Riverlawn Title I Schoolwide Plan 2022-2023

Division Name: Pulaski County

School Name: Riverlawn Elementary

Date: 10/14/2022

Select One: 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 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 are 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 website.
- 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.

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 challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet 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 School 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 is as follows: 76% White, 6% Black/AfricanAmerican, 8% Hispanic/Latino, 2% Asian, and 8% two or more race categories. The enrollment is presently 389 students.

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 23 face to face full-time classroom teachers. The teacher to student ratio is 1:17.

Comprehensive Needs Assessment:

One component of the Comprehensive Needs Assessment included surveys which were completed by parents and community members.

A significant strength from the surveys is that 96% of parents feel welcome at our school and that faculty and staff are friendly and approachable. Another significant strength is that 92% of parents indicated that teachers hold high expectations for student learning and success. Additionally, 92% of those surveyed felt that our school is a safe and orderly place for learning. According to survey results, an area of improvement is that 12% of participants were neutral and 4% disagreed when asked if they believed our educational programs are of high quality.

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

Based on 2021-2022 PALS data, one of Riverlawn's weaknesses was K-2 student performance on the PALS assessment with percentage of students meeting the spring 2022 year benchmark as follows: K-85%, 1st-78%, 2nd 57%.

Contributing Factors:

The positive factors include a culture of high expectations, the use of high yield instructional strategies, data driven and research based instructional strategies including a new math series and reading series. Additionally, all students have access to a personal chromebook.   Teachers were trained in the online platform Canvas and have access to Virtual Virginia to supplement instruction. Another contributing factor is school based student support provided by NRVCS in school counseling.

The negative factors include student issues related to poverty and socioeconomics as well as social emotional issues. Budget restrictions reduced Title I teachers from 2.5 to 2.   Additionally our EL population continues to increase each year.

Budget Implications: At several family engagement activities, children's books are given to students. Title I supports two full time teachers.

Benchmark/Evaluation: The assessment tools that were used to determine strengths and weaknesses at Riverlawn Elementary School were the SOL tests-given one time in the spring, and the PALS assessment used at the beginning, mid-year, and end of the year.

Title I teachers help organize The One Book One School parent and family engagement activities per school year.

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.

- **Overall Reading Performance**

Scientifically-based research strategies:

- Teachers receive ongoing training on Canvas online platform.

- *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

Monitor student progress.

- **Overall Math Performance**

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, telling time, and math webs.
- **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, fraction 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.

- Teachers receive ongoing training on Canvas online platform.

Budget Implications:

Two full 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. One part-time Title I tutor assists with LLI instruction. 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. Chromebooks are provided to support the reading and math series and Canvas.

Benchmark/Evaluation: 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 to the number of students needing additional instruction in reading and math. Teachers are provided with funds to purchase specific materials to support students in reading and math.

By June 2023, the overall pass rate in math will be 86% or higher as measured by the SOL Math Assessment.

By June 2023, the overall pass rate in reading will be 82% or higher as measured by the SOL Reading Assessment.

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 using a watch list. Students' progress on specific skills will be discussed in weekly Professional Learning Communities (PLC) meetings. Performance Matters will be used to monitor the progress of the students on the watch list and any interventions will be noted.

Students identified through the watch list in grades 1-5 have the opportunity to receive small group tutoring in reading and math for 30-45 minutes two times per week. The student selection is flexible in order to meet the needs of all students based on data.

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

Students in K-5 have the opportunity to participate in after school STEAM Club once a week for 45-60 minutes

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.

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 provides Club Day once a month where students are able to participate in an enrichment club of their choice during the school day.

Budget Implications: N/A

Benchmark/Evaluation:

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

By the Spring of 2023, 100% of students will show growth on the STAR reading assessment as compared to the 2022 Fall STAR reading assessment.

Fall 2022 STAR scores

Percentile	3rd Fall	Spring	4th Fall	Spring	5th Fall	Spring
75th and above	8%		18%		17%	
50th – 74th	20%		15%		14%	
25th-49th	22%		19%		26%	
Below 25th	39%		48%		42%	

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 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 the 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.

Restorative Justice

Restorative Justice is an alternate 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.

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.

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.

Postsecondary Credits

Pulaski County Public Schools offer post secondary credits through courses at the 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 support 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 support 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)
- Evaluation (outcomes and fidelity)

VTSS Tier II Intervention: Check In, Check Out

A program designed to help students become mindful of their behaviors throughout the day. Students check in and out daily with a mentor teacher to review and update their behavior goals.

Anti-Bullying Program

The guidance counselor meets with students to discuss a lesson from an 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 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.

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 ensure 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 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 2022, teachers will increase their use of effective lesson design and delivery by 10% during the current school year.

Fall 2022

Application 53%, Engagement 23%, Assessment 12%, Feedback 5%, No Instruction 7%

Spring 2023