

ELYDALE ELEMENTARY TITLE I SCHOOLWIDE PLAN 2015-2016

SCHOOL IDENTIFICATION:

**Edward Grabeel, Principal
Linda Bowlin, Secretary
School Number – 052-0820**

CONTACT INFORMATION:

**128 Elydale Road
Ewing, VA 24248
276-445-4439 office
276-445-5267 fax**

Committee Members:

Edward Grabeel, Principal
Misty Jackson, Parent
Alden Muncy, Seventh Grade Student
Mary Day, Reading Specialist/Title 1
Alan Crockett, Math Title 1
Lisa Engle, Guidance Counselor
Jacqueline Robinson, Math Teacher
Lisa Barnes-Smith, Reading Teacher
Alexandra Hill, Special Education Teacher

Demographics:

Enrollment	134
American Indian or Alaskan Native	0
Asian Pacific Islander	0
Black (Not of Hispanic Origin)	1
Hispanic	2
White (Not of Hispanic Origin)	134
Limited English Proficiency	0
Male	71
Female	63

I. Comprehensive needs assessment of the entire school - based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.

With the inception of a School-wide Title I Program for the 1999-2000 school year, a needs assessment was developed. That assessment has been reviewed, revised and updated annually. In the initial development and subsequent updates, the current and past student population has been a basis for determining needs. In addition to considering what each student does or does not bring to school, including physical, mental, and social characteristics and skills, past classroom performance and assessment results are also considered. All students, current and previous enrollees, are included in this analysis.

Teachers identify materials, training, and supplies that would improve and support their curriculum as defined by SOL assessments, curriculum alignments, and pacing guides.

This updated list reflects the needs identified from the Spring 2015 SOL test results:

Classroom remediation	2-period block for Reading and Math
Accelerated Reader program	Recognition of students for attendance, academic achievement, citizenship, and other merits each nine weeks
Utilization of technology	
Core subject manipulatives	Disciplinary notices
County-Wide Enrichment Program	4-H Club
Title I Reading Teacher	William King Art Center Program
Title I Math Teacher	Jamestown/Yorktown Program
Departmentalization	Kids in the Creek
Access to nursing services	Wilderness Road State Park programs throughout the school year
Teacher Resource Center	Professional Development to meet the changing needs of teachers
Parent Resource Center	ICAT provided by TTAC – Instructional Consultation, Assessment, and Teaming
Classroom supplies	STAR Reading
Teacher collaboration	STAR Math
Field trips	Comprehensive Instructional Program (CIP)
Effective two-way communication with parents	IXL Math Remediation
One math and one reading program presented at a scheduled time when students, parents, and school staff can attend	Family Preservation Services
Interactive Achievement	

II. School-wide reform strategies.

Strategies that have been successful in the past will continue to be used. Some strategies need to be updated and changed. Our success verifies that the strategies we now use work toward student achievement.

New teachers are mentored by the faculty to help them become comfortable and learn Elydale's daily routine. Teachers help teachers with questions about policies, practices, reports, and daily routines. Teachers can effectively collaborate during shared times throughout the day. All teachers possess and maintain a note book with vital school information. Monthly departmental meetings also provide opportunities for teachers to share, discuss, and select special events, activities, daily instruction, scheduling, assessment results, policies, programs, and many other aspects of an elementary school.

Lee County Public Schools will be using Comprehensive Instructional Program (CIP) for the 2015-16 school year this program offers extremely detailed lesson plans for teachers. The CIP is designed to help instructors by providing lesson plans, activities, and assessments that are highly aligned to Virginia's Standards of Learning in content and rigor.

The 4-H program, educational field trips, and the County-Wide Enrichment Program are implemented to expose our students to the world beyond Elydale. The arts, history, world diversity, science, and many other areas are explored as opportunities are available. Elydale has a full-time nurse on staff. Having a nurse is beneficial to students and staff.

Our guidance counselor provides services to every student and assists teachers in getting materials to promote the teaching of character education. Bullying and Internet Safety are also taught by classroom teachers with the assistance of the Guidance Counselor and the Media Specialist.

During the 2015-2016 school year, a parent involvement activity will be scheduled each semester to provide information to parents and students about some aspect of the goals, functions, or academics of the school in regard to Math or Reading. Most of these strategies have been ongoing or require little change.

Grades five through seven are departmentalized. Math and Reading utilize 2-period blocks to provide time for instruction, practice, and remediation.

Items that need to be purchased for the upcoming year are core subject manipulatives, classroom supplies, equipment to improve classroom technology presentations, and online resources. Utilization of all forms of technology is becoming a vital part of instruction and teachers need to be able to access technology tools easily. Teachers include various forms of technology in daily lesson planning. Elydale wants technology resources to be available for all teachers.

A summer program would greatly benefit the students at Elydale. Working with other agencies and providing students with an experience infused with reading, math, science, and history while learning skills that would promote reasoning, questioning, and thinking abilities would benefit most of the students at Elydale.

III. Instruction by highly qualified teachers.

The Central Office advertises and hires qualified people for teaching positions. Of the ten full-time and two half-time teaching positions, all are highly qualified. Two classroom teachers are currently completing classes in order to be highly qualified for their teaching positions.

IV. Professional development.

Professional development is planned by the school principal in conjunction with the central office and with input from the faculty. Teachers help decide what areas of professional development they would like to pursue and that they think will benefit their teaching and student learning.

Elydale's principal plans workshops and schedules speakers to provide information and training in areas of need. This year, professional development will be provided concerning the enhancement of teacher lesson planning using Comprehensive Instructional Program (CIP), teacher evaluations, a Bloom's

Taxonomy, safety/security training and information will be provided on AdvancEd accreditation.

Teacher's can also select a conference, workshop, or training session to attend and request approval from the principal and central office. Often the teacher is asked to share and/or train peers after attending such a conference, workshop, or training session.

Two teachers will be trained in the 2015-16 school year to be Facilitators of Instructional Consultation Team (ICT). After their training, they will in turn conduct a professional development for Elydale teachers to move participants from awareness about the process to actual application of collaborative problem solving within the school setting.

V. Strategies to attract highly qualified teachers to high need schools.

The Central Office oversees advertisement for and hiring of teaching personnel. Currently, all teachers with the exception of the two who are working to become so, are highly qualified. For the 2015-2016 school year, our faculty consists of one full-time principal, two full-time special education teachers, one full-time guidance counselor, a physical education teacher, a ½-time media specialist, six classroom teachers, a reading specialist, and a half-time math specialist. We have itinerant music and speech. Occupational and physical therapist services are available for qualifying students. Other staff includes a custodian and three full-time cooks. We also have three aides who work full-time in special education and inclusion.

Central Office personnel will continue to strive to place highly qualified teachers at Elydale for the 2015-2016 school year.

VI. Strategies to increase parental involvement.

Parents are notified of upcoming school events via the school newsletter. The newsletter is sent home by students each month. The newsletter contains upcoming events, grade level news, club news, and a principal note.

The Lee County School Board has implemented a web-based grade book along with the app ParentLink that can be downloaded onto smartphones in order for parents to access student grades from home. Also, parents can retrieve vital school information from our school website. The school report card and SOL test results are provided by the state department.

The Lee County School Board has implemented a call-out program provided by ParentLink, in order to maintain effective communication with the community. Our school uses it on a more personal level in order to remind parents of school activities such as school programs, cancellations, special events, and PTO meetings.

Parents are notified on a timely basis about improper student behavior and classroom work by sending disciplinary and deficiency notices home. Parents are invited, or requested, to contact the teacher sending the notice as the situation necessitates. Elydale also utilizes improvement forms which are sent to inform parents of positive behavior and improved class work.

Two-way communication with parents is encouraged in many ways. On August 18, 2015, our school had an orientation for the 2015-2016 school year for parents to meet and talk with their child's new teacher. An Open House/ Parent-Teacher Conference Night has been scheduled for September 28, 2015 from 5:00 – 7:00 p.m. This date is after the first progress report has been sent home on September 18, 2015. Scheduling a time after the normal school day allows parents an opportunity to discuss a child's progress with teachers. Parents are also provided opportunities to maintain a healthy two-way relationship with teachers.

Family members are invited to eat lunch with students on Grandparent's Day and during National School Lunch Week.

All of these practices will continue for the 2015-2016 school year. A parent representative will continue to be part of the Planning Team.

VII. Measures to include teachers in the 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.

Fifth – seventh grade students are assessed at the end of each year using SOL testing. Each year, students will receive remediation, tutoring, and initial instruction based upon the results of the previous year’s SOL tests. These test results are analyzed by question to provide educators with a detailed view of what each student needs in terms of individualized instruction. Teachers collaborate to share ideas, materials, and past successes that would assist students in meeting benchmarks. Other than those instruments readily available to teachers, the Central Office has determined that the STAR Reading and Math Diagnostic tests will be used for pre, mid-year, and post year testing.

The faculty meets and assesses previous year’s SOL test results each fall before school begins. Student, class, and school deficiencies are addressed by monitoring several past years’ results. These identified areas are then targeted and plans and goals are established to ensure improvement. Students’ tutoring plans are also developed from assessing these scores.

VIII. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards 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.

Teachers are very alert to students who have difficulty mastering any SOL. Benchmark tests are given at the end of each nine weeks to verify mastery or to determine areas that need further instruction or remediation. Teachers also use other forms of assessment to determine mastery, or lack of mastery, such as textbook chapter tests, daily classroom work, Reading Unit Skills Tests, Measuring Up, and COACH. Interactive Achievement, SuccessMaker, Pearson Math, SOLPass, and Star Reading and Math are online resources available during the 2015-2016 school year. Each classroom teacher provides

remediation in needed areas. A Title I remediation specialist is also available to assist students in mastering areas that have been determined to need improvement. A STAR reading and math assessment is given three times each year. The results are used to determine with students are at-risk.

IX. School Remediation Plan

For the 2015-2016 school year, grades five through seven math students will receive a fifty-two minute remediation period directly following Math class. This additional time spent on the core subject will help students master needed math skills. Title I teachers will assist teachers in the classroom with students identified by SOL test results as well as yearly progress. These identified students will receive small-group instruction. Students can also be tutored for classroom work performance, current test performance, attendance, or other criteria which reflects a need for additional instruction.

X. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, Adult education, vocational and technical education, and job training.

Title I funds are distributed by the Central Office to each school. Each category has a specified available amount and acceptable use of the funds. Spending must adhere to the allocation and guidelines for each fund category.

One of the following will be provided for students during the 2014-2015 school year. Those choices include:

- Field Trips – trips to expose students to Dance/Music Arts such as attending a Musical, Dance, or Play by trained performers
- Raid at Martin's Station – allows students to see a living history of a 1700's fort in what was then the new frontier
- Lincoln Museum – allows students to listen to an impersonator of historical characters or a presentation of historical information
- On-sight learning experience—to expose students and parents to a specific topic in a unique learning environment

XI. Student achievement results are presented to parents in the following ways.

Report cards are sent home at the end of each nine weeks. Progress reports are sent in the middle of the nine weeks. Parents are also alerted via the ParentLink program that progress reports and report cards are being sent home by students. When a teacher feels a student is not performing as he/she should, deficiency reports are mailed home. Also, improvement reports are sent for students attaining classroom skills or improving work. In addition, the guidance counselor notifies parents via telephone if students' are struggling in a particular class.

Each year when the SOL test results are received, they are attached to student report cards and sent home. With online testing, most of the results will be viewable within hours after testing is complete. When online results are viewable, individual student results will be printed. All results for each student will be printed and sent to parents. Parents are welcome to discuss their child's progress or test results at any time. The guidance counselor, classroom teacher, or principal is always available to discuss student progress with a parent.