

# Virginia Department of Education

## Gladesboro Elementary School

### Title I Schoolwide Plan

**Division Name:** Carroll County Public Schools

**School Name:** Gladesboro Elementary School

**Date:** April 2016

**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 *Elementary and Secondary Education Act of 1965* (ESEA). Guidelines for plan development include the following:

- The comprehensive plan should be developed during a one-year period;
- The plan should be developed with the involvement of parents and other members of the community to be served;
- Individuals who will carry out the plan, including teachers, principals, administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school, should be involved in the development of the plan;
- 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, the plan should be developed in coordination with programs under Reading First, Early Reading First, Even Start, the *Carl D. Perkins Vocational and Technical Education Act of 1998*, and the *Head Start Act*.

The ESEA requires ten 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 ten required schoolwide components. This

# Virginia Department of Education

## Gladesboro Elementary School

### Title I Schoolwide Plan

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 ten components by following these steps:

*Using Indistar® (available fall 2014):*

- 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 [http://www.doe.virginia.gov/federal\\_programs/esea/title1/part\\_a/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml),
- 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 a *Schoolwide Plan Peer Review Rating Rubric*, United States Department of Education (USED) guidance on *Designing Schoolwide Programs*, and USED guidance on *Title I Fiscal Issues* (including supplement/supplant and consolidating

# Virginia Department of Education Gladesboro Elementary School Title I Schoolwide Plan

funds in schoolwide programs), can be accessed at the following Web site:

[http://www.doe.virginia.gov/federal\\_programs/esea/title1/part\\_a/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml).

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](http://www.doe.virginia.gov/federal_programs/esea/index.shtml).

**Component 1** - §1114(b)(1)(A): A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in §1309(2)) that is based on the information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in §1111(b)(1).

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 summary of data analyses must be included. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

## **Narrative**

The school wide Title I Planning team consists of parents, teachers, certified staff, and building and district level administration all dedicated to oversee the needs assessment process. In regular meetings, team members clarify the vision for reform, create a school profile, identify data sources, organize and analyze data to guide in the development and review of the written plan.

### **School Wide Title 1 Planning Team Gladesboro Elementary School**

#### **Parent:**

- Laura Shrewsberry
- Amy Jackson
- Sarah Allen

#### **Certified Staff:**

- Mrs. Tonya Gardner, Title I Teacher
- Mrs. Maggie Jarrell, Grade 5 Reading Teacher
- Mrs. Tami Kacmarynski, Kindergarten Teacher
- Mrs. Kerry Ayers, Reading Coach

#### **Classified Staff:**

- Mrs. Heather Ramirez, ESL tutor

# Virginia Department of Education Gladesboro Elementary School Title I Schoolwide Plan

**Administration:**

- Mr. F. Gene Hawks, principal
- Mrs. Linda Dalton, Director of Federal Programs

**District Staff:**

- Mrs. Linda Dalton, Director of Federal Programs

Meeting Dates	Agenda Topics And Planning Steps	Title I Planning Team	All Instructional Staff	Parent Representative
August 2015	Curriculum Planning; Discuss expectations of Title I, Process of schoolwide Title I	X		X
August 2015	Back to School Faculty Meeting; Share Title I schoolwide process; RTI; data from previous year		X	
August 2015	Scheduling of Title I Groups	X	X	
September 2015	Title I Parent Advisory Council Meeting	X		
September 2015	Title I Parent Compact, County and School Parent Involvement Policies	X		
November 2015	Parent Involvement Activity – Title I staff distributed information during Thanksgiving meal; students received books	X		X
January 2016	Reviewed 3-5 benchmark data and PK-3 PALS data to determine additional services needed for identified students	X	X	
End of Each Six Weeks Grading Period	A-Team Meetings – discussed students receiving schoolwide Title I; needs of students; discuss progress of students; refer students for SAT meetings	X	X	

# Virginia Department of Education Gladesboro Elementary School Title I Schoolwide Plan

March 2016	Parent Involvement: Read Aloud to a Child Day for Read Across America	X		X
April 2016	Assess the Annual Evaluation for the Title I Program	X		

In conjunction with the school community and in direct reflection of Carroll County Public Schools’ mission, Gladesboro Elementary School (GBES) strives to provide a safe and engaging environment meeting students at various levels of social economic status, experience, ability and achievement. The focus of all efforts are aimed at helping students acquire knowledge and develop skills to allow them to be productive and thriving members of our changing society. Teachers, staff, and administration at GBES understand the importance of standardized testing; however, measure student successes on many factors beyond the acquisition of content. The school, with the support of the parents and the community, provides a safe, caring environment in which students are actively engaged in becoming lifelong learners.

GBES was renovated in 2001 to provide an inviting and safe environment; however, still lacks the funding resources to meet the needs of all at-risk students. Our current enrollment represents 121 students from various cultures and backgrounds with 56% identified as economically disadvantaged. Students that attend our school are from low-income households where parents struggle to create learning opportunities for their child. Additionally, generational poverty increases barriers to learning opportunities as well as community awareness of the importance of early literacy skill development. The characteristics of at-risk students, the poverty indicators at GBES, and the academic intervention that is needed to meet SOL proficiency and AMO goals establish the baseline need for a high quality school-wide Title 1 program. With a school-wide Title I program, at-risk students at GBES would receive additional services in Reading and Math as identified by need. The focus of the Title I Schoolwide program will be for students at risk of failing math and reading.

**School Profile:**  
Gladesboro Elementary School is located in Carroll County and serves students from Pre-kindergarten through grade five. The student population’s background represents some diversity; 60% received free or reduced lunch and many of the families rely on agriculture to make a living. The student population is 95% Caucasian, 5% of students are Hispanic, and 0% are African American, Asian, and American Indian. Students receive services for learning differences to include English Language Proficiency, speech and language, physical needs and differentiated instruction according to availability.

**Data Sources:**  
This following data was taken from Accreditation Adjusted Pass Rates as provided by the Virginia Department of Education.  
2015-2016

Subject	Accreditation	1 Year	3 Year
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# Virginia Department of Education Gladesboro Elementary School Title I Schoolwide Plan

	Benchmark		Average	Met Accreditation Benchmark
English	75	77	71	Yes
Mathematics	70	67	66	Yes
History	70	80	74	Yes
Science	70	62	66	Yes

The following data desegregation displays performance for subgroups as measured by AMO for Gladesboro Elementary.

Student Subgroup	2015-2016			Current Year AMO
	Passed	Tested	Not Tested	
<i>English Performance</i>				
Hispanic	< 69	< 100	< 0	
White				
Two or more races	-	-	-	
Students with Disabilities	<	<	<	
Economically Disadvantaged	59	100	0	
Limited English Proficient	-	-	-	
Gap Group 1 -	60	100	0	
Gap Group 3 -	<	<	<	
<i>Mathematics Performance</i>				
Hispanic	<	<	<	
White	84	100	0	
Two or more races	-	-	-	
Students with Disabilities	<	<	<	
Economically Disadvantaged	71	100	0	
Limited English Proficient	-	-	-	
Gap Group 1	72	100	0	

# Virginia Department of Education Gladesboro Elementary School Title I Schoolwide Plan

Gap Group 3 -

< < <

Key: < = A group below state definition for personally identifiable results

The following more-detailed data was taken from Spring PALS screenings and i-Ready end of the year diagnostic assessments at the conclusion of the 2013-2014 school year. Utilizing benchmark assessments and screening allows representation of all students in addition to the state testing grades. Standards of Learning, assessed in Grades 3 - 5 were also reviewed and correlated to the student's performance by question reports offered to those who participated in the SOL testing.

Grade	i-Ready Diagnostic Math	i-Ready Diagnostic Reading	PALS Spring 2016
	% On Grade Level	% On Grade Level	% On Grade Level
K	82%	90%	95%
1	74%	35%	85%
2	74%	63%	68%
3	78%	73%	78%
4	74%	32%	N/A
5	77%	36%	N/A

### Data Analysis

#### School Needs:

- Increase Standards of Learning academic performance and proficiency in Math and Reading. Reading scores for i-Ready indicate that K, 2, 3, 4 and 5 grade students need to have skills strengthened in comprehension skills and phonics. Specific skill needs are cause and effect, nonfiction, comprehension of text, vowels, and digraphs. Math scores for SOLs and Interactive Achievement indicate a weakness in grades 3-5 in multi step problems, computation and estimation, and algebraic reasoning.
- Empower students to overcome socioeconomic barriers and enhance their emotional well-being.

#### Available School Resources:

- Traditional school day intervention and remediation programs: Supplemental Title 1 intervention, PALS and SOL tutoring.
- Technology based intervention and remediation programs: i-Ready
- AmeriCorps Tutors
- Family Preservation and Mt. Rogers Therapeutic Day Treatment Counselors

#### Student Needs:

- Access to academic enrichment and remediation opportunities.
- Opportunity to receive enrichment during the school day.

# Virginia Department of Education

## Gladesboro Elementary School

### Title I Schoolwide Plan

- Differentiated Instruction driven with frequent progress monitoring for all subgroups

#### **Instructional Changes:**

- Staff will have access to in-services and technology for online based programs, including I-Ready and interactive Achievement.
- Professional Development on differentiation and data analysis.

#### **School Needs will be provided:**

- Use data to identify areas of weakness within the school
- Meet each six weeks to discuss intervention strategies and assign students to staff for additional supplemental instruction
- Use of i-Ready software to identify needs of students

#### **Student Needs will be provided:**

- Identified students will be assigned interventions to be provided by staff
- Students will be monitored for progress
- Students will receive small group and individual instruction

#### **Component 2 - §1114(b) (1) (B): Schoolwide reform strategies that—**

1. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in §1111(b)(1)(D);
2. Use effective methods and instructional strategies that are based on scientifically-based research that—
  - a. Strengthen the core academic program in the school;
  - b. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
  - c. Include strategies for meeting the educational needs of historically underserved populations;
  - d. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—

**Virginia Department of Education  
Gladesboro Elementary School  
Title I Schoolwide Plan**

- i. Counseling, pupil services, and mentoring services;
  - ii. College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
  - iii. The integration of vocational and technical education programs; and
- e. Address how the school will determine if such needs have been met; and
- f. Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Include a description of how the reform strategies will be evaluated for effectiveness.

**Narrative:**

Gladesboro Elementary School (GBES) will determine student needs during our A-Team meetings each six weeks for all students in reading and math. Our research-based interventions will incorporate leveled materials from our core Reading and Math Programs, iReady, PALS Quick Checks, Interactive Achievement and teacher made assessments, Quick Reads, and other supplemental data driven computer programs.

Reading Coaches/Title 1 teachers, paraprofessionals, and regular education teachers will use PALS testing data to determine specific students' weaknesses in reading for grades PK-3. This data will allow all students to be divided into homogeneous learning groups for a 30-minute block to get specific interventions. This block of time will be in addition to the regular reading times and allow for both intervention and enrichment opportunities based on each student's current identified strength or weakness. We will use a master schedule to allow students in the entire school to participate.

Gladesboro Elementary will use the following strategies currently stated in our school improvement Indistar plan:

- Curriculum alignment with Virginia Standards of Learning.

# Virginia Department of Education

## Gladesboro Elementary School

### Title I Schoolwide Plan

- Pacing Guides will provide the timeline with the coverage needed for the Standards of Learning as the guide for planning instruction. (Reading Wonders and Everyday Math)
- Teachers will utilize the Enhanced Scope and Sequence to provide extended strategies.
- Progress monitoring in reading using IA benchmark testing in math will allow instructional personnel to provide interventions for skills based on test results. Groups will be determined and staff will monitor skills as they are met. Kindergartens through third grade classes are self-contained and interventions are provided by PALS and Title I staff – interventions are discussed at our six-week A-Team meetings.
- Students will receive research-based interventions and assessments designed to meet the needs of each student with individualized instruction. Student needs have been identified in math and reading with supplemental instruction provided by Title I staff and AmeriCorps tutors.
- Virginia SOL test scores from the previous year are reviewed along with beginning, middle, and end of the year benchmarks using Interactive Achievement. Areas of need in reading comprehension and math number sense and algebraic reasoning and multi-step problems will be targeted. Adjustments in interventions will be made as necessary.
- At-risk students are identified through Mount Rogers case management to determine the needs of identified students for counseling services. Family Preservation Counselors and Mt. Rogers TDT counselors monitor students in the classroom to encourage focus, behavior, and class participation. Identified students meet individually and in-group sessions weekly with their counselors.
- WIDA based strategies for English Language Learners will be utilized to provide instruction in order to move ESL students from 1 language level to the next.
- Correlations of specialty areas of art, music, and technology with the core curriculum of Reading and Math. Itinerant art, music, and PE teachers will plan with classroom teachers to provide additional instruction in art, music, and PE.
- Frequent data analysis to identify curriculum strengths and weaknesses during six-week A-Team meetings and adjustments in instruction made as needed.
- Continue to use benchmark testing to determine student growth in grades 2-5 with adjustments in instruction made as needed.
- Current Standards of Learning are shared with specialty teachers and parents in order to provide additional support in instruction as needed.
- Faculty and staff are trained through staff development opportunities in research-based strategies that focus on reading and math. Reading and math coaches provide coaching, modeling, and book studies in comprehension, study skills, test taking strategies, and math interventions.
- Technology integrated into all classrooms units.

# Virginia Department of Education

## Gladesboro Elementary School

### Title I Schoolwide Plan

- Collaborative planning weekly with Title I, Special Education teachers, and classroom teachers to focus on student needs in reading comprehension and math problem solving.
- Increase access to computer labs and laptop carts to allow for additional times for remedial programs and individualized materials.
- Improve attendance for at-risk students by efforts of A-Team meetings and parent conferences.
- Provide additional support for identified students, such as ESL tutor for ESL students and Day Treatment counselors for at-risk students for identified student needs.
- Provide engaging and meaningful project-based learning activities in Science and Social Studies (reading in the content areas).
- Discuss and monitor student progress, needs, and concerns at Student Assistance Team (SAT) meetings and plan interventions in math, reading, attendance, and conduct.

**Component 3** - §1114(b) (1) (C): Instruction by highly qualified teachers.

Evidence: Efforts to retain highly qualified staff to better meet the individual needs of all students.

**Narrative:**

Instruction by Highly Qualified Teachers

Currently, all teachers, administrators, and paraprofessionals meet the highly qualified definition provided by the state of Virginia. There are teachers, teacher aides, and administrators at Gladesboro Elementary School with various experience and education.

**Component 4** – §1114(b) (1) (D): In accordance with §1119 and subsection (a) (4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

# Virginia Department of Education

## Gladesboro Elementary School

### Title I Schoolwide Plan

Evidence: Ongoing professional development planning that supports administration, teachers, and paraprofessionals to serve students and their needs.

#### Narrative:

The staff at Gladesboro Elementary is interested in a variety of professional development that ultimately would improve the success of their students. During the 2015 and 2016 school year, GBES teachers completed various college-level courses, added additional endorsements to licenses, and participated in many school level as well as county level professional development activities to include:

Master's Degrees in Reading (3 staff)  
Computer/Technology courses provided by WCC  
WIDA/ACCESS training  
Emergency First Aid/CPR/AED training  
Mandt System training  
i-Ready training/in service  
Dr. Steven Layne Igniting a Passion for Reading  
Daily Five by Gail Boushey & Joan Moser

Teachers plan to continue participation in these activities as well as:

- Ongoing professional and staff development guided by Principal, Grade Level meetings, and School Improvement Planning
- Write From The Beginning in-services regarding implementation of the research based writing program
- WIDA in-service that focuses on developing Academic Vocabulary for ELL's.
- Reading Wonders Core Reading program training and implementation
- Utilization of Instructional Coaches for research based strategies and embedded professional development
- County-wide professional development sessions

**Virginia Department of Education  
Gladesboro Elementary School  
Title I Schoolwide Plan**

**Component 5** - §1114(b) (1) (E): Strategies to attract high-quality highly qualified teachers to high-needs schools.

Evidence: Efforts to recruit highly-qualified staff to better meet the individual needs of all students.

**Narrative: Strategies to Attract High-Quality Highly Qualified Teachers to High-Need Schools**

Carroll County Public Schools sends representatives to numerous job fairs throughout the region including the Southwest Virginia Job Fair in Abingdon and the New River Valley Job Fair in Christiansburg. Central office administration has an excellent working relationship with local universities and community colleges placement offices such as Radford University, New River Community College, and Wytheville Community College. This allows for a broader range of highly qualified candidates to pool from when considering potential teaching and paraprofessional positions.

Carroll County Public Schools has an on-going mentoring program that pair new teachers with highly qualified teachers. Every effort is given to pair new teachers with experienced teachers in their school, grade level, subject area, and job classification. New teachers meet at the district level for orientation at the beginning of the school year for two full days. Mentoring teachers receive district training and develop a monthly formal process for meeting the new teacher needs. The mentoring teacher meets with the new teacher as soon as they are available to introduce them to the school climate. The mentoring process in an on-going relationship developed to observe, make suggestions, motivate, encourage, and support the retention of new teachers.

# Virginia Department of Education Gladesboro Elementary School Title I Schoolwide Plan

**Component 6** - §1114(b) (1) (F): Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

Evidence: Parent/community involvement; compact development and implementation; parent policy and other required activities to involve parents.

**Narrative:**

Strategies to Increase Parental Involvement

The faculty and staff of GBES recognize that it is critical for parents to become actively involved in their child’s learning and success. Effective communication is the key to providing partnerships with parents, families, and the greater community. Parents are kept informed of student progress through conferences, report cards, personal phone calls, email, notes, and classroom visitation. School news is sent in the form of a school web page and using the School Reach notification system.

**Item**

**Purpose**

Open House – Including School-wide meeting	Meet Teachers & Complete Enrolling Information; Inform parents of school-wide plan
Various school reach phone calls	Inform Parents
PTSO Meeting	Involve/Inform Parents
Fall Festival	Parent Involvement
Mandatory Parent/Teacher Conferences	Inform Parents/Share Progress
Thanksgiving Luncheon	Parent Involvement/Fellowship
Monthly Faculty Meeting	Communicate and Discuss Information
4H Competitions – Local, County, Region	Curriculum Support, Public Speaking, Partnership
Read to a Child Week	Parent/Community Involvement
Spring Fling – End of year evaluation	Parent Involvement; to judge program effectiveness
Yearbooks	Showcase Students

**Virginia Department of Education  
Gladesboro Elementary School  
Title I Schoolwide Plan**

**Title I Parent Involvement Activities**

**2015-2016**

- Summer Reading Program - Students receive a book and letter explaining that it is a book for them to read for fun (May 2016)
- Parent-Teacher Conferences (November 2015 and March 2016)
- Thanksgiving - Thanksgiving celebration and book give-away (November 2015)
- Winter Program– (December 2015)
- Ice Cream Station at Spring Fling - (May 2016)
- Reading Folders - (throughout the year)
- PAC (Parent Advisory Meetings) – (August 2015 and April 2016)

# Virginia Department of Education

## Gladesboro Elementary School

### Title I Schoolwide Plan

**Component 7** - §1114(b)(1)(G): Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Evidence: The school assists and supports children in their transition from early childhood programs to elementary school through activities that are planned, implemented, and assessed. If the school is a middle school, address how the school will assist students in their transition to high school.

#### **Narrative:**

##### Transition from Early Childhood

The following activities will be offered for students transitioning from Early Childhood to our kindergarten program:

- GBES has an on-site pre-kindergarten program serving four year olds. Children are allowed to tour and meet teachers.
- Spring kindergarten registration includes questioning and answering for parents of perspective kindergarten students. Kindergarten students are allowed to tour and meet teachers.
- Kindergarten screening will include but is not limited to: academic components such as alphabet, number, and color recognition as well as language evaluation.
- Provision of speech services prior to entering kindergarten as needed. All students are screened.
- Provision of occupational and/or physical therapy prior to entering kindergarten as needed. Implementation of IEP's for Special Needs students are held upon entering Kindergarten.
- Students served in Virginia Pre-School Initiative classroom as applications are received annually and placed according to their needs.
  - Fifth graders are allowed to tour the middle school, meet teachers, and become familiar with the middle school.

**Virginia Department of Education  
Gladesboro Elementary School  
Title I Schoolwide Plan**

**Component 8** - §1114(b) (1) (H): Measures to include teachers in the decisions regarding the use of academic assessments described in §1111(b) (3) in order to provide information on, and to improve, the overall instructional program.

Evidence: The role and activities of teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**Narrative:**

Including Teachers in Decision Making For Assessments

Carroll County Public Schools has chosen PALS as the primary assessment tool for identifying student progress in reading in grades PreK-3. Teachers use this valuable assessment tool to target areas of individual student weakness in reading fluency, comprehension, and language development.

Our school division reviewed assessments for math. We use the Everyday Math and the Reading Wonders curricula as well as Write From the Beginning with assessment using CIP framework. All are research-based programs and are implemented at all grade levels.

At the conclusion of each six-week grading period, the A-Team meets to discuss student progress, student weaknesses, and needs of all students. This team consists of the principal, reading coach, Title I teacher, and classroom teacher.

Grade level meetings are scheduled at a district level periodically to discuss the effectiveness and to make recommendations for any changes of the above current program assessments.

# Virginia Department of Education

## Gladesboro Elementary School

### Title I Schoolwide Plan

**Component 9** - §1114(b) (1) (I): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by §1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Evidence: A process for identifying students needing additional support to meet academic achievement standards which includes timely identification, implementation, and monitoring of interventions.

Additional student support that would be gained by having a school-wide plan is:

- Provide 30 minutes of dedicated reading at instructional reading level for all K-3 students. Supplemental instructional time for at-risk students using technology based remedial programs.
- The opportunity to gain additional remedial and enrichment time for all students by scheduling at-risk students to work with i-Ready in order to increase reading comprehension and math proficiency.
- The ability to group students for additional support outside of the core instructional period. At risk students will be assigned for supplemental instruction in small group intervention with a staff member.
- Flexible grouping to focus on reading skills and math skills.
- Small group instruction during workshop in Reading and Math. Push-in services will be provided for at-risk students based on progress monitoring.
- Reading Coach to provide imbedded Professional Development.
- Gained 1 additional specialty class per day to focus on literacy using iReady.
- County Math Coach to give Math instruction. Coach will provide data analysis and coaching/modeling.

The school-wide program allows for our resources to be maximized.

Utilization of educational programs provided by state, local, and federal agencies:

- Therapeutic Day Treatment Counselors – Mt. Rogers
- WIDA In-services to provide inservice/professional development for teachers in order to inform teachers of best practices
- Summer Reading Program at local library to foster the love of reading
- Van Gogh Arts Alive Program for enrichment
- 4-H Local Virginia Tech cooperative program

# Virginia Department of Education Gladesboro Elementary School Title I Schoolwide Plan

- Girl Scouts and Boy Scouts for character development
- Fire and Police Department Educational Programs to inform students and provide a safe environment

**Component 10** - §1114(b)(1)(J): Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Evidence: Federal, state, and local funding sources are used to support and implement the plan. Resources, such as programs and materials, human resources, time, and community are used to meet the needs of staff and students.

<b>Narrative:</b>		
Federal Funding:		
<u>Title I Funding; Rural and Low Income Funding</u>	<u>Local and State Funding</u>	<u>Carroll County Public Schools</u>
<ul style="list-style-type: none"> <li>- 1 Part-time Reading Coach</li> <li>- 1 Title I Teacher</li> <li>- 1 paraprofessional</li> <li>- Classroom resources to support literacy</li> <li>- Open House Parent Involvement event</li> <li>- Parent Conferences</li> <li>- Thanksgiving Meal – book giveaway</li> <li>- Spring Fling Ice Cream Social</li> </ul>	<ul style="list-style-type: none"> <li>- 7 classroom teachers</li> <li>- 3 Itinerant Specialty teachers (Art, PE, Music)</li> <li>- 1 Special Education teacher</li> <li>- 1 part time Special Education Aide</li> <li>- 1 part-time speech therapist</li> <li>- 1 part time media specialist</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Shared county instructional technology resource teacher (ITRT)</li> <li>- Shared gifted coordinator</li> <li>- ¼ time guidance counselor</li> <li>- Shared nurse</li> </ul>
Title I Schoolwide plan will be reviewed and revised annually, and the plan will be written in a matter that is understandable by all.		

**Virginia Department of Education  
Gladesboro Elementary School  
Title I Schoolwide Plan**