

Division Name: Carroll

School Name: Hillsville Elementary

Date: September 12, 2025

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

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers;
 - School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that are related to the schoolwide components.

Directions: Complete each of the four components by following these steps:

Using Indistar®:

- Access the Title I Schoolwide Plan template from the “Complete Form” tab of the Indistar® dashboard.
- Provide a narrative response that describes how the school has addressed the requirements for each component;
- Where applicable, identify the indicator(s) and task number(s) from the school’s Indistar® plan that align with each required component;
- Click “Save” at the bottom of the form to save your responses; and
- Submit the plan to your LEA Division Contact by returning to the dashboard. Under the “Submit Forms/Reports” tab, go to the Title I Plans section, and select the Title I Schoolwide Plan “Submit” button.

Not Using Indistar®:

- Access the Title I Schoolwide Plan template on the [Title I web site](#).
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs, Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and *Title I Fiscal Issues*, can be accessed at the [Title I website](#) under Guidelines and Procedures/Federal Guidance.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at: http://www.doe.virginia.gov/federal_programs/esea/index.shtml.

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: Hillsville Elementary School is the largest elementary school in rural Carroll County. The school enrolls 478 students in grades PreK-5. The school employs four classroom teachers in grades K,1,2,4,5, and 3rd grade has three teachers. Hillsville has 5 full-time special education teachers. Two Early Childhood Special Education classrooms, along with two PreK classrooms, target at-risk students. It also employs a full-time nurse, a full-time guidance counselor, librarian, art teacher, music teacher, and two physical education teachers. An ITC serves our building 2 out of 5 days per week. Hillsville Elementary has 3 full time cafeteria employees and 4 part-time employees, 4 full-time custodial staff and 1 part-time, a principal, and an assistant principal.

The student population at Hillsville Elementary is predominantly white with 20 ESL students and some other minorities. All students at Hillsville Elementary receive free lunch due to the Community Eligibility Program (CEP).

The school is served by three Reading Coach/Title I teachers, three full-time Title I aides and one part-time ESL tutor, two part-time SOL tutors. Data reported in 2025-2026 shows that Hillsville Elementary is fully accredited.

The Comprehensive Needs Assessment (CNA) for Hillsville Elementary School includes:

- School Quality Profile
- VALLSS Scores

School Quality Profile

The School Quality Profile for Hillsville Elementary demonstrates Reading, Math, History, and Science performance for students.

	2017-2018	2018-2019	2019-2020	2021-2022	2022-2023	2023-2024	2024-2025
English	82%	83%	COVID 19	89%	77%	75%	73%
Math	79%	84%	COVID 19	91%	76%	80%	72%
Science	77%	85%	COVID 19	67%	82%	72%	74%

Economically Disadvantaged	2017-2018	2018-2019	2019-2020	2021-2022	2022-2023	2023-2024	2024-2025
Reading	76%	80%	COVID 19	88%	73%	72%	67%
Math	77%	83%	COVID 19	88%	67%	78%	73%

SWD	2017-2018	2018-2019	2019-2020	2021-2022	2022-2023	2023-2024	2024-2025
Reading	53%	63%	COVID 19	78%	57%	53%	52%
Math	43%	67%	COVID 19	80%	50%	57%	43%

SOL scores indicate an increase in growth in the area of science. Our scores have decreased in Math by 8% and decreased by 2% in Reading. In the area of students with disabilities Reading decreased by 1% and Math decreased by 14%. Our school will continue to implement UFLI in kindergarten through second grade with adding it in 3rd grade through 5th grade. UFLI will be used during whole group instruction as well as during remediation groups. Our school will use computer programs Zearn and IXL for math, Lexia and IXL for reading as well as IXL for science and history. Students have been assigned their own chromebook. This allows students to use programs on a regular basis. Emphasis is continued to be placed on analyzing student data. VALLSS will be used in 4th and 5th grade to assess students that failed the Reading SOL and SPED students with read aloud and audio. The data is used to guide instruction along with incorporating RTI remediation groups.

VALLSS 2025-2026

VALLSS scores for Grades K-3 for Hillsville Elementary

Percentage of students identified for supplemental reading support is listed below

Grade	VALLSS Fall	VALLSS Spring
K	58%	25%
1st	25%	12%
2nd	34%	17%
3rd	38%	45%

According to fall and spring VALLSS testing, priority for services for the 2025-2026 school year will focus on upcoming second and third grades. Reading instruction will focus on materials with the Science of Reading research and approved by the VDOE such as Open Court and UFLI to strengthen phonics.

Title I Parent Survey 2024-2025

Section 1: School Climate and Student Engagement					
Look at the following elementary school:	1. How well do you see the school staff efforts in supporting student learning?	2. Do students in your class feel welcomed and encouraged to learn?	What are the primary barriers preventing students from engaging in learning activities in your classroom?	How effectively do you feel the current curriculum meets the diverse learning needs of your students, including low-achieving students?	On which subject does do you feel most disappointed for the most support? (check all that apply)
425	5	Yes	Behavioral issues	Very Effectively	Reading/Language Arts
425	5	Yes	Behavioral issues	Very Effectively	Reading/Language Arts
425	5	Yes	Lack of Motivation, Behavioral issues	Very Effectively	Reading/Language Arts
425	4	Yes	Lack of Motivation	Somewhat Effectively	Reading/Language Arts, Math
425	4	Somewhat	Behavioral issues	Somewhat Effectively	Reading/Language Arts, Math
425	5	Yes	Lack of Parental involvement	Somewhat Effectively	Reading/Language Arts, Math
425	4	Yes	Behavioral issues, Lack of Parental involvement	Somewhat Effectively	Reading/Language Arts
425	5	Yes	Behavioral issues, Lack of Parental involvement	Very Effectively	Reading/Language Arts, Math
425	5	Yes	Behavioral issues, Lack of Parental involvement	Somewhat Effectively	Reading/Language Arts, Math
425	4	Somewhat	Lack of Motivation, Behavioral issues, Lack of Parental involvement	Not Effectively	Reading/Language Arts
425	4	Yes	Lack of Motivation, Behavioral issues	Somewhat Effectively	Reading/Language Arts, Math, Science, Social Studies

Do you have sufficient resources (textbooks, technology, learning materials) to effectively deliver instruction to your students?	How would you rate the quality of professional development opportunities you have received to address the needs of your students, particularly those who are low-achieving?	What specific areas of professional development would most help you improve your ability to support low-achieving students?	How effective are the school's current support services (e.g., intervention programs, special education, counseling) in addressing the needs of low-achieving students?	Do you feel the intervention plan (as part of the Title I program) is clear and provides direction for improving student achievement?
Yes	Good	Differentiated Instruction	Very Effective	Yes
Yes	Good	Classroom Management Strategies, Social-Emotional Learning	Very Effective	Yes
Yes	Excellent	Differentiated Instruction	Very Effective	Yes
No	Good	Other	Somewhat Effective	Yes
Yes	Good	Differentiated Instruction, Math Strategies	Somewhat Effective	Yes
Yes	Good	Differentiated Instruction, Technology Integration	Very Effective	Yes
Yes	Good	Classroom Management Strategies, Social-Emotional Learning	Somewhat Effective	Somewhat
Yes	Excellent	Classroom Management Strategies	Very Effective	Yes
Yes	Good	Differentiated Instruction, Literacy Instruction, Math Strategies, Technology Integration	Very Effective	Yes
Yes	Excellent	Differentiated Instruction	Somewhat Effective	Yes
Yes	Good	Differentiated Instruction, Social-Emotional Learning	Somewhat Effective	Yes

What are the main challenges to improving students' achievement for low-achieving students in your classroom? (check all that apply)	What would help you improve student achievement in your classroom, particularly for low-achieving students?	What additional support or resources would help you better serve your students, especially low-achieving ones?	Please provide any other feedback or suggestions you feel would be helpful for improving student achievement in our school.	Effective communication exists between the classroom teachers and the Title I teachers.
Attendance issues	School is seeking on positive reward to improve attendance			Yes
Behavioral issues, Lack of parental involvement, Attendance issues	Support for behaviors in the classroom	more time for one on one instruction	none	Yes
Behavioral issues	Getting the students motivated to do the activities during instruction	I think more small group time would be beneficial.	I have none at this time.	Yes
Behavioral issues, Lack of parental involvement	More parental support	Textbooks as a resource		Yes
Behavioral issues, Insufficient time for instruction	The amount of pull-outs during whole group is distracting and causes students to miss a lot of instruction. I know it is necessary but sometimes they miss important information.			Yes
Behavioral issues, Lack of parental involvement, Attendance issues	Having enough staff to help with low-achieving students. Also having parent support.	More teaching days.	Attendance enforced early on.	Yes
Lack of individualized support, Attendance issues, Insufficient time for instruction	My Title I times are not directly aligned to the times that they are in the room, so when they are pulled, they are missing their class time. Having a schedule where all grades are aligned with the Title I schedule would help provide more opportunities for them to be pulled out for instruction.			Yes
Behavioral issues, Lack of parental involvement	In classroom support, smaller class size			Yes
Lack of individualized support, Behavioral issues	Having a curriculum that is for low-achieving students.	I need a curriculum for lower students who cannot do grade level materials, instead of having to make the curriculum or trying to find something that my students can use.	I think smaller class sizes especially if there is higher behavior needs in that grade level.	Yes
Lack of individualized support, Behavioral issues	N/A			Yes
Behavioral issues	I feel like more time spent doing instruction and less time dealing with behaviors would be nice.	none	none	Yes

Surveys that were completed online indicated an overall positive response to the Title I program. The question : Effective communication exists between the classroom teachers and the Title 1 teachers were all yes. The question: Do you feel the schoolwide plan as part of the Title 1 program is clear and provides direction for improving student achievement? were all yes except one somewhat answer. The question: How effective are the school's current support services in addressing the needs of low-achieving students? The answers were 6 Very Effective and 5 Somewhat Effective.

Representatives from the faculty at Hillsville Elementary reviewed the Comprehensive Needs Assessment and discussed contributing factors affecting the results of the student data. The committee consisted of:

Elizabeth Motley, LEA

Amy Nester, Principal

Amy Bond, Kindergarten teacher

Sara Stilwell, First grade teacher

Todd Hedrick, Second grade teacher

Amy Sharp, Third grade teacher

Stacey Hodge, Fourth grade teacher

Melissa Branscome, Fifth grade teacher

Debbie Odeum, Reading Coach/Title 1 teacher

Venda Keith, Reading Coach/Title 1 teacher

Tonya Gardner, Reading Coach/Title I teacher

Budget Implications:

We request more funding for full time staff, due to our large enrollment and needs.

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

SOL Tests (3-5)

VALLSS

CIP Benchmarks

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:

Hillsville Elementary School will provide school wide reform strategies to address the needs analysis results.

Scheduling

- Classroom teachers will provide whole group reading instruction to all students. The reading block will be 90-120 minutes including small group time in grades K-5. Differentiation will occur during small groups. Title I, ESL Teachers will provide supplemental instruction during small groups. VALLS intervention will be 30 minutes daily for those students who do not make a benchmark. Data shows that second and third grades will have priority for supplemental help in the 2025-2026 school year.
- Implement UFLI for whole group phonics instruction and remediation.
- Increase grade level teacher collaboration with grade level meetings.
- Focus on math vocabulary in grades K-1.
- Focus on math vocabulary and questioning formats in grades 2-5.

Instructional Issues.

- School utilization of UFLI in grades K-5.
- Increase K-5 focus on number and number sense.
- Increase automaticity of addition and subtraction facts in grades 1-2.
- Increase automaticity of multiplication facts in grades 3-5.
- Utilize the special education teachers as resources to provide classroom teachers with ideas and strategies to support differentiation.
- Apply reading skills and strategies in all content areas.
- Continue to place teachers in specialized subject areas at grades 4-5.
- Continue AR (accelerated reader) points and motivational AR rewards.

Reading:

The overall scientifically based research strategies that will be implemented at Hillsville Elementary are designed to raise the achievement level of all students through differentiation of instruction. Our core reading program (Open Court) will serve as the framework. Classroom teachers will provide whole group reading instruction to all students. Differentiation will occur during small group instruction. Whole group reading will be taught using the basal readers and UFLI for phonics. Fourth and Fifth grade classroom teachers will be using Open Court for the Core reading program with Novel studies and UFLI for phonics instruction as needed.. Workshop stations will include computer-based instruction (Lexia, Zearn, etc.), writing, reading, listening, and word work. CIP Benchmarks and other teacher screening will measure student progress. Classroom teachers will be responsible for identifying at-risk students and keeping data sheets on students who are at-risk. Title 1 will provide supplemental instruction during small group time. VALLSS intervention instruction will be no more than 5 students in a group.

Math:

The overall scientifically- based research strategies that will be implemented at Hillsville Elementary are designed to raise the achievement level of all students through differentiation of instruction. Classroom teachers will provide whole group math instruction to all students. Differentiation will occur during small group instruction. Classroom teachers will be responsible for identifying at-risk students and keeping data sheets on students who are at-risk. Title I will provide supplemental instruction during small groups or as requested by the classroom teacher.

Benchmark/Evaluation

The following benchmark tests will be used in order to evaluate the effectiveness of the school wide reform.

- VALLSS Fall, Midyear, and Spring Scores
- Teacher created tests
- CIP benchmarks\
- UFLI Progress Monitoring Tool

Budget Implications:

- Professional Development

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

According to our data, a focus on foundational skills is still needed in both reading and math.

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:

Hillsville Elementary School will continue to utilize school wide reform strategies with 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 program which includes programs and activities necessary to provide a well-rounded education.

Strengthening the Academic Program

HES will employ science of reading strategies that strengthen the academic program in the school. To address the phonemic awareness and phonics needs, UFLI will be implemented in grades K-5. The core instruction (Open Court) will be conducted by using evidence-based literacy practices. Teachers will implement research-based instructional routines, provide models and multiple examples, and will provide meaningful feedback. Scaffolding and differentiation will be appropriately aligned with student needs.

Math

HES will employ scientifically-based research strategies that strengthen the academic program in the school. HES will use Zearn and Lexia as a supplemental program for remediation and enrichment to assist with the implementation of the new standards of learning.

Increase the Amount and Quality of Learning Time

HES will establish classroom routines that will allow teachers and students to ensure that every minute counts in the classroom and in the school. Making every minute count focuses on successfully expanding learning time that includes careful planning for all time with students-not just programming additional hours or days.

It includes maximizing time on task, maximizing instructional time, transitioning effectively. HES will implement school wide discipline that sets important beliefs/principles. They will create a list of clearly defined expectations for behavior and devise a sequence of consequences.

SOL tutors will provide remediation during the school year for grades 3-5. Hillsville Elementary will also offer summer school for remediation and enrichment in grades K-5.

Provide an Enriched and Accelerated Curriculum

HES will provide an enriched and accelerated curriculum which includes programs and activities necessary to provide a well-rounded education program.

HES will implement a 3-tiered program approach to reading instruction as described in the article, *Tiered Instruction and Intervention in a Response-to-Intervention Model* by Edward S. Shapiro. Tier 1 consists of whole group instruction using the core reading/basal reading program. Tier 2 will focus on small group instruction using UFLI intervention for phonics. Students will be placed in small groups according to VALLSS data and read daily with the teacher. Tier 3 addresses the needs of individual students for whom Tier 1 and Tier 2 are not sufficient. This may include working with an intervention specialist, gifted specialist or computer-based program in order to meet the needs of every child.

Additionally, HES will provide tutoring for struggling students, ESL/Migrant students, and accelerated students. Summer programs will be provided in June.

Budget Implications: • Due to our large school population, we would like for Title 1 aids to be employed again next year.
Benchmark/Evaluation (or related Indistar® indicators (if applicable): • Strengthening the academic program: Observations will be done through classroom walk-throughs by the Principal and the county Reading Specialist. • VALLS K-3 • SOL Reading and Math 3-5 • CIP benchmarks 2-5

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:

School wide reform strategies that address the needs of all children at HES, but particularly the needs of those at risk that are not meeting the challenging state academic standards, through activities which may include:

- School level guidance counselor; Carroll County Resource Officer; Behavior Specialists

- High/middle school honor societies, 4H and agricultural clubs conduct enrichment activities at Hillsville. In August, second, third, and fifth graders attend the Carroll County Agricultural Fair to attend sessions focusing on the agricultural industry and jobs that support agriculture.
- Implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under IDEA-the VKRP- Virginia Kindergarten Readiness Program which includes the domains of math, self-regulation, and social/emotional skills to the literacy program of VALLS; SAT-Student Assistance Team meeting; 3 tiered model of intervention to include whole group, small group, and individualized instruction; Occupational and Physical Therapy; Speech Therapy. SOL day tutors provide additional intervention services for grades 3-5.
- Professional development and other activities for teachers, Para professionals, and other school personnel to improve instructions and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects- professional development is provided at the division and school level which includes conferences, in-services, professional book studies and instructional coaching administered by the reading coaches. Recruitment and retention are addressed through job opportunities at local and regional job fairs. Math instruction will run parallel with Reading instruction focusing on K-5 countywide.
- Strategies for assisting preschool children in transition from early childhood education programs to local elementary school programs-VPI Pre-K Program services at risk 4 year olds; Head Start serves At Risk 3 and 4 year olds; and the Preschool Special Ed Program serves students prior to entry into Kindergarten.

Budget Implications:

- Reading conferences for professional development

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

VKRP-Virginia Kindergarten Readiness Program

Pre-K VALLS

Brigance

Data from SAT meetings (Student Assistance Team) will help students be successful with academic, behavioral, and emotional needs.