

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

**Division Name:** Floyd County Public Schools

**School Name:** Floyd County High School

**Date:** October 6, 2017

**Select One:**     **Initial Plan**                     **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

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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 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.

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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.

**Narrative:** Floyd County High School is the only high school in rural Floyd County, Virginia. The school enrolls 810 students in grades 8-12. The school employs 55 full time teachers, 2 assistant principals, and 1 principal.

The student population of Floyd County High School is predominantly white (91%) and Hispanic (3%). Thirty-seven percent of our students receive free and reduced lunch.

Additional services at Floyd County High School include two AmeriCorps Tutors and counselors from three agencies: NRVCS, NCG, and FPS.

Floyd County High School is fully accredited for the 2016-2017 school year.

Based on a professional development survey, teachers have requested the following: PBA creation and implementation, Student self-assessments and Chromebook integration.

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State Accreditation Results								
		2014-2015		2015-2016		2016-2017		
Subject	Accreditation Benchmark	1 Year	3 Year	1 Year	3 Year	1 Year	3 Year	Met Accreditation Benchmark
English	75	77	77	77	76	80	78	YES
Mathematics	70	76	74	82	77	85	81	YES
History	70	81	79	81	80	82	81	YES
Science	70	77	80	80	78	77	78	YES
Graduation and Completion Index	85	94	94	92	93	93	93	YES

The focus at Floyd County High School for 2017-2018 school year will be Reading and Writing as these are the areas of greatest need. The following table shows a trend of dropping scores in writing.

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Writing Gr 8					
2011	2012	2013	2014	2015	2016
88.89%	88.41%	70.55%	68.57%	68.26%	65.22%
48th	47th	43rd	50th	64th	74th
Writing Gr 11					
2011	2012	2013	2014	2015	2016
97.01%	94.37%	83.65%	68.82%	80.85%	77.07%
7th	46th	75th	125th	67th	88th

**Budget Implications: Schoolwide Strengths and Areas for Continued Improvement**

After reviewing the data and needs assessment of Floyd County High School, we have concluded the following areas are strengths for our school.

- Faculty and staff members use data to identify student needs and make our students the focus.
- Teachers focus on instructional delivery including the use of high engagement activities, student self-monitoring, PBAs, rubrics, STEAM activities, and CIP implementation and assessment strategies.
- Classrooms have access to a variety of devices including interactive TVs, SMART Boards, Chromebooks in grades 8-12 and laptops. Teachers have access to technology training by ITRT's in areas such as Google classroom, HAPARA and Power School.

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- Teachers participate in collaborative opportunities including professional development, conferences, department meetings, and student support meetings including RTI and Child Study.

The following areas have been noted for continued improvement.

- The need for additional literacy support for students in grades 8-12. This may include additional personnel trained as reading specialists and/or the purchase of additional reading intervention programs.
- Continue to focus on the importance of incorporating “shared ownership” of literacy instruction including implementing literacy strategies within the content areas and within support programs such as Health and PE, Fine Arts, all core subjects (not just English) and CTE programs.
- Based on the analysis of reporting categories in reading, a schoolwide focus should be placed on word analysis strategies, word reference materials and the comprehension of fiction and nonfiction texts.
- After reviewing the countywide writing trends, noted a decline in scores in both grade 8 and grade 10 writing. Following a detailed analysis of Student Performance by Question Summary Report for Floyd County High School, the following areas will be our focus.
  - Selecting and using book/internet resources to gather information for a specific purpose or topic
  - Using quotation marks correctly within dialogue
  - Combining two sentences together using correct punctuation
  - Identifying fragments and run-ons, then editing them to form complete sentences
  - Understanding that the subject and verb must agree in a complete sentence

**Benchmark/Evaluation (or related Indistar® indicators (if applicable)):** The English department reviews data annually and adjusts curriculum accordingly. The faculty of Floyd County High School reviewed the comprehensive needs assessment, Floyd County writing scores, and discussed contributing factors affecting the results of student data.

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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.

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:**

Our staff uses the computer based program IXL, which targets grammar and punctuation skills. We individualize this program for our students. RTI and Child study is also utilized to assist with struggling students. Additional resources such as CIP data, before, during and after school remediation, and year long eighth grade English classes have been implemented.

**Budget Implications:** Additional remediation staff would be needed. The county provides extra pay for teachers remediating after school. During the school day, allow for coverage of specific teachers to remediate if students cannot stay after school.

**Benchmark/Evaluation (or related Indistar® indicators (if applicable):** Teachers will evaluate on a daily, weekly, midterm time table. Teachers will use CIP bench marks and writing rubrics to assess student learning and needed remediation. Remediation is based on specific strands within the SOL. Student and parent conferences are also a part in assisting our students to succeed. The results will reflect in increased reading and writing SOL scores at the end of each semester.

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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:**

All FCHS teachers will be incorporating literacy instruction within their content area in the following ways:

- Teachers will incorporate the use of a word wall to display unit vocabulary and to aid in the instruction of content.
- Teachers will use content reading strategies of choice when conducting reading activities with students in order to impart strategies that they can take on and eventually use independently.
- Content reading strategies will be utilized to increase comprehension of texts in each subject area.
- Teachers will provide opportunities for students to write in each content area on a weekly basis. Ex. Applications, diagrams, how-to paragraphs, etc.
- Teachers will guide students through a wide range of skills like brainstorming, freewriting, mapping, outlining, peer/teacher conferencing, drafting, and revising/editing.

Professional Development Activities

- Teachers will use the unit of study word wall in order to elicit writing activities from students.
- FCPS Literacy Strategies (Making Connections, Visualizing, Questioning, Determining Importance, inferring and Synthesizing).
- Tools for Content Literacy
- Writing Assessments and Student Conferences
- Incorporating an Effective Writing Program in the Classroom



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**Budget Implications:** Utilize professional development opportunities provided by local and state agencies. If registration fees are included, use funding established through the school board and local monies.

**Benchmark/Evaluation (or related Indistar® indicators (if applicable):** Teachers will evaluate student progress on a daily, weekly, midterm time table. Improvement should be noted through classroom observations, student grades, benchmark scores and Monthly department meetings. Monthly faculty meetings will be used for collaboration between the English department and the rest of the faculty and staff. The results will reflect in increased reading and writing SOL scores at the end of each semester.

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**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:**

Floyd County High School has used schoolwide reform to address the needs of all children through a multitude of services and programs. As listed below, each program and all data gathered is important. However, our goal is to reach and teach each child how to live in the world today, how to prepare for their futures, and simply how to learn. For us, each individual child is our focus.

- Counseling programs/school based specialized instructional support and mentoring
- Services under IDEA
- Attendance review committee/Visiting teacher for truancy
- Homebound instruction

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- Professional development activities for teachers and teacher assistants
- Recruitment and retention of highly effective teachers
- Second chance breakfast, a program allowing students to pick up breakfast between 1st and 2nd blocks
- Class meetings
- Project Wisdom
- Teaching Tolerance
- Information shared with parents via Facebook, newsletters, Blackboard School Messenger
- Parent Portal
- Parent Advisory Committee
- Parent teacher conferences
- Dual Enrollment Courses
- Off campus Alternative School
- Governor's School
- New River Community College ACCE program

**Budget Implications:**

Funding through the Floyd County School Board is necessary to provide additional programs.

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

- Open door policy encouraging parent communication
- Active Guidance Department and outside counseling agencies
- CTE Career Fair
- Guest speakers
- Teacher observations/walkthrough data
- Benchmark scores
- NRCC Career Counselor

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