

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

Division Name: Montgomery County

School Name: Christiansburg Elementary

Date: 2017-2018

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

Title I schools implementing school-wide 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

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

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.

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

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.

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

Narrative:

Student Demographics:

Christiansburg Elementary School serves students in 3rd through 5th grades and currently has a student population of 436 students, 215 females and 221 males. The school population is comprised of 81.7% White, 6.2% African American, 5.7% Multi-Racial, 4.8% Hispanic, 1.4% Asian, .2% American Indian and 0% Pacific Islander. Approximately 46% of our student population receives free and reduced lunch.

Needs Assessment Instruments:

Students' growth towards meeting grade level SOL objectives are closely monitored throughout the year. CES teachers use formative assessments weekly to monitor student progress. Among these informal assessments are student work samples, running records, classroom observations, and tests.

CES also has the following formal assessment schedule:

Beginning of Year Assessments:

- Fountas and Pinnell (F & P) reading levels (A-Z) are reviewed from the previous year and re-administered in the fall to account for reading loss that might have occurred over the summer months. This data is used to group students in similar reading levels for guided reading instruction.
- All 3rd graders at CES are given the Phonological Awareness Literacy Screening (PALS). Students with an Entry Level Summed Score below the grade-level benchmark receive two and one-half hours of additional instruction each week at a student-to-teacher ratio of no more than five to one.
- All 3rd graders at CES are given the Measures of Academic Progress (MAP) assessment in Reading, Language Arts, Math. Students scoring below 188.4 are identified as being below grade level and are considered for Title I services.
- All 4th and 5th grade students at CES are given the Edmentum Assessment in Reading, Language Arts to determine areas requiring additional support.

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

- SOL Reading scores are used with 4th and 5th graders to determine who might benefit from additional reading support. Students who receive Fail/Basic scores and students who receive low Pass/Proficient scores usually are supported in this manner.
- Title I Parent Survey conducted at first PTA event of the year in computer lab and posted on school website.

Fall Assessments:

- MCPS Reading Benchmarks are given at this time and results are reviewed. Instructional planning is adjusted and revised.
- The F & P Benchmark Reading Assessment is re-administered to all students and guided reading groups are adjusted to best meet the needs of students.
- All 3rd graders at CES are given the Measures of Academic Progress (MAP) assessment in Reading, Language Arts, Math. Students scoring below grade level are considered for Title I services.
- 3rd graders who did not meet PALS Benchmark scores are given the full mid-year assessment.

Spring Assessments:

- MCPS Reading Benchmarks are given for a second time and results are reviewed. Reading teachers and classroom teachers sit down to review results, adjust instructional planning, and revise guided reading groups.

End of Year Assessments:

- The F & P Benchmark Reading Assessment is re-administered to all 3rd and 4th grade students along with select 5th grade students.
- 3rd graders who did not meet PALS Benchmark scores are given the full end-of-year assessment.
- All 3rd graders at CES are given the Measures of Academic Progress (MAP) assessment in Reading, Language Arts, Math. Students scoring below grade level are considered for Title I services.
- VA SOLs

Classroom teachers' and parents' needs were collected through an end of the year survey.

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

Data Summary:

PALS Data

Grade	Year 2014-15						Year 2015-16						Year 2016-17						Year 2017-18					
	Fall			Spring			Fall			Spring			Fall			Spring			Fall			Spring		
	#	pass	ID	#	pass	ID	#	pass	ID	#	pass	ID	#	pass	ID	#	pass	ID	#	pass	ID	#	pass	ID
3rd	118	70%	30%	34	32%	68%	138	82%	18%	27	22%	78%	120	58%	42%	52	35%	65%	123	72%	28%			

Analysis of this data shows that a noted weakness for our Third graders is spelling. We will continue our Word Study focus to strengthen these skills.

MCPS Benchmark Data

Benchmark 2016-2017					
	Fall Testing			Spring Testing	
Grade	# Students	Score		# Students	Score
3 rd Grade	147	61.8%		145	64.1%
4 th Grade	142	73.4%		139	67.5%
5 th Grade	124	73.6%		121	73.1%

Analysis of this data shows Third grade not performing as well as their Fourth and Fifth grade peers. We will focus on using snapshot and benchmark results to help with remediation of specific skills. We will also reinforce test taking strategies.

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

Standards of Learning Data

SOLS	Year	Year	Year
	2014-15	2015-16	2016-2017
Third Grade			
Reading	79	88	77
Fourth Grade			
Reading	84	83	85
Fifth Grade			
Reading	80	88	86

School Summary Report 2017-2018

	3rd Grade Reading	4th Grade Reading	5th Grade Reading
Demonstration comprehension of nonfiction texts	33.4	35	34.7
Use word analysis strategies and word reference materials	33	34.4	34.7
Demonstrate comprehension of fictional texts	32.3	33.4	34.1

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

Analysis of this data shows us that our focus should be assisting our At Promise students in acquiring the necessary skills to be successful readers.

Measures of Academic Progress

In the Fall 2017, 132 CES third graders took the Reading MAP assessment. The results reported 55 students (42%) reading at or above grade level, 40 students (30%) falling between second and third grade level expectations, and 37 students (28%) falling at or below second grade performance.

A look at student performance in the three VA SOL Reading topics found:

Topic	Below 190	Above 190
Word Origins, Expanded Vocabulary, Semantics	93	39
Comprehension of a Variety of Fictional Texts	83	49
Comprehension of a Variety of Nonfiction Texts	92	40

Analysis of this data shows a weakness in word origins, expanded vocabulary, semantics, and comprehension of nonfiction texts for our Third graders. We will use LLI and Spire with our At Promise students to reinforce these skills and will continue to closely monitor these students' progress.

Budget Implications:

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

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

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:

Our current population includes 6.2% African Americans and 46% of our student population receives free and reduced lunch. and 8% of the school received special education support. An “At Promise” list will be created for students who are not successful at meeting the minimum grade level criteria on the various forms of assessments to ensure that we are working towards all students meet challenging state academic standards.

Strategies	Task/Action	Task Completion Date	Monitoring (Who, What, How)
Creation of an Identification Process for All Students At Risk of Failing Or in Need of Targeted Interventions	Grade levels will review data regularly to establish a fluid “At Promise” list. This will be a comprehensive K-5 list. The “At Promise” list will	November 3rd	Classroom and Title I teachers will enter data on progress of students identified

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

	<p>include measures for the focus groups at CP/ES: African-American students with disabilities and students not meeting benchmarks.</p> <p>Identify appropriate assessments to be administered and data to be analyzed in a timely fashion as determined by the School Improvement Team</p>		
Implementation of an Identification Process for All Students At Risk of Failing Or in Need of Targeted Interventions	Vertical team meetings between 2nd and 3rd grade will meet to discuss MAP results after each administration.	December 2017 April 2018	CPS and CES Teachers CPS and CES Principals Instructional Coach
	Teachers will examine MAP data to determine remediation strategies for deficit strands	December 2017 April 2018	CPS and CES Teachers CPS and CES Principals Instructional Coach
	Vertical team meetings of 4th and 5th grade teachers will meet after each nine week benchmark.	Periodically throughout the year.	CES Classroom Teachers CES Principal Instructional Coach
	Teachers will examine SPBQ from the benchmark to determine remedial strategies for deficits in each reading standard.	Periodically throughout the year.	CES Classroom Teachers CES Principal Instructional Coach
	Forms of data collection	Ongoing	General Education Teacher

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

	3rd - PALS, Fountas and Pinnell, Spelling Inventory, MAP 4th - Fountas and Pinnell, Spelling Inventory, SOL, benchmarks 5th - Fountas and Pinnell, Spelling Inventory, SOL, benchmarks		Instructional Coach Special Education Teachers Reading Specialists
	The primary and elementary schools will meet every nine weeks to review "At Promise" students and evaluate targeted specific instruction.	October 2017 January 2017 March 2018 May 2018	CPS and CES Principals P.A.C.K. Team
All Students At Risk of Failing are given needed interventions	Students will receive guided instruction in data driven small group settings focusing on word analysis, vocabulary, comprehension, fluency and writing.	Ongoing	Instructional Specialist Special Education Teachers Reading Specialists Classroom Teachers
	During independent small group time, students will be held accountable for assignment completion. Forms of assessment include: exit slips, verbal and nonverbal responses.	Ongoing	Instructional Specialist Special Education Teachers Reading Specialists Classroom Teachers
Tier 2 and Tier 3 instruction	Small group instruction will be a push in or pull out model. This instruction will be determined after collaboration among the classroom teacher, special education teacher, and reading specialists to best meet IEP	On going	Teacher Special Education Teachers Reading Specialists

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

	guidelines and goals.		
Leveled Literacy Intervention (LLI)	LLI will be implemented as an intervention with fidelity during the literacy block with the identified group of students.	Ongoing A cycle of LLI instruction should not exceed 16 weeks	Teacher Special Education Teachers Reading Specialists
Read Live	The online Read Live program will be implemented as an intervention for At Promise 4th and 5th grade students during the reading block.	Ongoing	Reading Specialists Special Education Teachers
SPIRE	SPIRE will be implemented as an intervention for At Promise students who are struggling with decoding issues. This intervention will occur during the reading block.	On going	Special Education Teachers Reading Specialists
Budget Implications:			
Benchmark/Evaluation (or related Indistar® indicators (if applicable):			

Component 3 §1114(b)(7)(ii):

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

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:

To strengthen entire academic school program we are working to increase quality time learning and enrich rigorous curriculum. This is done through purposeful scheduling that includes teaching using the Balanced Literacy framework. This includes an enrichment/intervention time and embedding reading strategies in science and social studies.

Division Goal Area I: Reading (Student Achievement)

Division Goal Statement: All students will reach grade level proficiency as seen by reading on grade level. On and above grade level students will make a minimum of one year of progress and below grade level students will obtain grade level status.

School Objective: CES will work to achieve and maintain full accreditation status in the area of English as set by the Virginia Department of Education. All students in grades 3-5 will show growth on the SOL assessments. CES students will maintain or exceed our three year averages in Reading. Three year averages: English-83%.

Action Steps for Objective I

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

Strategies	Task/Action	Task Completion Date	Monitoring (Who, What, How)
Classroom teachers will continue to implement Word Study instruction with fidelity.	Teachers will assess students at least three times a year, using the Developmental Spelling Assessment (DSA) from the <u>Word Journey</u> text. Teachers will use the data collected from the Developmental Spelling Assessment (DSA) to establish developmental spelling groups.	Beginning of year Mid Year End of Year	Classroom Teacher Special Education Teachers Instructional Specialists Reading Specialists
Word Study	Students will receive daily instruction using the Words Their Way developmental word sorts.	Ongoing	Instructional Specialist Teacher Special Education Teachers Reading Specialists
Tier 1 Instruction	Teachers will utilize research based practices to support all components of the MCPS Balanced Literacy program. Teachers will utilize the Balanced Literacy document to implement Balanced Literacy with fidelity.	Ongoing	Teacher Special Education Teachers Reading Specialists
Balanced Literacy Instruction will include research based best practices.	Teachers will implement: daily interactive read alouds to enhance vocabulary, comprehension strategy instruction, writing instruction, and model fluent	Ongoing	Principal Instructional Specialist Teacher Special Education Teachers Reading Specialists

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

		reading.		
	Lesson Plans	Teachers will create lesson plans that include the SOL, mastery objective, criteria for success, state the why (purpose of the lesson), and the plan for instruction. Teachers will collaborate with special education, reading specialists, instructional specialist and gifted resource teachers to create data driven differentiated lesson plans.	On going	Instructional coach Teacher Special Education Teachers Reading Specialists Gifted Resource Teacher
	Professional Development	Instructional Specialists will provide professional development for the balanced literacy block and tiered differentiated instruction.	On going	Principal Instructional Coach Teachers Reading Specialists
	Assessment for Assignment of and progress monitoring of intervention programs	Teachers will administer the Fountas and Pinnell benchmark assessments three times a year to determine the appropriate intervention program.	1-5 in August K, 1, 4, 5 December K-2 (March as needed) K-5 May	Teacher Special Education Teachers Reading Specialists
	Extended Day SOL	Select teachers will provide after school remediation for targeted students in preparation for the upcoming SOL assessment.	After school February through May	Select Classroom teachers Instructional Coach

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

	Just Run	A running program designed to get kids moving and thinking before the school day starts.	Before school Fall and Spring session	PE teacher Parent Volunteers	
	Orff Ensemble	The music teacher will provide additional music enrichment activities for select students.	After school	Music Teacher	
Budget Implications:					
Benchmark/Evaluation (or related Indistar® indicators (if applicable):					

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);

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

- Implementation of a school-wide 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:

When new students come to CES they meet with the principal and teacher, receive a tour of the school, are introduced to specialists, and assigned students in the classroom to help with the transition to school including classroom routines that help the student feel welcome.

Christiansburg Primary School (grades K-2) second grade students visit and tour CES during the spring of second grade. In the fall during the first week of school, third grade teachers organize a "Welcome to the Pack" event for all third grade students and their families. Curriculum standards and SOL expectations are presented. Dinner is served. Parents have the opportunity to meet in their child's individual classroom and learn about procedures and policies specific to that classroom.

The transition from grade level to grade level varies among the grades and is determined by what is developmentally appropriate for children. Some grades have their students write letters to the upcoming students while other grades have upcoming students visit their classrooms. Any concerns about transitioning, especially retentions, are fully discussed with parents and need the parents' complete support.

Transition to Christiansburg Middle School begins with a visit to the CES fifth grade classrooms by the assistant principal from the middle school and guidance counselors for sixth grade. They discuss the middle school and the academic choices that are available. For

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

children who select band as their elective, the music teacher visits and helps them decide on the appropriate instrument choice. Students then tour Christiansburg Middle School as a class. Parents are provided an evening meeting at Christiansburg Middle School. A variety of assessments are used to determine student placements at CMS. All students use the Istation Program and those scores help determine students needing extra reading support through the READ 180 program in Middle School.

Strategies	Task/Action	Task Completion Date	Monitoring
PBIS	Provide PBIS professional development training. Training will be designed to address tier 1,2, and 3 supports.	As needed	Principal PBIS Team Data collection forms
Strengthen Home/School Connection	<p>A graded work folder will go home on each Friday. Newsletters will be sent home regularly from classroom teachers. School Messenger will be used to notify parents as necessary. A minimum of two Family Engagement events each year.</p> <ul style="list-style-type: none"> ● 2 Academic Nights ● Reading Challenge ● One Book, One School ● Author's Visit 	On going	CPS/CES Teachers and Staff CPS/CES Principals

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

		Parent/Teacher Conferences will be held at a minimum twice a year. Open House for families beginning of the school year. Phone calls to families who did not attend.	August 2017	
	NRVCS/School Counseling	Identified students will receive additional support provided by the counseling staff.	ongoing	Counseling Staff
	Professional Development	Balanced Literacy Interactive Read Aloud John Antonetti	ongoing	All Instructional Staff
	D.A.R.E.	5th grade students participate in a drug education program .	fall	Christiansburg Police Officer 5th grade teachers
	Captain Louie Future Leaders	Select 4th and 5th graders will perform service projects in the community. This project is in memory Captain Louie Heslip of Montgomery County Sheriff's Department.	ongoing	Select 4th and 5th grade teachers
Budget Implications:				
Benchmark/Evaluation (or related Indistar® indicators (if applicable):				

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