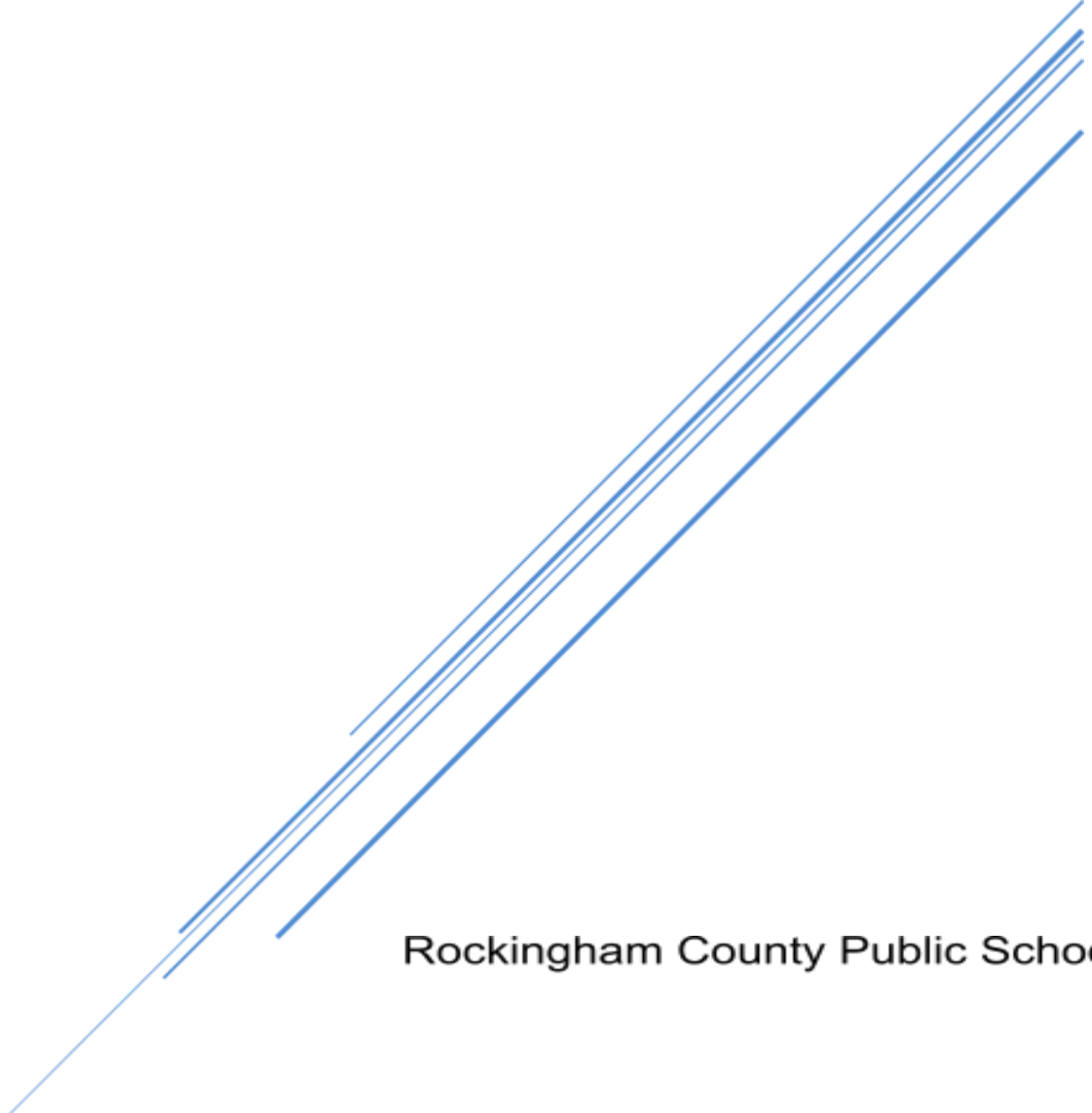


MCGAHEYSVILLE ELEMENTARY SCHOOL

TITLE I SCHOOLWIDE PLAN

Revision Date: September 29, 2025



Rockingham County Public Schools

Virginia Department of Education
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Title I Schoolwide Plan

Stakeholders:

List the name and title of each stakeholder who participated in developing this plan.

Name of Stakeholder	Title
David L. Baker	Principal
Kevin Kirk	Asst. Principal, if applicable
Heather Gigliotti	Reading Specialist
Heather Golladay	Reading Specialist
Katie Roberts	PK-Grade 1 Teacher
Etta Howard	Grade 2-3 Teacher
Chloe Simmons	Grade 2-3 Teacher
Brittany Lewis	Grade 4-5 Teacher
Lauren Armstrong	Grade 5 Teacher/Admin Support
Tasha Thompson	SPED Teacher
Megan Rexrode	Parent (not on staff)
Claire Lawson	Parent (not on staff)
John and Nancy Cochrane	Parent (not on staff)

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Component 1 §1114(b)(6):

A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative:

McGaheysville Elementary School is a community school with a history of strong community support and parent involvement. With increased enrollment again for 2025-2026, the school is experiencing larger class sizes in most grade levels. MES also added another Special Education Adapted Curriculum class for the current school year, bringing the total number of students in special Adapted Curriculum programs to nineteen. Engaging with new families, supporting students new to the school, and working with large classes in third grade have been early focus areas for the school.

The restoration of the Behavior Support Assistant position midway through last year has been helpful. In addition, given the data related to reading development, MES has returned to having two full-time Reading Specialists. Their work with students and teachers will produce positive results. The MES master schedule was modified based on feedback and lessons learned from 2024-2025 in an effort to maximize instructional time. With eleven of twelve grade level teachers returning for the 2025-2026 school year, year two of the CKLA curriculum will almost assuredly produce academic growth.

Noted strengths for MES as a school include a competent and caring staff, a well-engaged community base and established structures aimed at meeting the academic, social and emotional needs of students. Visitors to MES often comment on the positive ‘feel’ of the school and the manner in which staff and students interact. Challenges faced at MES closely mirror those of other schools, with the most visible challenge being the large, dynamic third grade class. Gaps in reading and math, particularly noted in current third and fourth grade classes, will be an area of focus throughout the year. Data review work in the summer has provided much needed information for teachers as they engage in this tough and meaningful work. MES met the stated goals for 2024-2025 and is awaiting official accountability status from the State. Based on the identified needs, MES will focus again on reading growth for 2025-2026, but will add an academic growth goal for Math. The school community goal will be related to strengthening students’ understanding of good character and citizenry.

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Demographics as of: (Insert Date Here)			
Free/Reduced Lunch Eligible Percentage:	42.59%		
Title I Model (Schoolwide or Targeted Assistance):	All RCPS Title I schools are schoolwide		
Grade Level	Total Enrollment	% English Language Learners	% Students with Disabilities
Kindergarten	34	17.6%	20.6%
First Grade	44	20.5%	11.4%
Second Grade	35	11.4%	20.0%
Third Grade	48	10.4%	14.6%
Fourth Grade	38	13.2%	21.0%
Fifth Grade	40	2.5%	7.5%
Totals for School	239*	12.1%	15.5%

*excludes PreK and ECSE; 262 Total Enrollment

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Assessment Data for Spring 2025:

Overall School Achievement Data				Spring 2025 SOL Data by Grade Level/Subject	
Content Area	2023-2024 Pass Rate Based on 2022-2023 Assessments	2024-2025 Pass Rate Based on 2023-2024 Assessments	2025-2026 Pass Rate Based on 2024-2025 Assessments	3 rd Reading	46
				4 th Reading	67
				5 th Reading	59
				3 rd Math	55
English	61	62	58	4 th Math	68
Mathematics	60	64	66	5 th Math	74
Science	80	71	74		
VA Studies	47	56	57		

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Assessment Data for Spring 2025

VALLS	Low-Risk (Number of Students)	Moderate-Risk (Number of Students)	High-Risk (Number of Students)	Percentage of Students in High Risk Band
Kindergarten	30	2	1	3%
First Grade	28	3	4	11%
Second Grade	24	10	10	23%
Third Grade	17	8	15	38%

mCLASS: ORF Accuracy, ORF Fluency, Maze

Accuracy	Above (Red)	Benchmark (Green)	Below (Yellow)	Well Below (Red)
Fourth		41	0	1
Fifth		33	0	1

Fluency	Above (Red)	Benchmark (Green)	Below (Yellow)	Well Below (Red)
Fourth	18	19	4	1
Fifth	25	5	0	4

Maze	Above (Red)	Benchmark (Green)	Below (Yellow)	Well Below (Red)
Fourth	9	8	5	20
Fifth	16	8	3	7

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BOY Assessment Data for Fall 2025

VALLS	Low-Risk (Number of Students)	Moderate-Risk (Number of Students)	High-Risk (Number of Students)	Percentage of Students in High Risk Band
Kindergarten	16	7	8	26%
First Grade	21	11	7	18%
Second Grade	11	17	3	9%
Third Grade	21	9	17	36%

mClass Composite	Above	At Benchmark	Below	Well Below	% Below/Well Below
Fourth	7	12	4	15	50%
Fifth	8	17	5	11	39%

Budget Implications:

The Director of Federal Programs for Rockingham County has allocated funds to each of the Title 1 Elementary schools for additional reading specialists and/or reading assistants, supplemental materials as well as funds for parent and family engagement activities.

The budget implications for the plan developed for 2025-2026 are minimal as initially presented. Rockingham County Schools will provide the resources necessary to support Strand #1, purchasing the full complement of curriculum and support materials from Amplify and providing subscriptions to identified remedial programs. Money for after school tutoring will also be critical to the success of certain students.

Certain programming options and activities, as articulated in Strand #2, will require some investment at the school level, but the total monetary commitment should not exceed \$2000 for the year. In addition to school fundraising efforts, MES will benefit from the financial support of an active PTO, the McGaheysville Ruritans, and several family donations.

Benchmark/Evaluation:

Mid-year and Spring testing in VALLSS, mClass, IXL and other measures will document the success of the efforts of MES staff and students in pursuit of the identified learning goals. Records of meetings, progress monitoring reports, data review sessions and anecdotal evidence will support the focus on the identified goals. Regular progress monitoring through mClass intervention materials will provide ongoing data for students at appropriate intervals.

Evidence collection will be a regular agenda item for monthly leadership team meetings as well as monthly faculty meetings.

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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.

***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.

***Component 4** §1114(b)(7)(iii): Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards.

STRAND I: TEACHING FOR LEARNING

DOMAIN:

SMART Goal(s): Throughout the 2025-2026, school year- students will apply and improve essential literacy skills and comprehension strategies across all content areas. By the end of 2025-2026 school year, the percentage of the students in the high risk band on VALLSS will decrease by 10%.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Teachers will be intentional in their instruction by using phonics, vocabulary, fluency, comprehension and writing, research based strategies with content specific applications.

Component	Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evaluation/Evidence of Progress/Completion (Artifacts required)	Title I, Part A Budget Implications (if applicable)
2,3,4	K-5	Implementation of the Core CKLA curriculum	Classroom teachers	9/2025-6/2026	Lesson Plans and RCPS Pacing Guide for each grade level	N/A
2, 3, 4	K-5	Assessment Data Collection	Classroom Teachers, SPED, Reading Specialists, EL	9/2025-6/2026	Assessment Results and Data	N/A
2,3,4	K-5	Utilize RCPS Enhanced Literacy Slides	Classroom teachers	9/2025-6/2026	Lesson Plans and Pacing Guides	N/A

2. Essential Action/Research-Based Strategy: Leverage quality small group instruction utilizing research based interventions.

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Component	Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Title I, Part A Budget Implications (if applicable)
2,3,4	K-5	Build the groups based on VALLSS and mCLASS	Classroom teachers, Reading Specialists	9/2025-6/2026	Assessment results and data	
2,3,4	K-5	Pick the correct placement of students and the lessons and materials that meet the students where they need instruction the most.	Classroom Teachers, Reading Specialists	9/2025-6/2026	Lesson plans	
2,3,4	K-5	Use progress monitoring to maintain data	Classroom teachers, Reading Specialists, SPED, EL	9/2025-6/2026	mCLASS reports	
3. Essential Action/Research-Based Strategy: Teachers and staff will engage in professional learning to increase and apply their knowledge of the Science of Reading to provide research based instruction.						
Component	Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Title I, Part A Budget Implications (if applicable)
3	K-5, Reading Specialists, EL, Special Education	Grade level teachers and select staff will participate in CGT (Collaborative Growth Time) meetings weekly which will provide opportunities to analyze data, learn and practice strategies, and review available resources.	Classroom teachers, Reading Specialists, EL, Sped	9/2025-6/2026	CGT meeting notes	

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3	Select Teachers	Teachers completing Volume 1 and/or 2 of LETRS	Classroom Teachers/SPED	9/2025-6/2026	LETRS training certificates	
2	Grade level teachers	Use of Code 5 (professional leave) days for extended grade level instructional planning	Grade level teachers, administration	9/2025-6/2026	Frontline reports and meeting notes	

*In the following tables, insert more rows as necessary. Include a maximum of 5-7 Essential Actions/Strategies based on prioritized areas derived from the comprehensive needs assessment.

STRAND I: TEACHING FOR LEARNING						
DOMAIN: Mathematics						
SMART Goal(s): Throughout the 2025–2026 school year, students in grades K–5 will demonstrate a 20% increase in on-grade-level performance as measured by the IXL Diagnostic Test.						
ACTION PLAN						
1. Essential Action/Research-Based Strategy: Use the data from the IXL Diagnostic Test to make data-driven instructional practices in a small group setting.						
Component	Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evaluation/Evidence of Progress/Completion (Artifacts required)	Title I, Part A Budget Implications (if applicable)
2,3,4	K-5	Build flexible groups using IXL Flex Diagnostic Test	Teacher	9/2025-6/2026	IXL Analytics	
2,3,4	K-5	Implement IXL Arena 2x weekly to serve as progress monitoring data	Teacher	9/2025-6/2026	IXL Analytics	
2,3,4	K-5	Teachers will provide intervention to meet student needs	Teacher	9/2025-6/2026	IXL Analytics/Action Plan	
2. Essential Action/Research-Based Strategy: Implementing effective resources focusing on the mastery of mathematical foundations primarily focused on number and number sense.						
Component	Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evaluation/Evidence of Progress/Completion (Artifacts required)	Title I, Part A Budget Implications (if applicable)

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	<i>Group(s)/Educators]</i>					Implications (if applicable)
2,3,4	K-5	Implement Number Talks 3x weekly to serve as foundational knowledge	Teacher	9/2025-6/2026	Teacher Lesson Plans	
2,3,4	K-5	Using collaborative strategies to work through daily problem solving skills that involve multi-step and higher level thinking word problems.	Teacher	9/2025-6/2026	Teacher Lesson Plans	
2,3,4	K-5	Use formative assessments to progress monitor	Teacher	9/2025-6/2026	IXL Analytics	
3. Essential Action/Research-Based Strategy: By the end of year, 75% of students in K-5 classrooms will master grade appropriate fact fluency.						
Component	Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Title I, Part A Budget Implications (if applicable)
2,3,4	K-5	Independent fact fluency practice 3x a week utilizing flash cards/IXL	Teacher	9/2025-6/2026	IXL Reports	
2,3,4	K-5	Bi-weekly fact fluency progress monitoring	Teacher	9/2025-6/2026	Teacher Assessments	

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STRAND 2: SCHOOL ENVIRONMENT

DOMAIN: Character Counts

SMART Goal(s): MES Teachers and staff will ensure that all students are seen, heard and valued through the lens of the Six Pillars of Character Counts- Respect, Caring, Trustworthiness, Responsibility, Citizenship and Fairness

ACTION PLAN

1. Essential Action/Research-Based Strategy: Implement a schoolwide positive recognition program

Component	Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Title I, Part A Budget Implications (if applicable)
2,3,4	K-5	Update written criteria for receiving recognition of one or more pillars of character	MES Leadership Team	9/2025-6/2026	Copy of PAW Award Criteria	
2,3,4	K-5	Distribute PAW Awards for demonstrations of good character	Teachers, Staff & Administration	9/2025-6/2026	PAW Award Guidance Document	
2,3,4	K-5	Celebration of recipients	Administration	9/2025-6/2026		

2. Essential Action/Research-Based Strategy: Implementation of student leadership opportunities

Component	Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Title I, Part A Budget Implications (if applicable)
2,3,4	4th & 5th grade	Morning News, Library helpers	Library staff	9/2025-6/2026	Morning news link, schedule	
2,3,4	5th grade	Flag patrol, Kindergarten helpers	Administration, 5th grade teachers	9/2025-6/2026	Schedule	
2,3,4	4th & 5th grade	Bus monitors	Bus drivers, administration	9/2025-6/2026	Driver records	

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3. Essential Action/Research-Based Strategy: Set clear expectations for student conduct and academic performance						
Component	Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evaluation/Evidence of Progress/Completion <i>(Artifacts required)</i>	Title I, Part A Budget Implications (if applicable)
2,3,4	K-5	Teachers complete Academic Support, Behavioral Support and General Student Support forms to address individual student needs	Teachers, Administration, Student Support Team	9/2025-6/2026	Data report of forms	
2,3,4	K-5	Schedule Five House Days with a Character Counts focus	Administration & Leadership Team	9/2025-6/2026	School calendar House day plan	
2,3,4	K-5	Emphasis on morning meeting and greeting	Administration & Teachers	9/2025-6/2026	Lesson plans, meeting agenda	
2,3,4	K-5	Daily Doses of Encouragement and Expectations on Morning Announcements	Administration	9/2025-6/2026	Morning announcements	