Tier 2 and 3 students as the school year progresses closer to the test.
- 12) To address the continually changing standards and formats for SOL testing, the school will continue to take resources and memos from central office and make adjustments in preparations accordingly. Because many of the format changes tap critical thinking skills, the incorporation of STEAM, PBA, and rubrics will benefit students as they prepare for the tests.
- 13) Promote Positive Behavior Intervention System (PBIS): PBIS, partnered with Project Wisdom messages of the week, will promote a positive and welcoming culture that will meet key human needs of students hailing from at-risk backgrounds.
- 14) Partnership with School Based Counseling and Therapeutic Day Treatment: Partnerships with private counseling agencies will focus on students receiving public insurance with aims of developing additional relationships and mentorships to benefit the mental, social, and behavioral growth of students at Check. Counselors from New River and Family Preservation Services will meet with the administration on a monthly basis to discuss growths and challenges on each caseload, while also coordinating services with staff implementing 504 Plans and IEPs.
- 15) Partnership with Americorps Tutors: Americorps Tutors will be deployed in order to meet with needs of Tier 2 students not already being serviced through a 504 Plan or IEP. Tutors will also leverage personal rapport with students to build a caseload that will build on their respective strengths, while also focusing on 5th grade (science in particular) as well as Kindergarten and 1st Grade (reading in particular).
- 16) Partnership with Head Start Preschool: Check Elementary will house a preschool program in partnership with Head Start beginning of the 2017-2018 school year. This program, in conjunction with the FCPS backpack program, will promote the development of socially appropriate behaviors in school as well as pre-literacy, literacy, and math skills. The incorporation of this program will strengthen the baseline knowledge of students entering into kindergarten. The bulk of the impact coming from this program will be seen over the course of the next couple of school years.
- 17) Promote After-School Opportunities: Check Elementary will seek opportunities to implement after school clubs, such as a math club and remediation. These clubs will be high-engagement extensions to the curriculum and culture of the regular school day.

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Budget Implications:

- 1) Personnel to assist in Reading Recovery will cost the division some resources as the county literacy coach will not be available to other schools at given times throughout the week.
- 2) Personnel costs associated with the after school remediation must be considered
- 3) There is an upfront cost of a couple hundred dollars for the start-up of a STEAM lab. Additional costs will be incurred as the lab's stockpile of materials must be maintained.
- 4) There are costs associated with after school programs, particularly for teachers involved with after school remediation. Costs would impact personnel, materials, resources, and programs.
- 5) Partnerships with private agencies are self-sustained as students' public insurance policies will be billed separate from the school division's budget.

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

- 1) RTI documentation will demonstrate evidence of focused interventions
- 2) Special Education documentations will demonstrate evidence of focused supports
- 3) 504 documentations will demonstrate evidence of focused accommodations
- 4) Analysis of benchmarks in testing grades will document areas of strength and challenges that can drive midcourse instructional corrections and review during the school year.
- 5) Track the progress on benchmarks and SOLs of students who participate in after-school remediation
- 6) Grade level meeting notes
- 7) Vertical Team meeting notes
- 8) Data from IXL will demonstrate growths
- 9) PALS data will demonstrate growths
- 10) End-of-year Reading Recovery observational survey results will help to indicate growth among students identified and served
- 11) Set a baseline of comparison with division averages on the fall benchmark, and close the discrepancy in all underperforming areas on the winter and spring benchmark.
- 12) Promote the STEAM initiative by spotlighting a different grade level's lesson in each month's faculty meeting

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- 13) Develop and deliver a professional development with the Title I reading teacher to review letter sounds/hand movements and other reading strategies with an aim to adopt strategies vertically as a means to promote consistency.
- 14) Track the baseline kindergarten reading data of all students who filtered through the Head Start PK program in comparison of baseline kindergarten reading data of students who did not benefit from the program. Compare that with the end-of-year kindergarten reading data of both subgroups as well. (Begins fall of 2018)

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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: Check Elementary will incorporate a number of research supported strategies to strengthen and enrich the academic program:

- 1) Fully incorporation of the CIP pacing guide (instructional calendar), and make that a highlighted topic of conversation during grade level meetings
- 2) Benchmarking of curriculum data, as well as data analysis that will lead to informed midcourse corrections and spiral review
- 3) Continued use of guided reading for students to work on instructional leveled text
- 4) Increase writing opportunities to promote writing through the use of VDOE writing prompts, CIP rubrics, and one-on-one/small-group meetings.
- 5) Incorporate the STEAM Initiative to promote interdisciplinary thinking, collaborative problem-solving, and open a natural door to alternate expressions of learning, such as problem-based assessments and writing.
- 6) Using STEAM and writing as a spring board into promoting self-monitoring
- 7) The development of Individual Smart Goals per teacher: This will provide a data-driven approach for teachers to assess traditional challenges in their delivery of specific curriculum, as well as an avenue to focus instruction on students to demonstrate growth.
- 8) Differentiated Instruction: This will promote student engagement at instructional levels with aims to scaffold them up towards mastery of skills.
- 9) Use IXL to provide students with access to personalized tutorials, which can supplement differentiated instruction provided by teachers.

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- 10) Staff Development Focuses: Based on a survey conducted with staff members at Check Elementary, staff development will be provided on the following topics: Incorporating an Effective Writing Program (Writer’s Workshop and Conferences), Floyd County Literacy Strategies (Making connections, visualizing, etc.), STEAM, Working with students with special needs, and Supporting student goal-setting and self-assessment skills.
- 11) Staff Development: Send teachers to state conferences and other professional developments that are relevant to the needs of Check students.

Budget Implications:

- 1) Costs to the school/division include the establishment and upkeep of materials in the STEAM lab. Costs to the division include the purchase of licenses of IXL and other online tutorials
- 2) Costs to the division include the support needed to send teachers from Check Elementary to state conferences and other professional development opportunities.

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

- 1) Grade level meeting notes
- 2) Vertical Team meeting notes
- 3) Teacher observation data
- 4) Writing Prompt rubrics
- 5) Analyze CIP Benchmarks for growth and the narrowing of division averages

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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: Check Elementary School services many students from at-risk backgrounds. The student support services that are provided are crucial to ensuring the basic prerequisite needs of our students are cared for, after which productive educational gains can be made.

Support services include:

- 1) Promote Positive Behavior Intervention System (PBIS): PBIS, partnered with Project Wisdom messages of the week, will promote a positive and welcoming culture that will meet key human needs of students hailing from at-risk backgrounds.
- 2) Promote of Classroom meetings: Classroom meetings help students and teachers establish trusting relationships and open lines of communication. It is also an authentic opportunity for teachers to reinforce the character lessons delivered through Project Wisdom.

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- 3) One School (Division), One Book: The development of literacy skills is highly correlated with time in text, particularly as students are reading for pleasure. The adoption of the One School, One Book initiative will promote reading for pleasure, as well as a common set of text with which all students will have a common experience.
- 4) Title I Community Outreach: Community outreach to promote literacy with the “A Very Magical Family Reading Night”
- 5) After School Programs: Recognizing that many students come from at-risk backgrounds, Check Elementary hopes to develop after-school programs that will be an extension of the academic curriculum and overall culture being established at the school.
- 6) Destination Imagination: Middle school competition to provide stimulating, student-driven problem-solving experiences in a competitive format.
- 7) KidWind Challenge: Middle School competition to provide stimulating, student-driven problem-solving experiences in a competitive format.
- 8) Teaching Tolerance: Teaching Tolerance provides teachers on an as needed basis with resources for tackling societal matters that may be touchy and controversial.
- 9) Partnership with School Based Counseling and Therapeutic Day Treatment: Partnerships with private counseling agencies will focus on students receiving public insurance with aims of developing additional relationships and mentorships to benefit the mental, social, and behavioral growth of students at Check. Counselors from New River and Family Preservation Services will meet with the administration on a monthly basis to discuss growths and challenges on each caseload, while also coordinating services with staff implementing 504 Plans and IEPs.
- 10) PTO and Community Outreach: The PTO continues to build on its partnership with the teachers and staff, providing opportunities to help celebrate teacher appreciation, as well as raise funds for important initiatives at the school level. The PTO recently approved an initiative to help out with 50% of registration fees for professional development conferences that are not already covered by Floyd County Public Schools. Opportunities for teachers to participate and engage in professional development is something that teachers voiced interest in, and something that the administration feels will promote self-efficacy among teachers, while providing opportunities for Check teachers to exchange information and practices with outstanding teachers elsewhere.

Budget Implications:

- 1) Costs to the division include the purchase of books and questions associated with the One School, One Book program
- 2) Title I funds will be used to promote community outreach for the “A Very Magical Family Reading Night”

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- 3) Costs to the school to implement the KidWind Challenge include approximately \$800 for registration, materials, purchase of curriculum, and guest speakers to provide guidance
- 4) Costs to the school to implement Destination Imagination include approximately \$400 for registration and materials
- 5) FCPS has provided financial support to maintain the licenses for Teaching Tolerance and Project Wisdom
- 6) School Based Counseling and Therapeutic Day Treatment costs are sustained primarily by individual student's public insurance
- 7) PTO funds include the allocation of funds to provide registration assistance for teachers to attend specific professional developments and conferences beyond what FCPS has agreed to cover.

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

- 1) Monitoring of Reading Level data (DRA, QRI, PALS, Benchmark skills)
- 2) Teacher observations
- 3) Reviews of writing rubric data
- 4) Complete the One School, One Book Program
- 5) Execute the "A Very Magical Family Reading Night," and track participation rates for families coming from Check
- 6) Ensure the implementation of Destination Imagination and KidWind Challenges
- 7) Monthly meetings about caseloads with School-based and Therapeutic Day Treatment Counselors
- 8) RTI data analysis, family outreach, and documentation