

CES 2023-2024

2023-2024 Comprehensive School Improvement Plan

Name of School: Christiansburg Elementary School

School Division: Montgomery County Public Schools

Area of Focus: English Language Arts (ELA) (Title 1 Component 1)

SMART Goal: Division Goal Statement: All students will reach grade level proficiency as identified by multiple data points including PALS, MAP (1-5) and SOL testing. On and above grade level students will make a minimum of one year of progress and below grade level students will obtain one to one and a half year of progress.

CPS/CES will work to achieve and maintain full accreditation status in the areas of English as set by the Virginia Department of Education. All students in grades 3-5 will show growth on the SOL assessments. CPS/CES students will maintain or exceed our three year averages in the critical area of Reading. We will decrease the failure rate for African American students and students with disabilities in reading by 10%. Three year averages: English-76.8.

The failure rate would reduce from: Raw Scores

Black students: 38% to 35%

Student with Disabilities: 58% to 51%

Economically Disadvantaged: 34% to 31%

School's Current Reality Spring 2023 Data

K: Spring 2023 PALS data shows 93% of students met or exceeded PALS benchmarks

1: Spring 2023 PALS data shows 78% of student met or exceeded the PALS benchmarks

2: Spring 2023 PALS data shows 78% of students met or exceeded the PALS benchmarks

CES 2022-23 SOL Data

Reading: All Students 76.77%; Black 64%, Disadvantaged 63.4%; Students with Disabilities 43.64%

Reading With Growth: All Students 84%; Black 68%; Disadvantaged 75%; Students with Disabilities 64%

Essential Action /Research-based Strategy/Evidence-based Intervention: Implementation of a Tiered, Differentiated Intervention Process to Assign Research-Based Interventions Aligned with the Individual Needs of Identified Students: Identify tiered, differentiated intervention options available to assist identified students.

☐ **Academic Review
Finding**

Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1.Tier 1 Instruction Classroom teachers deliver Tier 1 reading instruction using an explicit and systematic structure of phonics, reading, and writing workshops to develop proficient readers and writers as measured through student assessment data for MCPS. Lesson plans will contain a mastery objective, criteria for success, itinerary and why. Lessons plans will also contain the SOL.	Classroom Teachers	Daily	Lesson plans Formal and Informal Observations Data sheets Exemplars of student work Assessment Data Small Group Reading Observations	Classroom Teachers Administration	Vertical ELA Meetings PLC Agendas Ongoing	
Tier 1 Instruction Engaging Strategies - Classrooms, special education, reading, and ELL teachers will participate in the year-long professional development on incorporating engaging strategies within their classroom. These include: ● Personal Response, ● Clear/Modeled Expectations, ● Emotional/Intellectual Safety ● Learning with others ● Sense of audience ● Choice ● Novelty and Variety,	Classrooms, special education, reading, and ELL teachers	Ongoing	Lesson plans Formal and Informal observations Benchmark Advance Training	Administration	Ongoing August 23 Clear Modeled Expectations October 25 Learning with others November Personal Choice	

***Insert more rows as necessary. If additional essential actions/strategy/interventions, duplicate the chart as needed.**

Include a maximum of five (5) Essential Actions/Strategies/EBIs based on prioritized areas derived from the Comprehensive Needs Analysis (CNA) and the Academic Review (AR), if applicable.

Authenticity						
2. Tier 1, Tier 2, & Tier 3 Instructional Co-Planning Classroom teachers, reading specialists, and special education teachers will implement a variety of co-teaching models and methods to deliver targeted Tier 1, Tier 2 and Tier 3 instruction to selected students. Instructional teams will plan closely during their regularly scheduled team meetings to ensure that students receive direct, structured, multisensory literacy instruction that covers all components of literacy development.	Classroom Teachers Reading specialists Special Education Teachers EL Teachers Gifted Teachers	Bi-Monthly Grade Level /Data Meetings	Agendas from Co-Planning Meetings with classroom teachers, reading specialists, and special education teachers Master Schedule Meeting times are built into the Master Schedule.	Classroom Teachers Special Education Teachers Reading Specialists Instructional Coaches Administrators EL Teachers Gifted Teachers	4.5 weeks for special education and general education students	
3.Evidence Based Instruction Teachers will utilize research based practices when delivering reading instruction. Students in grades K- will participate in the workshop model throughout the 2 hour block, receiving targeted differentiated lessons in all literacy components, phonics, mini lesson, small group and writing . This will include differentiated literacy work stations within the small group portion of the ELA block.	Classroom Teachers Reading specialists Special Education Teachers	Ongoing	Grade Level SOL/Benchmark Workshop Schedule Pacing Guide and Assessment Framework Plan will be followed according to MCPS recommendations. Work stations will include the mastery objective and criteria for success. Use of Formative & Summative Assessments- Forms of assessment include: exit slips, menus, verbal and nonverbal	Instructional Coaches Classroom Teachers	Ongoing	

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			responses, and Benchmark weekly assessments. Report cards will reflect student performance on grade level standards, with accommodations for students with special needs, as written in IEP/504 plans. All In Tutoring			
4. New Teacher Training & Support New teachers will participate in ongoing training throughout the year in order to implement the curriculum adoption with fidelity.	New Teachers	Ongoing	Grade Level SOL/Benchmark Workshop Schedule Pacing Guide and Assessment Framework Plan will be implemented as follows according to MCPS recommendations.	Administration Lead Mentor Coach Mentor Teachers	Ongoing New Teacher Division Training (August) September 18, 2023 Mentor Meeting September 2023 October 2023 November 2023 January 2024	
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?						
English Learners			Students with Disabilities			

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		Students were grouped differently this year. They were grouped by 1 academic concern or multiple academic concerns. Grouping this way has allowed us to put more special education support in the classrooms with multiple needs. TeachTown curriculum is provided for select students with disabilities Intentional grouping—Students with one service are grouped together and those with multiple services are grouped to allow for more push in time				
Economically Disadvantaged		Transient, Foster and Homeless				
		We are meeting with the foster care and homeless liaison once per month as a checking to see if students need and additional supports.				
Essential Action /Research-based Strategy/Evidence-based Intervention: Tier 2 and 3 interventions will include small group instruction for reteaching, strategy groups for specific skill deficit needs, and one to one sessions as needed. Teachers will utilize evidence-based practices, including those listed below to support students in meeting targeted goals in deficit areas, and provide necessary strategies to support student growth goal achievement. Targeted intervention data as collected by reading specialists and special education teachers will be discussed, analyzed and reviewed regularly during grade level meetings.						☐ Academic Review Finding
Action Plan						
Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1.Title 1 Reading Interventions Interventions will take place during the designated IE time Individual Instruction for selected K-5 students in need of Tier II reading interventions that align with the science of reading. Tier II and Tier III interventions will be delivered by a LETRS trained teacher. LETRS is an explicit and systematic science of reading instructional based practice specifically designed to assist students with comprehension, decoding, and encoding issues. Student progress will be closely	Reading Specialists Special Education Teachers	Daily	Action List LETRS Phonics and Word Reading Survey PAST (Phonological Awareness Screening Test) LETRS Spelling Inventory All In tutoring	Administration Reading Specialists Special Education Teachers	Ongoing	Title I Funds: \$ 800 play \$ 910 Instructional Materials \$500 Office Supplies

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monitored. This progress will be shared with instructional team members during regularly scheduled team meetings and recorded on the action list. Revisit needs for participating is ongoing, but specifically after Winter MAP (grades 1-5) and PALS.						
2. Intervention and Enrichment Time IE time will be built into schedules through the Master Schedule to supplement deficit skills in Math and Reading. This instruction will be determined based upon data analysis and a collaborative effort of the classroom teacher, special education teacher, and reading specialists will best meet individual student needs. During IE time, students who qualify for Title 1 services through PALS, receive remediation for targeted areas of weakness. Interventions will be monitored through Action Sheets at least every other week. Students will receive interventions until data shows they are successful in the classroom without reading support as documented on watchlist documents.	Classroom Teachers Reading Specialists Special Education Teachers Specialty Teachers	Five times per week, 30 minutes daily for intervention or enrichment Meet bi-weekly for data analysis During the Day All in Tutoring	Action List Progress monitoring is updated after the completion of the two week cycle. Grade 3 Grade 4 Grade 5	Classroom Teachers Special Education Teachers Reading Specialists Instructional Coach Administrations	Ongoing	

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Enrichment opportunities will be offered to students.						
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?						
English Learners			Students with Disabilities			
Economically Disadvantaged			Transient, Foster and Homeless			
Area of Focus: Mathematics						
SMART Goal: Division Goal Statement: Students will engage and demonstrate proficiency in a developmentally appropriate, engaging, and comprehensive math curriculum K-5 as evidenced through common unit assessments, engagement and skill development. CPS/CES will work to achieve and maintain full accreditation status in the areas of Math as set by the Virginia Department of Education. All students in grades 3-5 will show growth on the SOL assessments. CPS/CES students will maintain or exceed our three year averages in the critical area of Math. We will decrease the failure rate for African American students and students with disabilities in math by 10%. Three year averages: Math-82.51. The failure rate would reduce from: Raw Scores <i>Black students: 42% to 38%</i> <i>Student with Disabilities: 52% to 47%</i> <i>Economically Disadvantaged: 29% to 26%</i> CES 2022-23 SOL Data Math: All Students 80.81%; Black 60%, Disadvantaged 70.59%; Students with Disabilities 48.15% Math With Growth: All Students 87%; Black 72%, Disadvantaged 81%; Students with Disabilities 61%						
Essential Action /Research-based Strategy/Evidence-based Intervention: Tier 1 math instruction will include small group instruction. Teachers will utilize research based practices to support all components of the MCPS Fluency Continuum. Students in grades 1-5 will use the Reflex program to build fact fluency, working toward a goal of 80-100%. Teachers grade 2-5 will assign IXL levels to provide additional targeted skill practice based on data collected from assessments and exit slips. Instructional Coaches/Math Curriculum Specialist will provide professional development to support tiered differentiated instruction in guided math groups. Data collected from multiple assessments as listed below will be used to target deficit areas and identify students to be placed on the action list.						
Action Plan						
Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. Tier 1 Instruction	Administration	Ongoing	Accountability for student	Administration	Ongoing	

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Go Math will be used along with the recommended resources from the district pacing guide, as well as supplemental resources for standards based activities. Teachers will implement: • daily mini lessons (not to exceed 15 minutes for introduction of new skill/strategy, 10 minutes otherwise) • small group instruction differentiated based on MAP data or formative assessment data • use of progress monitoring pieces (such as exit slips, observations, menus, verbal and nonverbal responses, formative assessments) to measure students' success. • On-line pieces of Go Math program as useful and necessary • Teachers will use the CRA model of instruction • In grades 3-5, word problems and fractions will be taught using a common strategy (3 reads strategy, CRA model for fractions) Classroom teachers and special education teachers implement a variety of co-teaching models and methods to deliver targeted Tier 1, Tier 2 and Tier 3 instruction to selected students.	Classroom Teachers Special Education		participation in math stations for which mastery objectives and criteria for success will match student product/performance will be monitored through administrative walkthroughs. Teachers will collaborate with special education, gifted resource teachers and instructional coaches to create differentiated lesson plans, driven by data from formative assessments given in class. Monthly Professional Development with Jennifer Wall, Admin. of Curriculum: October 5 Using manipulatives to build conceptual understand November 2, 2024 Using manipulatives to build conceptual understanding part two December 7, 2023 Work stations-Resouce selection, rigor, and accountability February 1, 2024 Intervention manipulative games kits	Classroom Teachers Special Education Teachers	Math Vertical Meetings	
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Teachers will utilize research based practices that align with a workshop model in the 60 minute math block, providing targeted differentiated lessons for reteaching, frontloading or enrichment. Students will also participate in practice of previously learned skills.						
2. Analyze grade level trends from assessment data Assessments include: • MAP • SOL Growth Data • Common Unit Assessments • Formative Assessments Analyze pre-assessment data from MAP and determine approaches to meet range of needs Identify and commit to instructional strategies for upcoming units Analyze post assessment data and plan interventions Monitor and refine interventions	Administration Instructional Coaches Classroom Teachers Special Education Gifted Teachers	Bi-Monthly Grade Level Meetings	Data: Team Meeting Planning Document	Administration Instructional Coaches Classroom Teachers Special Education Gifted Teachers	Ongoing	
Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?						
English Learners			Students with Disabilities			
Economically Disadvantaged			Transient, Foster and Homeless			

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Essential Action /Research-based Strategy/Evidence-based Intervention: Tier 2 and 3 interventions for math will include small group instruction for reteaching, strategy groups for specific skill deficit needs and one to one sessions as needed for best practice. Teachers will utilize evidence based practices to support students in targeted deficit areas and implement necessary strategies to support students growth goals for the year. Targeted intervention data as collected by classroom teachers and special education teachers will be discussed, analyzed and reviewed regularly during grade level meetings.

Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
All In Tutoring	Tutors	4 days a week morning 3 days a week afterschool	All In Tutoring Agenda All In Tutoring Data	Administration	ongoing	
1. Reflex Fluency Program Students in grades 1-5 will use the Reflex program or other district recommended resources to build fact fluency working toward a goal of 80-100% MCPS Guidelines for Reflex Math Usage in Grades 1-5	Classroom Teachers Special Education Teachers	Goal Set at beginning of Nine Weeks; Teacher sets up the plan for the first nine weeks according to the MCPS Guidelines. Classroom teacher reviews at the end of the nine weeks and reevaluates plan	Reflex progress will be automatically imported to Performance Matters. If fluency is not increasing teachers will need to consider and implement other interventions that may be needed at each review period. FRAX	Administration Instructional Coaches Classroom Teachers Special Education Teachers	ongoing	
2. IXL Teachers grade 2-5 will assign IXL levels to provide additional targeted skill practice based on data collected from assessments and exit slips to be used as enrichment opportunities.	Classroom Teachers Special Education Teachers	ongoing	IXL progress will be reviewed by the teacher as needed. If skill mastery is not progressing, teachers will reflect on other interventions that may be needed at each review period.	Administration Instructional Coaches Classroom Teachers Special Education Teachers	ongoing	

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3. Intervention and Enrichment Block IE time will be built into schedules through the Master Schedule Students will be identified through MAP data and Common Unit Assessment results and moved into intervention groups accordingly. Interventions will be monitored throughout the IE cycle and updated on the action sheets (every 2 weeks). Enrichment opportunities will be offered as well. Zearn	Classroom Teachers Special Education Teachers Specialty Teachers Gifted Education Teachers	Five times per week for intervention and enrichment Meet bi-weekly for data analysis	Progress monitoring is updated after the completion of the two week cycle based on the guiding questions: • What specific skill does each student need for remediation, intervention and enrichment? • How will we know that a student learned it? • What will you do when a student experiences difficulty? • What will you do to challenge a high achieving student? • Plan next steps with your team.	Administration Instructional Coaches Classroom Teachers Special Education Teachers	ongoing	
4. Math Intervention Guidance Document For math, this intervention will be delivered by a classroom teacher or special education teacher. Instruction will be determined based upon data analysis and a collaborative effort of the classroom teacher and special education teacher to meet individual student needs. We will use a variety of math interventions, including visual representation, CRA models (concrete representation and abstract) explicitly taught strategy instruction, worked examples, and schema instruction for word problems.	Classroom Teachers Special Education Teachers	ongoing	Division Level Math Resource Maps will be used to determine the most effective intervention based on student need using Data Driven Analysis <u>MCPS Mathematics Resource Maps</u> This data is monitored bi-weekly at the data meetings in the review of tiered interventions	Administration Instructional Coaches Classroom Teachers Special Education Teachers		

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Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?						
English Learners			Students with Disabilities			
Economically Disadvantaged			Transient, Foster and Homeless			
Area of Focus: Science						
SMART Goal: Division Goal Statement: CPS/CES will work to achieve and maintain full accreditation status in the areas of Science as set by the Virginia Department of Education CES 2022-23 SOL Data Science: All Students 81.45; Black 66.6%, Disadvantaged 64.44%; Students with Disabilities 13.33%						
Essential Action /Research-based Strategy/Evidence-based Intervention: Teachers will utilize evidence based practices to support students in targeted deficit areas of Science instruction. They will implement necessary strategies to support students' growth goals for the year. Targeted intervention data as collected by classroom teachers and special education teachers will be discussed, analyzed and reviewed regularly during grade level meetings.						
Action Plan						
Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1.Science Curriculum/Instructional Format Science Curriculum will be delivered in the following format: 1. Daily for 30 minutes to be split with the Social Studies Curriculum 2. Alternate 1 hour each day between Social Studies and Science	Classroom Teachers STEM Teacher	Ongoing	Lesson Plans 2023-24 Master Schedule	Administration	Ongoing	
2. Co-Planning a	Classroom Teachers	Ongoing	SWAP Agenda- Science	Administration Instructional Coach	Ongoing	

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Classroom teachers will use co-planning times to discuss and analyze grade level data, identify areas for spiral reteaching and mastery of skills based on data recorded in the content area data sheet.	Special Education Teachers		Science Data Sheet Collections			
3. Instructional Material Teachers will use the Five Ponds Press text and resources including, quizzes in Google Form as designated by MCPS Pacing Guide, division wide performance tasks, and Foss Kits.	Classroom Teachers	Ongoing	Five Ponds Press Google Forms Assessment 3-5 Division Wide Science Performance Tasks Lesson Plans	Administration Instructional Coach	Ongoing	

Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?

English Learners	Students with Disabilities
Economically Disadvantaged	Transient, Foster and Homeless

Area of Focus: Family and Community and Engagement

SMART Goal: Division Goal Statement: CES/CPS provides culturally diverse and engaged learning, empowering all stakeholders to become the best versions of themselves.

Essential Action /Research-based Strategy/Evidence-based Intervention: Strategies will be implemented to increase connections among families, employing methods of culturally sensitive communication.

Action Plan

Action Steps (Place in sequential order)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
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Cultural Competency - CES Diverse & ELL Library Books The CES Library has added titles and created categories in Destiny noting books in the following: Diverse Voices, Spanish Titles, and LGBTQ titles. The CES library will be consistently adding to all of the above-mentioned categories and will also add the following new categories if available to purchase: Mandarin and Portuguese. Title I Survey (English and Spanish versions) is shared with school families at the beginning and end of the year via the school website, Remind, google classroom or mail. Responses are used to plan potential parent involvement opportunities and determine topics for parent engagement sessions. Weekly Email Blast (CES) Information is being shared through School Messenger. The “Blast” communicates routines and any new information to all parents. This allows parents to know what is happening in our building. The Blast goes out each Sunday in English and Spanish, Portuguese and Mandarin. Family Engagement Parent Sessions (CES) will be included as a component of fine arts nights in effort to build parent	Librarian	Ongoing	Collections in Destiny WCES	Administration	ongoing	N/A
	Reading Specialists	fall & spring	Title I Surveys Survey Summaries	Administration	fall & spring	N/A
	Administration	weekly	Weekly Email Blasts	Administration	weekly	N/A
			3rd Grade Multicultural Night			

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capacity in order to help them support their students' academic success from home.			4th Grade Family Game Night 5th Grade STEM Night			
One School. One Book (CES) offers an opportunity for each family to receive a free book. Chapters will be recorded by the librarian. A Spanish recording will also be provided for our Spanish speaking families. Parents will support student comprehension by submitting google activities from home.	Reading Specialists Specialty Teachers	4 times throughout the year		Administration	4 times throughout the year	Title I Funds: \$ 1500
Quarterly Scholastic Books (CES) books sent home to diverse and/or marginalized families and families with children in Title 1 services throughout the academic year to bolster family libraries, to help maintain reading gains, and to maintain a family love of literacy. Titles will be available in multiple languages and will include culturally diverse topics.	Reading Specialists Specialty Teachers Classroom Teachers Administration	Once during school year Date Determined by Committee	What is Title I Slideshow Title FE Event Summary Take Home Resources Parent Sign In Sheets	Administration Reading Specialists Administration	during/after event Quarterly	
District-Wide DPAC events will be developed from the annual survey distributed to families at the beginning of the year.		monthly				Title I Funds: \$ 900
Open Hands Backpack Program will provide weekend and holiday meals for students whose families request this support.	Reading Specialists Administration Classroom Teachers	2 Per Year Once per semester	Title FE Event Summary Chapter Recordings Daily Trivia Questions Title Purchase Orders Take Home Materials Title FE Event Summary		One per semester Once per semester	

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New River Valley Community Services provides 1 school based counselor at each school. A Therapeutic Day Treatment counselor is provided at CES. These counselors provide individual and small group counseling for students with unique needs, supporting adjustment to the social and academic demands of the school setting. These counselors can provide a home-school connection, acting as liaisons between families and the Community Service Board.	Reading Specialists	Ongoing	The study guide will be used to review deficit skills in grades 3-5 as identified by SOLs.	Division Title I Coordinator	Ongoing	Title Funds: \$ 1500
	Instructional Coach Administration					
	Teacher Representative					
	Parent Representatives					
	Mental Health Counsellor					
	School Based Counselors			Administration		
				School Based Counselors		

Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?

English Learners	Students with Disabilities
CES and CPS - ELL students are grouped with a gifted cluster to enhance vocabulary. - The ELL teacher is trained in LETRS and works with the classroom teacher to support the curriculum.	- CES PLC for Reading Specialist and Special Education teachers will meet together to discuss and set goals for students who have a reading disability and track progress. - General education teacher, Special education teacher and Reading specialist will work together to ensure the student is receiving what they need and coordinating the delivery of that service.

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Economically Disadvantaged	Transient, Foster and Homeless
CES and CPS 1. Students are given extra food to assist with needs through the weekends and holidays.	CES and CPS 1. We will meet with the coordinator of Homeless liaison/Foster Care contact monthly to discuss the needs of the students.

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