

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

**Division Name:** Montgomery County  
**School Name:** Falling Branch Elementary School  
**Date:** September 14, 2018  
**Select One:**     **Initial Plan**             **Revision**

Title I schools implementing schoolwide programs are required to develop school wide 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

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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 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 website](#).
- 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.

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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](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.

<b>Narrative:      Component 1: Comprehensive Needs Assessment</b>	
Falling Branch is a Pre-K through fifth grade Title 1 School with an enrollment of 627 students. The school demographics are in the table below:	
<b>Total Enrollment</b>	<b>627</b>
<b>FRL</b>	<b>43%</b>
<b>SPED</b>	<b>9%</b>
<b>Gifted</b>	<b>4%</b>
<b>Ethnicity</b>	
<b>Black</b>	<b>4%</b>

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<b>Hispanic</b>	<b>5%</b>
<b>White</b>	<b>82%</b>
<b>Asian/Pacific Islander</b>	<b>1%</b>
<b>American Indian/Alaskan</b>	<b>&lt;1%</b>
<b>Multi-racial</b>	<b>8%</b>
<b>ESL</b>	<b>3%</b>

At FBES, we believe many factors influence literacy development. The framework of our instructional program will be guided by student needs based on several assessments. To focus our efforts in the Title 1 Reading Program for the 2019-2020 year, we will concentrate on the results of the Phonological Awareness Literacy Screening (PALS), which is used throughout the Commonwealth of Virginia, Fountas & Pinnell Benchmark Assessment, SOL scores in reading, and the Observation Survey of Early Literacy Achievement for Reading Recovery student assessment. We will also use the results of the MAP (Measure of Academic Program) testing in grades 2 - 5 to help target instruction.

**1. Phonological Awareness Literacy (PALS)**

Students in kindergarten through third grade are screened for literacy skills using the Phonological Awareness and Literacy Screening (PALS) assessment in the fall, possibly mid-year and then spring of each year. Students meeting the high benchmark level do not require screening.

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Results for spring 2019 are below:

Grade	# of tested students below benchmark	% of tested students below benchmark
Kindergarten	15	16%
1st grade	14	16%
2nd grade	21	32%
3rd grade	1	50%

**K:** PALS data show that 15/91 or 16% of FBE kindergarten students did not meet the basic benchmark in spring 2019.

**COW (concept of word):** 52/103 (50%) did not the benchmark for all three portions of the COW assessment.

**Word ID:** 34/103 (33%) did not meet the benchmark

**1st:** PALS data show that 14/87 (16%) did not meet the basic benchmark in spring 2019.

The IORL (instructional oral reading level) for 37/103 (36%) was below first grade level.

The IORL for 56/103 (54%) was grade 1 or below.

**2nd:** PALS data show that 21/66 (32%) of tested FBE second grade students did not meet the basic benchmark in spring 2019 and 20% of the 104 second grade students.

The IORL for 5/75 (7%) of tested FBE second grade students was below first grade.

The IORL for 20/75 (27%) of tested second graders was grade 2 or below.

**3rd:** PALS data shows that 1/2 (50%) of tested third grade students did not meet the basic benchmark. This is 1% of the 92 third grade students.

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**2. Standards of Learning Reading Test Results**

**3rd grade:** The pass rate for spring 2019 was 84% for all students.

**4th grade:** The pass rate for spring 2019 was 83% for all students.

**5th grade:** The pass rate for spring 2019 was 90% for all students.

The gaps between the different groups are noted weaknesses:

economically disadvantaged students pass rate 86% **gap 1%**

black students pass rate was 92% **gap +5%**

special education students pass rate 60% **gap 27%**

**Analysis:**

Based on the PALS results, resources will focus on grades kindergarten through third grade. Reading Specialists will push into K- 3 classrooms for 30 minutes each day. The emphasis in these small groups in kindergarten will be phonemic awareness, letter recognition, sound/symbol relationships, rhyming, sight words, and concept of word.

In first grade, the emphasis will be sight word recognition, beginning reading strategies, comprehension, concept of word, word study (which includes phonemic awareness and phonics), and fluency.

In second grade, the emphasis will be fluency, strengthening reading strategies, word study (which includes phonemic awareness, phonics, and spelling patterns), and comprehension.

In third grade, the emphasis will be reviewing reading strategies, fluency, word study that includes syllabication, spelling patterns, building vocabulary, and comprehension strategies.

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Fourth and Fifth grade will also emphasize reading fluency, comprehension, and building vocabulary. Word Study will be used and the focus will be suffixes and prefixes as well as derivational relationships.

Based on SOL reading tests results in grade 3-5, our focus will be to assist our students in acquiring the skills necessary to be successful readers and writers. The foundation of this work will begin in pre k- grade 2 and continue into grades 3-5. We will develop lessons and use LLI (Leveled Literacy Intervention), Reading Recovery, word study, guided reading groups, RISE, and SPIRE to deliver this instruction. These programs of instruction will work to strengthen phonological awareness, letter recognition, letter-sound relationships, fluency, and comprehension skills. FBE will also focus on daily journal writing to a prompt. This is intended to strengthen writing skills K-5. Writing samples will be collected quarterly to show growth. Literacy workstations will also be used to improve on skills in the classrooms. Centers should be purposeful with a specific goal in mind. These are the important building blocks to help all students be successful. FBE will have the following interventions available to students:

K-Sound Sensible, COW, LLI

Grade 1-LLI, Reading Recovery, Spire

Grade 2-LLI, Spire, RISE

Grade 3-LLI, Spire, Comprehension Tool kit, Read Live

Grade 4-SPIRE, Comprehension Tool kit, Read Live

Grade 5- Comprehension Took kit, SPIRE, Read Live, 6 minute Solution for fluency

The Fountas and Pinnell reading assessment will be used to assess the reading level of all students K-5. This level will allow students to be grouped in guided reading groups. This lets students work at their instructional level. Groupings will change as their levels progress.

The data from MAP testing will be used to target specific skills with groups of students that need similar instruction.

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<b>Budget Implications:</b> n/a
<b>Benchmark/Evaluation (or related Indistar® indicators (if applicable):</b> n/a

**Component 2 §1114(b)(7)(A)(i):**



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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:** Falling Branch Elementary has set three goals for the current school year.

**Goal 1: Falling Branch Elementary will continue to reduce the failure rate of all 3-5 students on their Spring 2020 SOL Reading test by 10%.**

**Goal 2: Falling Branch Elementary will reduce the failure rates of sped students in Reading by 10% (5 points).**

**Goal 3: Falling Branch Elementary will continue to maintain a 5% or less achievement gap between all students and economically disadvantaged students on their Spring 2020 Reading SOL.**

FBES will use a variety of strategies to meet these goals. Tier I instruction will take place in all classrooms K-5 during the literacy block. Teachers will implement the Balanced Literacy block with a focus on time management. LLI (leveled literacy intervention) will be used with identified students in groups of 3-4 students in grades K-3. This Tier II intervention will be used to fidelity for 30 minutes each day. SPIRE will be used to fidelity with small groups of students that would benefit from this approach. RISE will be used with a group of 2nd grade students. Word Study will be implemented and used in K-5 classrooms. We will continue to use this approach in order to make spelling instruction consistent across grade levels. Reading Recovery will continue to be used with our lowest achieving first grade students. These Tier III intervention lessons will be delivered daily for 30 minutes in a one-on-one setting by a Reading Recovery trained reading specialist. Read Live will be used with identified 4th and 5th grade students. Read Live will be used with an identified group of 3rd graders second semester. This Tier II/III

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intervention will occur in a pull out setting for 30 minutes each day. Title 1 reading teachers will teach small push-in or pull-out groups for 30 minutes each day. This is a Tier II/III intervention. Tier I students in fourth and fifth grade will participate in 6 Minute Solution. Students will read differentiated passages to improve fluency. HOP is a remediation and extension time built in to schedules for grades 3-5. HOP time is designed to deliver targeted instruction based on individual student data to extend learning for those who demonstrate a need based on data.

The Early Literacy Aide will provide additional tutoring in a one-on-one or small group setting for those students who need more intensive, individual attention.. Students are identified by classroom teachers and/or reading specialists. The students' activities will be designed and overseen by the classroom teacher.

Istation online learning program was purchased by the county and will be available for use by grade levels K-5. Known for its accurate assessments, engaging curriculum, and trusted teacher tools, Istation helps students in prekindergarten-8th grade achieve academic growth. Istation's computer-adaptive assessments (known as ISIP™) immediately place students on personalized instructional paths unique to their needs. The animated, game-like interface engages students. Along with Istation's highly interactive digital curriculum, teachers also have access to a library of thousands of lessons perfect for instructing small groups or an entire class. Comprehensive reports will be immediately available for educators, administrators, and parents.

Edmentum online learning program was purchased by the county and will be available for use for grades 4 and 5. It will assess each student so that they receive individualized instruction at their level.

IXL will also be used to target specific skills noted as deficits on the MAP test. Teachers will also have access to the websites Read Theory and Read Works. These sites target comprehension skills.

The Technology Resource Teacher and classroom teachers will collaborate to integrate technology with instruction. Activities will include using the Internet and specific websites to enrich or remediate students in specific academic areas, Microsoft word processing skills and touch typing using wireless laptop computers. Smart boards and ipads will be utilized to enhance instruction. All students K-5 will have Chromebooks in their classrooms so that every student has access during the school day. Fifth grade students will be able to take their Chromebook home to use each night.

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**Budget Implications:** Title 1 and/or Title II funds will be used to purchase books for the book room for use in guided reading instruction for all grade levels. Funds will also be used to purchase professional books for teacher use. Materials and supplies for guided reading and reading recovery groups will also be purchased using Title 1 funds.

**Benchmark/Evaluation (or related Indistar® indicators (if applicable):** In order to evaluate the effectiveness of these programs, strategies, and activities data will be collected and examined from the Istation program as well as the data from Edmentum. Data from Spring SOL scores and PALS data will also be collected and disaggregated in order to evaluate the effectiveness of the literacy program at FBE. Also, we will review the results of the Fountas & Pinnell reading assessments to evaluate if students are reading on grade level. We will be using electronic schoolwide data collection sheets to track/monitor students and place students in tiers based on academic needs. These data sheets will also be used to track interventions used with students.

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**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:** FBES will develop an instructional program based on the analysis of the data compiled, collaboration with classroom teachers, reading specialists, and other school specialists, and scientifically based research strategies. The following reform strategies will be used to strengthen the academic program at FBES.

1. Students who fall below the PALS benchmark, and/or who are performing in the bottom quartile for their grade level will be served individually or through small, flexible groups daily for thirty minutes. A Title I teacher and/or county reading specialist will provide services. In grades K-3, the focus will be on phonemic awareness, word study, word recognition, fluency, and comprehension. This focus is a balanced literacy approach and developmentally appropriate for how children learn to read.
  
2. Reading Recovery is a Tier III intervention that will continue for first grade students for the 2019-2020 school year for students who score the lowest on the Observation Survey. A Reading Recovery trained reading specialists will provide the one-on-one intervention to raise achievement levels in reading and writing.

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3. The Early Literacy Aides will provide additional tutoring in a one-on-one or small group setting for those students who need more intensive, individual attention. Students are identified by classroom teachers and/or reading specialists. The students' activities will be designed and overseen by the classroom teacher.
  
4. Istation online learning program was purchased by the county and will be available for use in grades K-5.. Known for its accurate assessments, engaging curriculum, and trusted teacher tools, Istation helps students in prekindergarten-8th grade achieve academic growth. Istation's computer-adaptive assessments (known as ISIP™) immediately place students on personalized instructional paths unique to their needs. The animated, game-like interface engages students effectively.. Along with Istation's highly interactive digital curriculum, teachers will also have access to a library of thousands of lessons perfect for instructing small groups or an entire class. Comprehensive reports will be immediately available for educators, administrators, and parents.
  
5. Edmentum online learning program was purchased by the county and will be used for grades 4 and 5. It will assess each student so that they receive individualized instruction at their level.
  
6. HOP is a 30 minute remediation and extension time built in to schedules for grades 3-5. HOP time will be designed to deliver targeted instruction based on individual student data as well as extend the learning for those who demonstrate a need based on data.
  
7. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in

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reading.

- 8 The Technology Resource Teacher and classroom teachers will collaborate to integrate technology with instruction. Activities will include using the Internet and specific websites to enrich or remediate students in specific academic areas, Microsoft word processing skills and touch typing using wireless laptop computers. Smart boards and ipads will be utilized to enhance instruction. Every 5th grade student will have a Chromebook which they can use at school as well as take home nightly. This will allow students access to several remediation/practice programs at home. Grades K-4 classrooms will have Chromebooks that every student has access to during the school day.
9. The on-site Preschool program will provide developmentally appropriate instruction for 4 year olds to prepare them for Kindergarten.
10. A SOL tutor will be hired for second semester to remediate students in needed areas. School board monies will fund this position.
11. RISE will be a reading intervention used with a group of 2nd grade students.

<p><b>Budget Implications:</b> Title 1 and/or Title 2 funds will be spent on materials and supplies to aide in the implementation of these programs. Funds may also be spent on professional development materials and/or teacher resources to help teachers implement these programs.</p>
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**Benchmark/Evaluation (or related Indistar® indicators (if applicable)):** In order to evaluate the effectiveness of these programs, strategies and activities data will be collected from the Istation program as well as the data from Edmentum. Data from Spring SOL scores, PALS data, and MAP data will also be collected and disaggregated in order to evaluate the effectiveness of the literacy program at FBE. Teacher observations, assessments, and parent conferences will be used to inform teachers of students' continued progress and to determine the effectiveness of materials and methods. Electronic data sheets will be used to track student progress on F&P, PALS, and Words Their Way spelling level progress. Electronic schoolwide data collection sheets will be used to track/monitor students and place students in tiers based on academic needs. An Instructional specialist will support teachers with the literacy curriculum by analyzing test data, demonstrating lessons and developing materials.

**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);

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- 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 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: Component 4: Professional Development**

Professional development will be an ongoing process at the county and school levels. There will be several county-wide staff development days that all teachers will attend and multiple opportunities throughout the year for teachers to participate in professional development in areas of their interest. These sessions will be provided during the beginning of the year workdays, Election Day and the staff development days in January. There will be also sessions provided during early release days and afterschool. Opportunities will also be available during the summer months. This information will be announced regularly through email, the MCPS website, and faculty meetings. Teachers will also have access to the SimpleK-12 website which offers online webinars and trainings for professional development. Records of professional development for teachers will be maintained through the Electronic Registrar Online (ERO).

At the beginning of each school year, new teachers and teachers new to a grade level will be provided training in the following: Fountas & Pinnell Leveled Literacy Instruction (LLI), Fountas & Pinnell Benchmark Assessment System and the Administration and Scoring of the Phonemic Awareness Literacy Screening (PALS). Additionally, training will be provided in Shared Language by the Reading Recovery teacher.



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There will be periodic meetings for Preschool teachers, Reading specialists and Media Specialists.

All Reading Recovery teachers in the county will attend the Southeastern Reading Recovery and Early Literacy Conference annually. This conference will be open to other teachers upon availability of funds.

Reading Recovery teachers in the county will attend regular continuing contact meetings to observe behind-the-glass sessions and discuss techniques and current research. Additional meetings will be available for collaboration on individual students.

All teachers will attend faculty meetings which will be used for communication in various capacities and also for training. Some meetings will be designated as learning meetings where guest speakers will be scheduled or colleagues will be invited to present information from recently attended conferences or trainings. The instructional specialist will also offer on-site professional development as needed.

Teachers will attend local, state and national conferences as individual interest and funds allow.

**Transition plan**

The transition from pre-kindergarten to kindergarten at Falling Branch Elementary will be aided in several ways. Throughout the school year, pre-kindergarten students who are enrolled in the Virginia Preschool Initiative will participate in activities such as field trips and assemblies with kindergarten and visit the library weekly. In late spring, all pre-kindergarten students will be invited to spend part of one day with a kindergarten class to experience

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a typical day. Information about how to help children get ready for school, including a book about reading, will also be given to all pre-kindergarten parents when their children are registered for kindergarten.

The transition from grade level to grade level will involve collaboration between grade level teachers, special education teachers, gifted resource teachers, reading teachers, and principals. Academic and behavioral considerations will be made to create optimal groupings for the following school year. Some grades will have their students write letters to the upcoming students while other grades will have upcoming students visit their classrooms. Any concerns about transitioning, especially retentions, will be fully discussed with parents. Parents will be notified in writing of any concerns that could lead to retention by the end of the second nine weeks and will be kept in close communication with their child's teacher in monitoring their child's progress.

Transition to Christiansburg Middle School will begin with a visit to Falling Branch Elementary School's fifth grade by the assistant principal from the middle school and the guidance counselor for sixth grade. They will meet with each fifth grade class to discuss the middle school and the academic choices that will be available. Christiansburg Middle School's band and chorus teachers along with band and choir students will also visit during the second or third nine weeks to discuss options for joining band and chorus. During the spring, a second visit will be made by the band and chorus teachers to audition students for chorus and to help students decide on the appropriate instrument choice. Students will also tour Christiansburg Middle School with their fifth grade class in the spring. Parents will be invited to attend a meeting at Christiansburg Middle School as well. The transition of new students to FBES will include meetings with the principal and teacher, tour of the school, introductions to specialists, and designating students in the classroom to help with the transition to school, including classroom routines.

**Coordination of services**

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FBES will demonstrate strength in collaboration with the community in various capacities, within the county, and also within the school. FBES receives federal funding from Title 1, which will be used to fund three full time reading specialists.. The county will also pay for 1.5 additional reading specialist. Title II monies will be used in the county to fund professional development for teachers. Title III monies will be used to fund the English as a Second Language program.

Local and school monies will be used to purchase school supplies for teachers and to fund field trips and activities within the school. The PTO will provide money so that each teacher may buy supplies that he/she needs for the year. FBES will have two preschools funded by the Virginia Preschool Initiative. This initiative will serve at-risk four year olds who are not being served by Head Start. They will have an enrollment of 18 students with each teacher and a-qualified aide per classroom.

Collaboration will exist among classroom teachers and specialty teachers in the building and specialty teachers who are based in other locations in the county and who will come to FBES on a regular basis. In addition, families, community members, and volunteers from the VT Literacy Corps will work together as necessary to help students.

FBES will have an Adventure Club which will provide before and after child care for families with children attending FBES. This will offer an opportunity for communication between teachers and caregivers.

FBES will have 1.6 school guidance counselors that provide each classroom 30 minutes of guidance instruction every other week. On alternate weeks, the counselors will have the opportunity to work with students in a 1-on-1 or small group setting if needed. FBES also will have 2 school-based counselors from the Community Services Board. They provide the home-school connection for a caseload of students. Counseling will be provided at school so that students will be able to consistently keep their appointments. They will provide individual and small group counseling which work towards school success. They will be the resource that reaches out to other community

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services connected to the Community Services Board. FBES will also have 2 therapeutic day treatment counselors also funded by the Community Services Board. Lyle, a certified therapy dog, and his owner will visit FBE every Friday to connect with students that need that service.

FBES will have an active PBIS (Positive Behavioral Intervention and Supports) team. This year the team will continue to strengthen the PBIS team. The focus will continue to be on the FROG (Focus Respect Others, Own Your Actions, Good Choices) matrix for behavior. FROG posters will be posted around the building and in each classroom. The school pledge will be rewritten to reflect the FROG matrix. Each month a specific portion of the matrix will be highlighted in school and with parents via Class Dojo. Behavior expectations will be added to the FBES website to expand exposure and extend the use to stakeholders.

FBES will be using the computer application Class Dojo to connect teachers, parents, and students. This app enables stakeholders to communicate and also share photos, videos, and messages about the school community. Portfolios may also be created by students using Class Dojo. Teachers may choose to use the points system provided by Class Dojo to reward positive behaviors and reduce points for negative behaviors. This is one of the ways FBES encourages family engagement during the school year. The REMIND app has also been purchased for use by the county.

FBES will encourage family engagement in other ways as well. Parents and families will be encouraged to visit the school for school events such as the fall reading event, the science fair, the PE fitness night, and the Words and Pictures event in the spring. At each reading event the parents will have the opportunity to engage in activities with their children which will focus on literacy and reading. Parents will be welcome to come have lunch with their children. Title 1 teachers will participate in the annual Back to School night. At this time, parents will be informed about the Title 1 program and students will be invited to take home two books to share with their families. Literature for parents will be available about how to encourage and help their children with literacy at home. The Title 1 teachers will also offer other opportunities for parents to come learn about reading with their child at home.

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Title I Schoolwide Plan Template**

Title I teachers will be available to conference with parents. Parents of students in the Reading Recovery program will receive materials to use at home with their child.

FBES will have the Student Assistance Program (SAP). Students will be referred to the SAP team if there are concerns regarding their educational, social, or behavioral growth. The SAP team can recommend RTI (Response to Interventions) data be collected before sending a student to child study. RTI will allow struggling learners to be provided with interventions at different tiers. Progress will be monitored so that decisions can be made regarding educational and/or behavioral goals for individual students.

**Budget Implications:** Title funds will be used to buy books for students to take home several times during the year. Title I will purchase parent brochures about reading to share with incoming kindergarten students' parents. Literacy materials to be sent home will also be purchased. Funds will be used to purchase items needed for the fall and spring school-wide reading events.

**Benchmark/Evaluation (or related Indistar® indicators (if applicable):** We will evaluate our program by collecting data from PALS testing, SOL testing, MAP testing results, parent surveys, and Class Dojo membership.