

MCGAHEYSVILLE ELEMENTARY SCHOOL

TITLE I SCHOOLWIDE PLAN

Revision Date: September, 2024

Rockingham County Public Schools

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

Stakeholders:

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

Name of Stakeholder	Title
David Baker	Principal
Heather Gigliotti	Reading Specialist
Heather Golladay	Reading Specialist
Wendy Mitchell	School Counselor
Lauren Armstrong	3-5 Classroom Teacher/Admin Designee
Michelle Sheffer	K-2 Classroom Teacher
Etta Howard	K-2 Classroom Teacher
Brittany Lewis	3-5 Classroom Teacher
Katie Roberts	K-2 Classroom Teacher
Chloe Simmons	3-5 Classroom Teacher
Tasha Thompson	Special Education Teacher
Natasha Phillips	Parent (not on staff)
Mary Snow	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 for 2024-2025, the school is experiencing larger class sizes and an influx of students across multiple grade levels attending school for the first time. Engaging with new families and supporting students in transition has been an early focus for the year. The loss of multiple key staff positions is already having an impact on student learning and direct teacher support. The Behavior Support Assistant was a significant part of the Student Support Team last year and a vital part of the success of the school in 2023-2024. In addition, the reduction to a 0.50 FTE Reading Specialist has resulted in creative scheduling for EIRI work. Despite the early challenges, MES is seeing some early success. The master schedule accommodates the demands of the CKLA Language Arts curriculum and the need for student remediation, support and enrichment. Grade level teachers are engaging with the new curriculum and the division Literacy Team in implementing, with fidelity, the curriculum. Meaningful conversations are occurring each week in grade level meetings (Collaborative Growth Time) with administration and the reading team. MES is fully accredited by the State. Efforts last year to target chronically absent students percentages were very successful, as MES reduced the percentage of chronically absent students by nearly ten percentage points. Standards of Learning assessment scores were largely unchanged from the previous with moderate increases in Virginia Studies, Reading and Math scores, and a moderate drop in Science scores. For 2024-2025 MES will be pursuing increases in all assessment areas in pursuit of reaching or exceeding State averages in all tests. Teachers and administrators will continue work to increase broad reading abilities for all students in 2024-2025 and will also continue to focus on strengthening the school community, particularly as it relates to participation and support of families.

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Demographics as of: (Insert Date Here)			
Free/Reduced Lunch Eligible Percentage:	42.91%		
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	39	25.6%	18%
First Grade	36	5.6%	5.5%
Second Grade	45	8.9%	11%
Third Grade	41	17.1%	12.2%
Fourth Grade	42	7.1%	2%
Fifth Grade	34	20%	14.7%
Totals for School	261	13.5%	10.3%

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Assessment Data for Spring 2024:

Overall School Achievement Data				Spring 2024 SOL Data by Grade Level/Subject	
Content Area	2022-2023 Pass Rate Based on 2021-2022 Assessments	2023-2024 Pass Rate Based on 2022-2023 Assessments	2024-2025 Pass Rate Based on 2023-2024 Assessments	3 rd Reading	56
				4 th Reading	53
				5 th Reading	60
				3 rd Math	71
English	65	61	62	4 th Math	53
Mathematics	68	60	64	5 th Math	49
Science	64	80	71		
VA Studies	71	47	56		

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Assessment Data for Spring 2024

VALLSS	Low-Risk (Number of Students)	Moderate-Risk (Number of Students)	High-Risk (Number of Students)	Percentage of Students in High Risk Band
Kindergarten	23	7	1	3.23%
First Grade	19	13	8	20.00%
Second Grade	18	11	5	14.71%
Third Grade	27	9	5	12.20%

Assessment Data for Fall 2024

VALLSS	Low-Risk (Number of Students)	Moderate-Risk (Number of Students)	High-Risk (Number of Students)	Percentage of Students in High Risk Band
Kindergarten	20	10	3	9.0%
First Grade	13	11	12	33.33%
Second Grade	14	16	14	31.82%
Third Grade	19	5	16	40.00%

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Acadience: Oral Reading Fluency (Rate), Words Correct (Spring 2024)

Acadience	Below (Yellow) Note Percent	Well-Below (Red) Note Percent	Total Percentage Below/Well-Below
Fourth	23	23	46
Fifth	23	37	60

mClass: Composite report for Fall 2024 administration

mClass Fall Data (Composite)	Well Below Benchmark (Red)	Below Benchmark (Yellow)	At Benchmark (Green)	Above Benchmark (Blue)
4th Grade	6 (14%)	5 (12%)	23 (55%)	8 (19%)
5th Grade	12 (36%)	3 (.09%)	11 (33%)	7 (21%)

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 2024-2025 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.

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:

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Mid-year and Spring testing in VALLSS and mClass 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.

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: To implement the CKLA Language Arts curriculum in grades K-5

SMART Goal(s): Throughout the 2024-2025 academic year, MES teachers and staff will work to fully implement the CKLA Language Arts curriculum with the intent of reducing the percentage of students identified as “High Risk” by 10 % as measured by State and curriculum-based assessments.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Teachers will implement CKLA literacy instruction with fidelity, through purposeful whole group and flexible small group instruction.

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 whole group CKLA literacy curriculum	Classroom Teachers	9/2024-6/2025		
2,3,4	K-5	Implementation of small group CKLA literacy curriculum	Classroom Teachers, Reading Specialists, SPED teachers, EL teachers	9/2024-6/2025		

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2,3,4	K-5	Implementation of individualized digital literacy component of CKLA literacy curriculum	Classroom Teachers	9/2024-6/2025		
2	K-5	Create a master schedule to meet CKLA instructional requirements	Administration	9/2024-6/2025		
2	K-5	Create a master schedule that allows for various individualized support models.	Administration	9/2024-6/2025		
2. Essential Action/Research-Based Strategy: Teachers and staff will engage in professional learning and collaboration to fully implement the CKLA Language Arts Curriculum.						
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	Collaborative Growth Time (CGT) meetings weekly	Administration, Reading Team & K-5 Teachers	9/2024-6/2025		
3	K-5	Teachers will complete the Evidence Based Literacy Instruction K-5 Capstone during the school year.	K-5 Teachers	9/2024-6/2025		
3	New Teachers, Adapted Curriculum Teachers	LETRS Volume 1 will be completed by all new teachers and adapted Curriculum SPED teachers.	New Teachers and Adapted Curriculum Teachers	9/2024-6/2025		

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3	K-5	JMU TTAC will lead teachers in workshops related to inclusion throughout the year	K-5 Teachers	9/2024-6/2025		
3	K-5	Teachers will participate in professional development provided by the division.	Division	9/2024-6/2025		
3	Assistant Teachers	Division and school level training for assistants in literacy instruction	Administration, Reading Team, & Division	9/2024-6/2025		

3. Essential Action/Research-Based Strategy: Teachers will utilize small group instruction to provide targeted remediation and meaningful enrichment in identified areas.

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	Use VALLS and mCLASS data to construct and implement flexible small groups for literacy	K-5 Teachers, Reading Team	9/2024-6/2025		
3	K-5	Hold monthly data meeting with administrators and Reading Team	Administration & Reading Specialists	9/2024-6/2025		
3	K-5	Hold monthly data meeting with teachers, reading specialist, administrator, Sped and EL	Administration, Reading Specialists, Sped and EL teachers	9/2024-6/2025		

*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.

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STRAND 2: SCHOOL ENVIRONMENT

DOMAIN: Continued development of community connections and partnerships

SMART Goal(s): By the end of the 2024-2025 academic year, McGaheysville Elementary School will be able to present compelling evidence of a ten percent increase in volunteerism, meaningful community partnerships, student inclusion, and continuous parent and family involvement as documented by participant sign-in sheets, community partner lists and volunteer lists and hours.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Implement school wide and grade level programs to increase student inclusion and belonging.

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)
3	PreK-5	Quarterly house events	School Leadership Team	9/2024-6/2025		
3	PreK-5 and All Families	Monthly PTO events	PTO	9/2024-6/2025		
3	3-5	Lunchtime Read Alouds	Librarian	9/2024-6/2025		

2. Essential Action/Research-Based Strategy: Engage in community building and connection strategies to establish and maintain meaningful community partnerships. The number of documented partnerships will increase by 10 percentage points from the 2023-2024 academic year.

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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3	PreK-5	Title 1 Annual School Meeting/ Community Connections Fair	David Baker, Heather Gigliotti, Alexis Dovel, Lauren Armstrong, Tasha Thompson, Heather Golladay	9/12/2024		
3	Educators	Staff Volunteering at Rockingham County Fair with McGaheysville Ruritans - Funnel Cake Booth	Heather Gigliotti, Sarah Shull, Heather Szul, Katie Roberts, Kristin Roach, Michele Sheffer & Reshella Leary	8/14/2024		
3	K-5	Classroom Programs	Classroom Teachers	9/2024-6/2025		
3	PreK-5	JMU Volunteers/Practicum/Student Teachers	Administration	9/2024-5/2025		
3	PreK-5	Home Instead Partnership Community Service Project	Wendy Mitchell	10/2024-11/2024		
3	PreK-5	Romano's Night - Rosario Alferi	PTO	9/2024-6/2025		
3	PreK-5	Holidays with Heart Program	Wendy Mitchell	10/2024-12/2024		
3	PreK-5	EAUS - Stock the Pantry Program	Wendy Mitchell	11/2024		

3. Essential Action/Research-Based Strategy: Promote parent and family engagement and increase volunteerism through school wide initiatives and learning events as measured by the total number of volunteers and volunteer hours for the year. Data charts will show at least an increase by ten percentage points over the previous year.

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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)
3	PreK-5	Mystery Readers	Classroom Teachers	9/2024-6/2025		
3	PreK-5	Fall Title 1 Event: Rock and Read	Reading Team, Lauren Armstrong, Tasha Thompson, Teacher Volunteers	9/26/2024		
3	PreK-5	Spring Title 1 Event: Wild About Wellness: Bridgewater College Education Students	Reading Team, Lauren Armstrong, Tasha Thompson, Teacher Volunteers	3/20/2025		
3	PTO Members	MES PTO		9/2024-6/2025		