

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

Division Name: Lee County Public Schools

School Name: Dryden Elementary School

Date: 05/27/2025

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

Stakeholders:

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

Name of Stakeholder	Title
Mary Day	Principal, Dryden Elementary School
Karen Williams	Title I Math Intervention Teacher, Lead Teacher
Lena McCall	Title I Reading Specialist
Angela Hedrick	School Counselor
Valerie Hammonds	Third Grade Mathematics Teacher
Stephanie Wilder	Kindergarten Teacher
Tabitha Banks	Parent

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

Lynn Holmes	Parent
Clint Carter	PTO President
Sheila Garwood	Head Start Teacher

Virginia Department of Education

Every Student Succeeds Act of 2015

Title I Schoolwide Plan

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:

Dryden Elementary, located in the small town of Dryden, Virginia, serves approximately 250 students in Head Start-4th grade. Of this population, 98% are White, 1% are Black or African American and White and less than 1% are Hispanic. Dryden Elementary was fully accredited for the 2024-2025 school year.

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Assessments and Data Collection include:

CIP Benchmark Assessments (Mastery Connect) - 2nd through 4th grade students were assessed at the beginning and midpoint of the school year in Reading and Math.

Virginia Language & Literacy Screening (VALLS) - K-3 students are assessed three times per year.

Virginia Kindergarten Readiness Program (VKRP)- Kindergarten students are assessed two times per year.

Virginia Standards of Learning assessment (SOL)- 3rd and 4th grade students are assessed at the end of each school year.

Classroom data collection includes lesson and unit testing, benchmark assessments, informal and formal assessments, interim progress reports and report cards.

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

Data from the 2024 - 2025 VKRP Fall administration showed 17% of Kindergarten students identified. Areas of weakness included geometry, computation, patterning, and numeracy. Data from the 2024 - 2025 Spring administration showed 16% of Kindergarten students were identified. Areas of weakness included geometry, patterning, and computation.

Data from 2024 - 2025 VALLSS Fall and Spring assessments shows the following percentage rates of students who are identified:

	Fall	Spring
Kindergarten	32%	23%
1st	15%	10%
2nd	30%	6%
3rd	25%	Not tested (due to Reading SOL test)
Overall	26%	13%

Kindergarten students show weaknesses in rhyming words, alphabet recognition and CVC sounds and spellings. First grade students showed weaknesses in spelling of digraphs, blends, nasals and CVCe words. Second and third grade showed weaknesses in CVCe words, long vowels and R and L influenced words. Sight word recognition was a weakness at all grade levels.

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

Preliminary 2025 Percentages for Accountability:

Reading Performance: Grades 3-5

Performance Level	Number of Students		Points	Total	Percent of Possible Points
Advanced	9	X	1.25	11.25	
Proficient	54	X	1	54.0	
Basic	13	X	0.75	9.75	
Below Basic	6	X	0.25	1.5	
Opt-Out	3	X	0	0	
Total	85			76.50	90%

Math Performance: Grades 3-5

Performance Level	Number of Students		Points	Total	Percent of Possible Points
Advanced	4	X	1.25	5.0	
Proficient	50	X	1	50.0	
Basic	21	X	0.75	15.75	
Below Basic	8	X	0.25	2.0	
Opt-Out	3	X	0	0	
Total	85			72.75	85.6%

Percent of Possible Points=Points Earned/No. of Students X 100

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

Component: Mastery Index

Indicator	Points Earned	Number of Students	Percent of Possible Points	Weight	Index Value
Reading Performance	76.50	85	90%	32.50	29.25
Math Performance	72.75	85	85.6%	32.50	27.82

Calculation:

- Percent of Possible Points= Points earned/Students X 100
- Index Value= Percent of Possible Points X Weight

Component: Mastery

Indicator	Points Earned	Number of Students	Percent of Possible Points	Weight	Index Value
Reading Performance	76.50	85	90%	32.50	29.25
Math Performance	72.75	85	85.6%	32.50	27.82
Total				65.00	57.07

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

SOL data analysis reflects similar findings in the VKRP and VALLS data. In Math, number sense and computation continues to be a struggle for students and in Reading, context clues, main idea and details and drawing conclusions.

Our school wide focus will be on number and number sense in Math, sight word recognition, CVC, CVCe words, and comprehension strategies in Reading. We will also focus on Student Attendance.

Budget Implications:

Allocated funding will be used for one reading specialist, one math specialist, content area tutors, remediation programs and online programs such as IXL, Study Island, SOL Pass, Lexia Core 5, and student school supplies.

Benchmark/Evaluation:

CIP Benchmark Assessments (Mastery Connect) - 2nd through 4th grade students were assessed at the beginning and midpoint of the school year in Reading and Math.

Virginia Language & Literacy Screening (VALLS) - K-3 students are assessed two-three times per year.

Virginia Kindergarten Readiness Program (VKRP)- Kindergarten students are assessed two times per year.

Virginia Standards of Learning assessment (SOL)- 3rd and 4th grade students are assessed at the end of each school year.

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

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:

Classroom instruction is differentiated to meet the needs of all students. All students will receive explicit, systematic whole group instruction using high quality instructional material. Adaptations and interventions are provided at first by the classroom teacher in small group settings, special education teacher, and/or paraprofessional for students struggling to grasp grade level concepts. Any student identified as high risk according to VALLSS will receive an additional 2.5 hours of intense remediation by reading specialist or VALLS tutor. Students with disabilities will receive specialized grade level instruction in one-on-one or small groups to increase pass rate/achievement. All students have access to web based intervention and remediation programs such as IXL (Reading and Math), Study Island (Math), and SOL Pass (History). Each program is used to target specific skills in which each individual student may be struggling. These programs are also used for enrichment, allowing students to work at their own pace and skill level, providing opportunities for students to work ahead of the state mandated curriculum.

Funding is used to support student achievement not only through web based remediation programs, but funding is also used to provide much needed school supplies to every student in the school. This alleviates the financial burden from elementary and middle school families so all students can have access to equitable school supplies.

Data will be collected through progress monitoring and analyzed throughout the school year to determine effectiveness of each intervention plan. All students may receive, throughout the school year, additional interventions such as flexible grouping, small group instruction, tutoring, and time with content area specialists.

Budget Implications:

Allocated funding will be used for one reading specialist, one math specialist, content area tutors, remediation programs and online programs such as IXL, Study Island, SOL Pass, Lexia Core 5, and student school supplies.

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

Benchmark/Evaluation:

CIP Benchmark Assessments (Mastery Connect) - 2nd through 5th grade students were assessed at the beginning and midpoint of the school year in Reading and Math.

Virginia Language & Literacy Screening (VALLS) - K-5 students are assessed two-three times per year.

Virginia Kindergarten Readiness Program (VKRP)- Kindergarten students are assessed two times per year.

Virginia Standards of Learning assessment (SOL)- 3rd, 4th, and 5th grade students are assessed at the end of each school year.

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

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.

Narrative:

Interventions are provided for students needing additional support in the classroom. These may include a push in/pull out program provided by the Reading and/or Math Specialist as well as before and after-school tutoring programs for students needing extended learning opportunities. Content area tutors also provide push in/pull out program support for students who may need extra intervention. These programs are offered in addition to the regularly scheduled core content instruction. Specialists also provide support for classroom teachers' lesson planning and instruction. Special education teachers provide student support during both classroom instruction and pull out remediation sessions. Students rotate in and out of remediation groups as needed. Teachers also received additional support by attending LETRS, VLA, VALLSS Training, Heggerty, UFLI, and Benchmark Curriculum Training sessions. As part of our remediation efforts, we created WIN (What I Need) groups for remediation/enrichment. By doing so we were able to target student's needs based on their abilities. This also allowed us to identify struggling students who may not have been identified previously.

Budget Implications:

Allocated funding will be used for one reading specialist, one math specialist, content area tutors and remediation programs.

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

Benchmark/Evaluation:

CIP Benchmark Assessments (Mastery Connect) - 2nd through 5th grade students were assessed at the beginning and midpoint of the school year in Reading and Math.

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Classroom data collection-ongoing

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

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 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:

Dryden Elementary strives to provide a safe, positive, and caring learning environment. School based support services include anti-bullying programming and counseling services provided by the school guidance counselor as well as a sensory room. Student of the month, community service opportunities, a school garden, Math Club and Book Club meetings help provide well rounded opportunities for students. Students transitioning from Head Start to Kindergarten are provided with support programming to ensure a smooth transition.

Increased parent involvement is also a school wide goal. Parent involvement opportunities such as Family Involvement Night, Parent Teacher Organization meetings, intramural basketball, and Read Across America week are offered.

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

Professional development opportunities for teachers are offered at the school, division and regional level. Lee County participates in the regional Comprehensive Instructional Program which allows teachers across the region to collaborate and share resources as well as participate in professional development provided by the consortium.

Early intervention behavioral services are provided with the principal working closely with classroom teachers, the school guidance counselor and the Student Assistance Program Counselors provided by the county. The goal of this partnership is to provide students with a toolkit for recognizing and managing their own emotions and behaviors.

Budget Implications:

Allocated funding will be used for parent engagement activities including supplies for Family Involvement Night, and Read Across America family engagement activities, as well as professional development for educators.

Benchmark/Evaluation:

Discipline referral tracking, teacher professional development participation, sign in sheets from parent involvement nights, parent and teacher surveys, student attendance reports, benchmark assessment results, and SOL results.