

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

Division Name: Pulaski County Public Schools

School Name: Dublin Elementary School

Date: September 18, 2019

Select One: Initial Plan Revision

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

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

The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been

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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:

Dublin Elementary School is located in the geographic center of Pulaski County. The school presently serves preschool through grade 5 with 485 students enrolled. There are 26 classrooms with a pupil/teacher ratio of 19:1. Approximately 6% of students are minorities. Dublin Elementary School qualifies for the Community Eligibility Provision (CEP). The CEP 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.

The Comprehensive Needs Assessment includes surveys which were completed by faculty/staff, parents, and students. A strength shown from the surveys is that 66% of the faculty/staff agreed that the educational programs in this county are of high quality. A second strength is that 81% of our community agreed that teachers hold high expectations for student learning and success. A third strength is that 90% of students agree there are clear rules of how to behave at school. Twenty seven percent of the teachers surveyed agreed that the most prominent weakness is the lack of students having access to adequate technology to help them succeed in their learning. A second weakness is that only 26% of the teachers surveyed agreed that the discipline policies at this school are consistent and effective.

Another component of the Comprehensive Needs Assessment is a review of data. From the 2018-2019 VDOE Virginia School Quality Profiles SOL report, it was determined that a strength at DES was the overall student performance for all students in Math with a pass rate of 91%. The trend of pass rates for overall student performance for third, fourth, and fifth grade math have been the following: 86% in 2017-2018 and 91% in 2018-2019. The 2019 English pass rate for all students was 87%.

From the 2018-2019 VDOE School Accreditation Detail Report, it was determined that attendance at DES is another strength with 91% of students missing 10% or less of the 2018-2019 school year. In 2017-2018, 91.7% of students missed 10% or less of the school year.

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From the 2018-2019 VDOE Virginia School Quality Profiles SOL report, it was determined that a weakness at DES is the Students With Disabilities subgroup in Math, with an overall pass rate of 70%. In 2017-2018, the Students With Disabilities subgroup in Math had a pass rate of 79%. Additionally, in 2018-2019 the Students with Disabilities subgroup Reading pass rate is a weakness with a pass rate of 63%. In 2017-2018, the Students With Disabilities subgroup Reading pass rate was 77%.

During the Fall and Spring 2018-2019 PALS screenings, the following data was collected identifying students not meeting benchmark:
Kindergarten Fall: 5 Spring: 5
First Grade Fall: 6 Spring: 21
Second Grade Fall: 12 Spring 12

Positive factors contributing to the above Math and Reading data include:

- High yield instructional practices
- Appropriate student grouping
- Implementation of a continuous improvement process informed by data and best practice
- Effective school-based supports such as coordinated and comprehensive support systems for the whole child (NRVCS)

Negative factors contributing to the above Math and Reading data include:

- Issues related to poverty/socioeconomic
- Social emotional issues
- Interrupted schooling
- Teacher: student ratio for TI and SPED

Budget Implications: At several family engagement activities, children’s books are given to students.

Benchmark/Evaluation (or related Indistar® indicators (if applicable): The assessment tool that was used to determine strengths and weaknesses at Dublin Elementary School were the SOL tests and PALS data. The SOL tests are given one time a year- in the spring. Attendance data and survey data was also reviewed.

The following table shows the number of students below benchmark on the PALs assessment for the 2019- 2020 school year :

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Grade Level	Fall	Midyear	Spring
Kindergarten	21	33	
First	7	26	
Second	20	25	

In order to build relationships between home and school, DES will increase parent and family involvement in these activities by 10% in 2019-2020 as compared to 2018-2019 as measured by sign-in sheets. During the 2018-2019 school year, 1,644 people attended the various family engagement activities throughout the year.

Title I teachers help organize 10 parent and family engagement activities per school year. The following are the family and engagement activities Title I teachers organize: Open House, Title I Annual Parent Meeting, Parent/Teacher Conferences, Grandparents' Lunch, Halloween Bash, Veteran's Day Lunch, Thanksgiving Lunch, Dinner With Santa, Read Across America, and Shamrock Festival.

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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: The following are identified as weaknesses and the specific research-based strategies used to increase student achievement:

1. Students With Disabilities subgroup in Math performance: Pass rate 70%
 - **Cooperative learning groups during math:** Cooperative learning is an educational approach to teaching in which small teams with students of different levels of ability come together to work on completing tasks in a collective manner toward academic goals. Cooperative grouping helps provide a structure for positive interdependence where the final goal is academic independence. Using cooperative grouping during math will enable all students the opportunity to stay engaged in a supportive manner.
 - **Graphic organizers while solving math word problems:** Using graphic organizers to help students make sense of the math processes in which they are trying to use will help simplify the task of solving complicated, multi-step word problems.
 - **Hands-on manipulatives and interactive technology practice in math:** Manipulatives and interactive technology allows students to construct their own cognitive models for abstract mathematical ideas and processes. They also help engage students to increase both interest and enjoyment of mathematics. The goal of implementing the use of hands-on manipulatives and interactive technology in math classrooms is to have a positive effect on student achievement by allowing students to use concrete objects to observe, model, and internalize abstract math concepts. Our recently adopted and purchased math series provides many online resources for teachers, parents, and students.

2. Students With Disabilities subgroup in Reading performance: Pass rate 63%
 - **Fountas and Pinnell Leveled Literacy Intervention System:**

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The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The *LLI* systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers

- **Houghton Mifflin Harcourt Reading Series:**

Teachers received training on our newly adopted reading program, Houghton Mifflin Harcourt. This program provides engaging text sets, leveled readers, practice books, writer's notebook, read aloud books, big books, tabletop toolkit mini lessons, module posters, and several technology components that are to be used with general education and special education students.

Budget Implications:

Three Title I teachers are hired to serve Dublin 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. Teachers are provided with funds to purchase specific materials to support student needs in reading and math. A part-time Title I tutor is needed during the last nine weeks of school to assist with remediation of specific reading and math skills for individual students or groups of students in grades 3 – 5 prior to the SOL assessment. The tutor also assists with remediation for students that earn an expedited retake on SOL assessments. Chromebooks are used for a variety of literacy activities. We use the intervention section of HMM for our 3-5 grade students where they read and respond to literature on their reading level using grade level SOL skills. This works to build comprehension, accuracy, and fluency skills. In the primary grades, we use the chromebooks with the iRead interactive tools to build phonemic awareness and other word work skills. We also use them for Accelerated Reader test opportunities.

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

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, 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 according to the number of students needing additional instruction in the two subject areas, reading and math. Ongoing professional development may be needed to support implementation of LLI.

Updates on benchmark assessment scores, by grade level, are updated quarterly.

By June 2020, the pass rate for Students with Disabilities subgroup in Math will be 70% or higher as measured by the SOL assessment.

Math Benchmark Results from Students with Disabilities

Grade Level	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks
Third	80%	73%	
Fourth	64%	46%	
Fifth	19%	63%	

By June 2020, the pass rate for Students with Disabilities subgroup in Reading will be 75% or higher as measured by the SOL assessment.

Reading Benchmark Results from Students with Disabilities

Grade Level	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks
Third	0%	29%	
Fourth	75%	57%	
Fifth	31%	39%	

Component 3 §1114(b)(7)(ii):

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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:

Dublin Elementary School has an after school program called Rockin' After School that enriches our academics. The Rockin' After School program provides tutoring, homework help, remediation, enrichment activities, and educational real-world-like experiences through Micro Society for students in 3rd, 4th, and 5th grades. The program is held for 2 hours each day after school on Tuesdays, Wednesdays, and Thursdays. On Fridays the program is operated 1.25 hours after school. Once a month the program holds "Family/Community Night" where students and families participate in various activities from "Bring Your Parent to Work" to SOL skills/internet resources for the grading period. The success of this program is measured using STAR test data, SOL assessment results, and report card grades in the areas of reading and math. Assessment data is collected and compared from fall to spring.

Another enrichment opportunity for Dublin Elementary School's academic program is Power-Up time. Dublin Elementary School's master schedule has been devised to include a 45 minute daily remediation and/or enrichment time. This Power-Up time is used to strengthen and expand students' skills in reading and math in grades K-5. Flexible grouping of students allows teachers to target specific skills in a timely manner.

The summer school program serves students in grades 3, 4 and 5. Breakfast, lunch, and transportation are provided free of charge. Both remediation and enrichment classes are offered to students during the summer school session. Reading remediation activities focus on word analysis strategies, inferences and drawing conclusions, comprehension of fiction and nonfiction texts, and prior knowledge and real life applications. Math remediation activities focus on geometric concepts, multiplication facts, multi-step problems, real life application, probability, and algebra. Enrichment activities include 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

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rotating schedule by a Gifted Resource Teacher.

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

Fourth and fifth graders participate in 4-H Club, which is sponsored by Cooperative Extension. The club leaders come into each classroom on a monthly basis and deliver hands-on lessons that are correlated with the grade's SOLs. Students are able to experience a variety of activities, including: building electrical circuits, incubating and hatching eggs, and simulating earthquakes. Students participate in 4-H projects, such as dramatic readings and how-to demonstrations.

Budget Implications: N/A

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

All students in Rockin' After School will improve in the area of Reading as shown on fall and spring Reading STAR assessments.

As measured by the fall Reading STAR assessments, 54% of students in Rockin' After School are at or above grade level in Reading.

All students will improve on specific skills during Power Up as measured through post test data, which is discussed during grade level Professional Learning Community (PLC) meetings. Remediation groups are created during these meetings to meet the specific needs of students. Documentation of this information can be found on PLC agenda minutes, post test data grids, and benchmark assessment results.

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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 of 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:

Counseling/Mental Health:

Guidance

Each grade level has classroom guidance. The curriculum consists of a Social Skills unit and an Academic Skills unit. Preventative skills are taught to all the students. The guidance counselor also provides small group and individual counseling at the request of the teacher, parent, or administration throughout the year. The guidance department also coordinates all services provided from outside services and agencies.

New River Valley Community Services (NRVCS)

In partnership with NRVCS, Dublin Elementary School is able to provide school based and therapeutic day treatment to several at-risk students. In addition, counseling services are provided to families/students in need of these services.

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Big Brothers/Big Sisters

Big Brothers/Big Sisters of Southwest Virginia program matches adults with children in a structured school setting for one hour per week. Each mentor meets with his/her mentee one hour per week during the school year to provide support, encouragement, and a positive role model. Some of the many activities mentors enjoy with their mentees include working with them on reading, playing an educational board game, shooting baskets, eating lunch together, or talking together. The main purpose is to meet the needs of children within a school/site setting. Big Brothers/Big Sisters staff serves as the liaison between the school/site and the mentor to facilitate scheduling.

Postsecondary/ Workforce:

Major Clarity

Major Clarity is a career planning portfolio program available to all 6-12 graders. To prepare for Major Clarity, students in the elementary grades are introduced to the sixteen career clusters and begin a portfolio that helps them identify their interests in future careers and to assist them with career readiness. This portfolio will follow students to middle and high school.

Middle School Tours

Fifth grade students are given the opportunity to tour the middle school they will be attending the spring before their sixth grade year. This allows students to become familiar with the building layout, meet potential teachers/administrators, and provide an insight on future course offerings.

K2C College Awareness Field Trip to Virginia Tech

Fifth grade students from Dublin Elementary School attend a field trip to Virginia Tech. The purpose of the field trip is to encourage students to begin to think about the possibility of attending college. Students are introduced to the academic and non-academic advantages of going to college and are exposed to “a day in the life” of a college student.

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:

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VTSS (Virginia Tiered System of Supports)

Pulaski County was selected for the Project Aware and the School Climate Transformation Grant due to their strong ties with New River Valley Community Services and having been seen to be on the leading edge of mental health supports for students. We have continued to grow this partnership while also looking at ways to increase communication and accountability for any service that is accessing children during the school day. Accountability has been built into the process by having a multi-disciplinary team, a Core Team, review all referrals being made to school based mental health services, and by increasing the goal oriented documentation provided to school staff from our service providers for Therapeutic Day Treatment Services.

Through a needs assessment survey conducted in 2015, it became clear that Pulaski County Public Schools' staff felt like there was already an adequate amount of mental health staff in the schools. The gaps around mental health that the staff identified were parent engagement, substance abusing youth (at-risk behavior), access to services (lack of insurance/waitlist), elementary aged youth with intensive behaviors, and school attendance. We have been working to address each of these areas using the Virginia Tiered System of Supports Model as required through the grant. The VTSS is a 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. VTSS is a three to five year process. Many divisions in Virginia who are implementing with fidelity have seen significant reductions in discipline and an increase in SOL scores. These positive findings are also seen at the national level.

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 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), and Evaluation (outcomes and fidelity).

Olweus Anti-Bullying Program

Dublin Elementary School uses the Olweus Anti-Bullying Program schoolwide and in the classrooms. An anti-bullying pledge is stated every morning during the announcements. Teachers and administrators are trained on how to handle situations and to help prevent situations before they arise.

Schoolwide Expectations

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Dublin Elementary teachers take the first week of school to explicitly teach, and reteach, the expectations throughout the school. These expectations follow students into all areas of the school (classroom, cafeteria, hallways, bathroom, and bus wait). These rules are reviewed daily and teachers hold high standards for good behavior.

Professional Development:

Pulaski County Public Schools offers professional development opportunities to all faculty throughout the school year. The following are the training opportunities:

Instructional Model Training

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 described as the following:

Relationships: At 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.

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 toward 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-reflection, role playing, responses to prompts, summaries, peer questioning, and many other means that allow teachers to verify whether or not learning has occurred.

Accountability: Accountability is the framework that encompasses the entire learning process in the 21st century. It includes federal

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and state mandates, as well as local expectations.

The usage of these components is measured through “data sweeps”, where an administrator performs a walk-through checklist to monitor the uses of the following strategies: Application, Engagement, Feedback, and Assessment.

Restorative Justice

Restorative Justice is an alternative method of disciplining students that seeks to balance the process between being too permissive and being too punitive. The goal of restorative justice is to work with students (the victims and the accused) to come to a solution rather than simply handing down punishment.

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

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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 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.

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Budget Implications: N/A

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

Using information from data sweeps from fall 2019 to spring 2020, teachers will increase their use of effective lesson design and delivery by 10%.

Fall 2019

Application 26%, Engagement 42%, Assessment 10%, Feedback 12%, No Instruction 10%