

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

Division Name: Pulaski County

School Name: Riverlawn

Date: 05/25/2018

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).

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.

Demographics:

Riverlawn Elementary School is located in the eastern corner of Pulaski County. The students of Riverlawn Elementary are residents of rural Pulaski County which has a population of about 35,000. Riverlawn Elementary School serves communities located on the border of Radford City, Montgomery County, and the New River. The student population as follows: 84% White/not of Hispanic origin, 9% Black/not of Hispanic origin, 4% Hispanic, 2% Asian/Pacific Islander, and 1% Other.

The enrollment of Riverlawn Elementary School is presently 393.

Riverlawn Elementary School participates in the Community Eligibility Provision (CEP) which is a non-pricing meal service option for school districts in low-income areas. CEP provides the opportunity for qualifying schools to provide breakfast and lunch to all students at no cost.

Riverlawn Elementary School has 33 full-time teachers. The teacher to student ratio is 1:18.

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Comprehensive Needs Assessment:

One component of the Comprehensive Needs Assessment included surveys which were completed by parents, teachers, and students.

A significant strength from the surveys is that 91% of parents believe that they are made aware of SOLs taught at each grade level. Another significant strength is that over 90% of parents, teachers, and students believe that instruction is delivered in a variety of ways. According to survey results, on average, a weakness is that 25% of parents, teachers, and students do not believe that students see a relationship between what they are studying and their lives. A second weakness is that 30% of the students do not believe we have adequate technology resources.

Another component of the Comprehensive Needs Assessment is the review of schoolwide data.

Based on VDOE Virginia Quality Profile SOLs Report from 2017-2018, one of Riverlawn's strengths was student performance on third grade math with a pass rate of 80%. The three year trend of pass rates in third grade math are as follows: 2015-2016: 68%, 2016-2017: 75%, and 2017-2018: 80%.

Based on VDOE Virginia Quality Profile SOLs Report from 2017-2018, another area of Riverlawn's strength was student performance on the fourth grade math with a pass rate of 83%. The three year trend of pass rates in fourth grade math are as follows: 2015-2016: 79%, 2016-2017: 75%, 2017-2018: 83%.

Based on VDOE Virginia Quality Profile SOLs Report from 2017-2018, an area of weakness at Riverlawn is the economically disadvantaged subgroup in reading with a pass rate of 67%. The three year trend for the economically disadvantaged subgroup in reading is as follows: 2015-2016: 72%, 2016-2017: 65%, 2017-2018: 67%.

Based on VDOE Virginia Quality Profile SOLs Report from 2017-2018, an area of weakness at Riverlawn is the economically disadvantaged subgroup in math with a pass rate of 79%. The three year trend for the economically disadvantaged subgroup in math is as follows: 2015-2016: 66%, 2016-2017: 67%, 2017-2018: 79%.

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Budget Implications: N/A
Benchmark/Evaluation: The assessment tool that was used to determine strengths and weaknesses at Riverlawn Elementary School was the SOL tests-given one time in the spring.

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.

1. Reading Performance of Economically Disadvantaged Subgroup

Scientifically-based research strategies:

- **Read-Aloud:** Teachers read aloud materials for the purpose of increasing student’s vocabulary knowledge and comprehension skills by predicting, having authentic conversations, making inferences and drawing conclusions (Higher Level Thinking Skills).
- **Leveled Reading Groups:** Teachers deliver instruction to small reading groups directed at the student’s Zone of Proximal Development using texts at the student’s instructional level.
- **Graphic Organizers:** Graphic organizers enable students to visually see the connections in the text (Venn diagram, semantic map, Frayer model, KWL charts, sequencing events).

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- **Think-Pair-Share:** A discussion strategy that can be used as a rereading activity, problem-solving strategy, or as a follow-up activity.
- **Decoding:** Teaching phonological skills is critical in building a firm foundation to ensure student success in reading. This strategy is taught through the use of word families, word build skills, and the use of manipulatives. By using the phonics strategies, fluency and comprehension skills increase.

**2. Math Performance of Economically Disadvantaged Subgroup
Scientifically-based research strategies:**

- **Graphic organizers for word problems:** Graphic organizers enable students to visualize the data needed to understand and complete single and multistep word problems. Students are able to use pictures to help them understand the key vocabulary and concepts in order to know how to solve the problem.
- **Visual Representations:** Visual representations enhance students' understanding of abstract concepts by making them more concrete. Examples can include graphing, numbers on a number line, and telling time.
- **Manipulatives and interactive technology:** The use of manipulatives increases the student understanding of abstract mathematical concepts by allowing them the opportunity to learn best through hands on experiences. Interactive technology actively engages students in the learning process. Examples can include place value blocks, clocks, fractions bars, interactive place value mats, fact fluency games, and other interactive games on math concepts. Our newly adopted and purchased math series provides many online resources for teachers, parents, and students.

Budget Implications:

Two full time and one part time Title I teachers are hired to serve Riverlawn Elementary School in order to meet specific needs for the students most at risk of not meeting state academic standards. The three teachers provide additional instruction in small groups or individualized instruction to students in the subject areas of reading and math. Riverlawn Elementary School serves students in grades

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PreK-5 and has an enrollment of 393 students. The students' reading and math scores on the state Standards of Learning are currently not meeting the required benchmarks, particularly in specific subgroups of students. The Title I teachers work closely and communicate frequently with the classroom teachers, including participating in the school weekly Professional Learning Community (PLC) meetings, to determine specific skills that need to be retaught and which students need the reteaching, and then to provide small group or individual instruction to these students. Three teachers are needed to provide this instruction to the number of students needing additional instruction and in the two subject areas, reading and math.

Math and Reading Materials

Benchmark/Evaluation:

By June 2019, the pass rate of the economically disadvantaged subgroup in math will be 80% or higher as measured by the SOL Math Assessment.

By June 2019, the pass rate of the economically disadvantaged subgroup in reading will be 75% or higher as measured by the SOL Reading Assessment.

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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.

Enrichment Program:

By using data from pre/post assessments in reading and math, benchmark testing, STAR data, and other teacher assessments, students are grouped according to need. Flexible grouping based on the needs assessments allow different teachers within the grade level to focus on specific skills. Students' progress on specific skills will be discussed in weekly Professional Learning Communities (PLC) meetings. Power Analytics, Failure Free, and Study Island programs will be used to monitor the progress of the students on the remediation list and any interventions will be noted.

Students identified through the watch list in grades 1-5 receive one-on-one tutoring in reading and/or math for fifteen minutes two

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times per week. The student selection is flexible in order to meet the needs of all students based on data.

Fourth and fifth grade students are able to increase the amount of learning time during their late bus wait in the afternoon. They go to the computer labs and complete math and reading online activities that are reinforcing skills tested on the SOL assessments. The online activities and games are self-paced. Teachers take daily attendance of student participation.

Several programs and activities provide enrichment to the academic program at Critzer Elementary School.

The summer school program served students in grades 3, 4 and 5. Breakfast, lunch, and transportation were provided free of charge. Both remediation and enrichment classes are offered to students during the summer school session. Reading remediation activities focused on word analysis strategies, inferences and drawing conclusions, comprehension of fiction and nonfiction texts, and prior knowledge and real life applications. Math remediation activities focused on geometric concepts, multiplication facts, multi-step problems, real life application, probability, and algebra. Enrichment activities included Reader's Theater, guest speakers, building tiny houses, and fraction golf.

Our Gifted and Talented Education (GATE) program serves students in the primary and elementary grades. Gifted students will be served within their general classrooms through differentiated curriculum, instruction, and enrichment. Students are also served on a regular basis by a Gifted Resource Teacher.

Riverlawn Elementary School has a schoolwide club day each month for every student. The activities include history, science, music, math, and art.

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Budget Implications: N/A

Benchmark/Evaluation:

Progress of students will be discussed weekly during grade-level PLC meetings as evidenced by the watchlist and the PLC minutes.

Students' growth will be recorded using the progress monitoring component in each of the computer programs.

By the spring of 2019, 100% of students will show growth on the spring STAR reading as compared to the 2018 fall STAR reading assessment.

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.);

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- 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.

Counseling/Mental Health

Guidance

Each grade level has classroom guidance. The curriculum consists of a Social Skills unit and an Academic Skills unit. The guidance counselor also conducts small group and individual counseling lessons throughout the year as needed. When students are referred for evaluation from core meetings, the counselor conducts a formal classroom observation and communicates with core team members. The counselor coordinates all services provided from outside agencies.

New River Valley Community Services (NRVCS)

School-based services are a combined set of services provided in partnership with all local New River Valley school systems. Clinicians use evidenced-based practices to work on identified issues for each student on their caseloads. School-based services include outpatient services, case management, and crisis services where appropriate. Goals for each client are made in conjunction with their treatment team and focus on issues that may hinder learning. School-based clinicians will attend core and IEP meetings where deemed appropriate, engage in school events when possible, and provide collaboration with services within the school. In addition, school-based case managers link the family of identified client with local resources.

Family Preservation Services (FPS)

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FPS is a therapeutic day treatment service within our school setting. Counselors coordinate with school staff, perform behavior classroom assessments, build rapport and trust among their clients, and provide weekly individual and small group counseling. Counselors provide behavioral assistance in all school settings through encouraging compliant behavior, redirection, modeling good behavior, reducing aggression and disruptive behavior, and pull out for crisis intervention. Counselors also assist in facilitating active parent involvement through telephone calls and home visits.

Big Brothers/Big Sisters

Big Brothers/Big Sisters of Southwest Virginia is a program that matches positive adult role models with children within the school day for one hour per week. Each mentor meets with their mentee to provide support, encouragement, and be a positive role model. During their time together the pair may eat lunch together, play board games, build with Legos, play outside, do yoga, talk, and possibly work on school assignments. Big Brothers/Big Sisters speaks with the guidance counselor who refers the mentees from the school.

Postsecondary/Workforce

Major Clarity

Major Clarity is a career planning portfolio program available to all sixth through twelfth graders. To prepare, students in elementary grades are introduced to the sixteen career clusters and will begin a portfolio that helps them identify interests in possible future careers. This portfolio will be kept in the cumulative file and follow them through middle and high school.

Middle School Tours

Fifth grade students are given the opportunity to tour the middle school they will attend during the upcoming fall. This allows students to become familiar with the building layout, meet potential teachers/administrators, and provide an insight on future course offerings.

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K2C College Awareness Field Trip

Fifth grade students attend a field trip to Virginia Tech to encourage students to begin thinking about the possibility of attending college. Students see pictures of dormitories, eat in the cafeteria, attend sessions that explain particular majors, have hands-on experiences with certain staff members in different fields, and listen to possibilities on financial aid opportunities and scholarships. They then meet student athletes and learn what their lives are like in college as well as listen to the band.

Postsecondary Credits

Pulaski County Public Schools offer postsecondary credits through courses at our high school. We currently offer two AP courses, twelve dual enrollment courses, and nine dual enrollment CTE courses through New River Community College. The Southwest Virginia Governor's School (SVGS) is located in Pulaski County. Up to twenty four students are accepted per year to participate in the SVGS. The academic focus of the SVGS is math and science. These courses are dual enrolled.

Schoolwide Tiered Model

Virginia Tiered Systems of Supports

The Virginia Tiered Systems of Supports (VTSS) is data-driven decision making framework for establishing the academic, behavioral and social-emotional supports needed for a school to be an effective learning environment for all students.

The VTSS systemic approach allows divisions, schools and communities to provide multiple levels of supports to students in a more effective and efficient, clearly defined process. Implementing the VTSS requires the use of evidence-based, system-wide practices with fidelity to provide a quick response to academic, behavioral, social and emotional needs. The practices are progress-monitored frequently to enable educators to make sound, data-based instructional decisions for students.

VTSS functions under the anchor process of integrating data, practices and systems to affect outcomes. The essential

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elements of an effective VTSS framework are:



- Data Informed Decision-Making
- Evidence-Based Practices
- Family, School and Community Partnerships
- Monitoring Student Progress (including universal screening)
- Evaluation (outcomes and fidelity)

Olweus Anti-Bullying Program

Each week teachers will have a morning meeting with students to discuss a lesson from the Olweus Anti-Bullying Program. Topics of discussion include building a positive classroom environment, hotspots, communication, identifying feelings, peer relationships, and respecting differences, and promoting acceptance.

Professional Development:

Pulaski County Public Schools uses an instructional model based on John Hattie’s research. Pulaski County Public Schools has a district-wide professional development plan where teachers are trained in specific instructional strategies and teachers work with their colleagues to support each other in their efforts to apply these strategies. Components of this model are

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described as the following:

Relationships: We are committed to making school a positive experience for every student. Our focus on relationships will elevate the abilities of our students to effectively connect with others and build mutually beneficial partnerships.

Application: Application describes our utilization of pedagogical skills to put forth information, increase knowledge, and boost achievement.

Engagement: Student interaction with the curriculum in ways that utilize critical thinking skills to solve problems, collaborate, create products, and/or communicate results.

Feedback: The teacher directly provides an appraisal of student progress towards learning objectives or facilitating a means for students to critique their own progress.

Assessment: Work samples gathered by the teacher to determine student progress toward meeting learning objectives and plan for future instruction. A variety of assessment should be utilized, including observations, creating products, conversations, performances, rubrics, presentations, self-reflections, role playing, responses to prompts, summaries, peer questioning, and many other means that allow teachers to verify whether or not learning has occurred.

Accountability: In Pulaski County Schools, we are committed to making school a positive experience for every student. Our focus on relationships will elevate the abilities of our students to effectively connect with others and build mutually beneficial partnerships. Accountability is the framework that encompasses the entire learning process in the 21st century. The usage of these components and beliefs are measured through data sweeps, where several administrators from other schools in the county perform walk-throughs using a checklist. This data is then used to improve upon instruction.

Fountas and Pinnell Benchmark Assessment Training

Kindergarten through second grade classroom teachers, Title I, and Special Education Teachers attended a training in August, 2018 on Fountas and Pinnell. Teachers learned how to administer the system assessment and use the data collected. These assessments are used by teachers to determine students learning levels and gathering information about the individuals' processing strategies, fluency, and comprehension.

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Pearson Math Training

Classroom teachers in grades kindergarten through fifth grade attended an in-service in August, 2018 on our newly adopted math series. They were trained on the different components of the series and how to effectively use the series in their classrooms.

Transitions:

Transition and Coordination of Early Childhood Programs

VPI and SPED Preschool classes are located in the elementary schools which provide many opportunities for transitions to occur for these students.

To insure continuity and coordination with the formal school instruction, the PreK PALS is given to enrolled preschool children in the fall and in the spring. The PALS instrument is then continued in grades K-3 in the elementary schools. The preschool children attend all school programs and receive music, art, and library from specialized teachers. They eat lunch at the same time with the other students in the cafeterias. In the spring, preschool children have the opportunity to visit the kindergarten classrooms. The preschool children have a graduation ceremony at the end of the year. The preschool children go to kindergarten registration in the spring, and have the opportunity to attend kindergarten orientation during the Fall Open House where their parents meet with the kindergarten teachers and learn about kindergarten. The Supervisor of Preschool Programs and PALS meets with Head Start parents to aid the transition to kindergarten. Children are also assessed using the STEPS test in the Spring.

Elementary to Middle

The middle schools assist in the transition from elementary to middle school by having all feeder schools select a date to come for a tour of the middle schools. Tours are given and an assembly is held for the upcoming 5th graders. Students and parents are invited to attend open house and a county pool party before school starts.

Middle to High

The middle schools assist with transition to high school by educating the students through classroom guidance, a tour of the high school, parent meetings, and class registration. During classroom guidance, students are able to map out their future plans for high school with their academic/career plan using Major Clarity. This plan has all of the high school courses available to our students. The students select what diploma type they are considering at the time, with the understanding that changes can be made. All of the 8th graders take a tour of the high school to explore the options of elective classes. The high school counselors schedule a time to come and

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meet with all of the 8th graders to go over upcoming high school courses and to make a 9th grade schedule. Parent meetings are scheduled to also educate parents on what the high school curriculum entails and to offer an opportunity to ask questions. Students and parents are invited to attend open house and a county pool party before school starts.

Beyond High School

Guidance hosts an evening informational session for parents and students that provides information in preparing for the senior year and life after high school. High school guidance counselors sponsor visits from many state colleges and universities. In addition juniors and seniors attend a College Fair which has about 40 college representatives. The career coach teams with high school counselors to meet with juniors and seniors to explore options and make necessary applications. There is specialized counseling for school- to-work activities and programs for special needs students. High school counselors meet with individual students to complete applications and certify courses. Seniors complete a survey to assess how to improve the transition activities. Major Clarity is utilized with seniors to create academic career plans.

Budget Implications: N/A

Benchmark/Evaluation:

Using information from data sweeps from the fall 2018 to spring 2019, teachers will increase their use of effective lesson design and delivery by 10% during the current school year.

Based on discipline data from 2017-2018, office referrals (143) will decrease in number by 15% (122) during the 2018-2019 school year.