

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

**Division Name:** Harrisonburg

**School Name:** Stone Spring Elementary

**Date:** November 2016

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

**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:** Stone Spring Elementary School is committed to student learning and achievement. Stone Spring is a school of approximately 390 students in grades K – 4, of which 42% are English Language Learners and 71% are economically disadvantaged. Stone Spring also houses a district Pre-School Center with approximately 140 pre-school students. Stone Spring has a significant special education population with programs for students with Autism and students with Multiple Disabilities. Because of our specialized programs, approximately 20% of students at Stone Spring receive Special Education services.

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Our students have consistently met the criteria for yearly accreditation. In 2015 – 2016, students met federal performance objectives. However, performance of students with disabilities continues to lag behind performance of other sub groups.

**Performance on 2015 – 2016 Reading Standards of Learning Assessments**

	2015-2016	2014-2015	2013-2014
All Students	76	78	75
Limited English Proficient	76	86	70
Economically Disadvantaged	74	78	66
Students with Disabilities	50	35	44
Hispanic Students	78	79	71
Black Students	80	67	67
White Students	78	82	75

**2015 – 2016 Reading Levels**

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Running records and other literacy assessments were given to students multiple times throughout the year to determine student reading levels. The goal is for every student to improve their reading level by at least one grade level for every school year and for all students to read on grade level by the end of 3<sup>rd</sup> Grade. Data shows that most students are making a year's worth of reading growth and that reading performance increases as students move through the grade levels. However, we still have students that are not reading on grade level by the time they finish 3<sup>rd</sup> Grade.

Kindergarten Performance

Students reading on grade level = 61%

1<sup>st</sup> Grade Performance

Students reading on grade level = 63%

Students that made at least one year's worth of growth = 89%

2<sup>nd</sup> Grade Performance

Students reading on grade level = 79%

Students that made at least one year's worth of growth = 83%

3<sup>rd</sup> Grade Performance

Students reading on grade level = 74%

Students that made at least one year's worth of growth = 90%

4<sup>th</sup> Grade Performance

Students reading on grade level = 78%

Students that made at least one year's worth of growth = 88%

**Performance on Writing Assessments**

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Students are assessed on their writing using a district wide rubric and writing prompt. The rubric assesses three components of writing: Composition, Writing Expression, and Usage/Mechanics. Data indicates that students are not making acceptable progress in writing.

Percentage of Students Writing on Grade Level

4th grade = 54%

3rd grade = 49%

2nd grade = 54%

1st grade = 66%

Kindergarten = 70%

**Conclusions**

- While there was growth in the performance of students with disabilities, their progress continues to lag behind other students as measured by Standards of Learning tests and Running Records.
- There was improvement in the reading levels of students in Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> Grades compared to 2014 – 2015. However, there is little change in reading levels in 3<sup>rd</sup> and 4<sup>th</sup> grades.
- Writing performance is significantly lower than reading performance.
- While all accreditation and AMO targets were met, performance on assessments in 3<sup>rd</sup> and 4<sup>th</sup> grades show little improvement from 204 – 2015 to 2015 – 2016.

**Budget Implications:** resources for literacy development; specialized curriculums for students with disabilities

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

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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:** Based on the needs assessment, Stone Spring has established the following goals for the 2016 – 2017 school year.

- Increase the reading levels of students with disabilities. To do this, we will
  - Implement new reading programs (Foundations, Reading Mastery) to provide systematic and intentional reading instruction in both comprehension and decoding.
  - Collaborate with the Special Education Instructional Specialist to evaluate program effectiveness and develop a plan of action to address areas of improvement.
- Increase the number of students that read on grade level. To do this, we will
  - Use the McKenna-Walpole differentiated curriculum to develop phonemic awareness skills and fluency for those students that need explicit skill instruction.
  - Incorporate literacy in all subject areas.
  - Provide professional development on developmental reading stages and best practices for instruction for students at each stage.

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- Provide professional development for teachers in K and 1 on developing strong concept of word in students.
- Use various resources, such as Houghton Mifflin Harcourt Journeys program, picture books, trade books, leveled readers, and digital reading programs to develop vocabulary and comprehension skills.
- Provide additional books on various reading levels for classroom libraries for students to practice reading skills on their independent reading level.
- Provide classroom interventions for Tier 2 students to address skill deficits.
- Intentionally target Tier 3 students by having them receive instruction with either a Reading Specialist or Special Education Teacher.
- Use ESL specialists to support vocabulary development, oral language, and reading and writing skills for students that are English Language Learners.
- Review reading progress throughout the year. Use information from reading assessments to identify those students that would need interventions.
- Increase the number of students that reach grade level benchmarks in writing.
  - Use data from writing assessments to determine areas needed for instruction.
  - Incorporate writing into all curriculum areas.
  - Use concepts from the Six Traits of Writing to guide writing instruction.
  - Provide professional development on writing instruction and assessment.
- Increase the number of 3<sup>rd</sup> and 4<sup>th</sup> grade students that pass the end of year Standards of Learning Assessments in Reading.
  - Provide professional development on an integrated approach to literacy instruction that includes vocabulary development, comprehension development, and writing skills.
  - Revise the master schedule to create a consistent block of time for integrated literacy instruction (at least 2 hours per

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grade).
<b>Budget Implications:</b> Additional resources made be needed to supplement classroom libraries, curriculum materials for Special Education programs, and to support the 6 Traits Writing program
<b>Benchmark/Evaluation (or related Indistar® indicators (if applicable):</b>

**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.



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**Narrative:** Stone Spring has initiated programs to increase the rigor of our instructional program.

- The master schedule was changed to maximize instructional time and decrease the amount of transition time during the day. Teachers now have more blocks of uninterrupted instructional time – especially during the literacy block. In addition, at grade-level Professional Learning Community meetings, teachers collaborate with administrators and the instructional coach to develop the instructional program using best practices based on developmental reading research.
- There is an Advanced Learning Specialist that provides enrichment opportunities for all students – not just those that are identified as Gifted. The Advanced Learning Specialist collaborates with classroom teachers to provide enrichment activities in the classroom during math and literacy times. In addition, she provides direct instruction for students based on pre-assessment data. Activities and instruction involve critical and creative thinking, problem solving, and student collaboration.
- Stone Spring is an Arts Integration school. All classrooms utilize the arts (visual, music, drama, movement) to provide instruction not only in content areas, but also to develop creative thinking, problem solving, and critical thinking.

**Budget Implications:** resources for social-emotional learning activities and class meetings; supplies and materials for Arts Integration activities; professional development for Arts Integration

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

**Component 4 §1114(b)(7)(iii):**

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Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- 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:**

- Social-Emotional Development Activities
  - Stone Spring has a full-time school counselor that works with individual students and provides guidance lessons for all

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classes.

- We also have a full-time Therapeutic Day Treatment counselor provides counseling for students in skills such as anger management, social skills, and friendship development.
- Class Meetings are held one time a week in all classrooms.
- A school-wide Social-Emotional committee has developed a bank of resources for teachers that include lessons, books, and activities for teachers to use for social-emotional lessons.
- Professional development was provided for teachers in trauma informed care and restorative justice practices.
- Tiered Support Model
  - Stone Spring as an Instructional Support Team for teachers to discuss students and develop intervention strategies in academic, behavior, or social areas. IST develops goals and intervention strategies to support students and teachers in reaching the goals.
  - When students do not make progress towards their goals, the teacher, parents, and specialists meet as a Child Study team to develop a more in depth plan and/or assessments.
  - A variety of resource teachers are available to support students: ESL teachers, Reading Specialists, Special Education teachers, and behavioral specialists.
  - Students with disabilities have Individual Education Plans that provide services and supports in their least restrictive environment. Stone Spring has a continuum of services for students with disabilities. Support staff, including Speech-Language Pathologists, Occupational Therapist, Physical Therapist, and behavior specialists collaborate with special education and classroom teachers to develop comprehensive plans for students.
- Professional Development
  - Each teacher has a self-selected professional development goal. Time is provided once a month for teachers to

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collaborate with other staff members on their goal.

- Faculty meetings, Early Release days, and Professional Learning Communities are used to professional development that focuses on literacy, social-emotional development, and Arts Integration.
- District-wide professional development activities are offered throughout the year.
- Staff members are encouraged to take classes and attend workshops to develop skills related to school, district, or personal professional development goals.
- Stone Spring has a full time Instructional Coach to collaborate with teachers on curriculum development, instructional strategies, assessments, data analysis.
- Pre-School Transition
  - All PK classes participate in Specials (Art, Music, Library, PE, and Spanish) during the school year.
  - All PK classes are fully integrated into school programs, assemblies, and events.
  - Parent education classes are held during the year to discuss strategies parents can use to help develop Kindergarten readiness skills.
  - PK curriculum focuses on the development of early literacy and numeracy skills. In addition the curriculum emphasizes the development of communication, social, and self-regulation skills.
  - PK teachers conduct a minimum of two home visits during the year. At these meetings, parents and teachers collaborate to develop goals for individual students. Parents are provided resources to help students work towards their goals.
  - Kindergarten Orientation is held the week before school starts. Parents and students are able to tour the school, meet teachers and staff members, and participate in welcoming activities in classrooms.

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**Budget Implications:** resources for class meetings, funding for support staff; funding for professional development (classes, workshops, presenters, materials)

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