Title I schools implementing school-wide 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).
Virginia Department of Education  
Every Student Succeeds Act of 2015  
Title I Schoolwide Plan Template

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 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:

Revised October 2016
Virginia Department of Education  
Every Student Succeeds Act of 2015  
Title I Schoolwide Plan Template

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.


**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:**

Belview Elementary School is located on the edge of Montgomery County in Radford, VA. Students attending Belview come from a variety of educational and economic backgrounds. Their parents work in the nearby Radford Army Ammunition Plant, in privately owned factories and businesses, in higher education and some are self-employed.

The Belview population is mainly low income - we service one HUD housing project and two large mobile home parks. We have a very transient student population.

Both school and community work cooperatively to provide an appropriate educational opportunity for all students.

Belview partners with Radford University to place R.U. student interns majoring in Education and Special Education in our classrooms. This program provides a wonderful exchange of professional development opportunities as well as additional hands, feet, and minds to support our students and studies.
Our stakeholders collaborate and work as a team to provide high quality experiences enabling students to develop intellectually, personally, socially, and physically. This includes implementation of safety procedures, PTA involvement engaging parents and the community, and ensuring that high academic standards are in place to meet the Virginia Standards of Learning.

We have 277 students at Belview.

Free and reduced Lunch: 127 free lunch, 17 reduced

Ethnicity:
American Indian/Alaskan: 2
Asian/Pacific Islander: 4
Black: 23
Hispanic: 10
White: 225
Unspecified: 1

Homeless: 0

Gifted-12

Special Education--Including Speech we have 42 students with disabilities in grades Pre-K - 5

The following is a summary of the academic achievement of the children at Belview including PALS and SOL assessment data. At the school level, each teacher is collaborating with the principal, instructional specialist, and reading specialists to assess the needs of our students through the use of data tracking sheets. These documents
include information such as which students are special education and black, what interventions they are receiving, and who is teaching the intervention. All of the students' academic progress is tracked on these data sheets--including Fountas and Pinnell running record levels and growth, MAPS scores, PALS scores, DSA information, and SOL scores.

2019 Spring PALS grades K-2 results

Kindergarten  35 tested  (plus 1 nonstandard)

  6 did not meet benchmark

  83% pass rate

1st grade  49 tested

  13 did not meet benchmark

  73% pass rate

2nd grade  44 tested
12 did not meet benchmark
73% pass rate

3rd grade  (3rd grade not assessed in spring because of MAP & SOL)

Grades K-2  128  Total tested  (plus 1 nonstandard)
31 did not meet benchmark
76 % pass rate

Analysis of this data shows that we need to focus greatly on Concept of Word in Kindergarten, and spelling in first and second grade. Teachers in those grades will set their Standard 7 goals according to the needs shown in this data. We will add the FALL 2019 PALS DATA to this document as it becomes available.

Our goal is for 80% of our students in grades K-3 to meet the PALS Summed Score Benchmark.

SEE BELOW---ADDED OCTOBER 16, 2019
Fall 2019 PALS grades K-3 results

Kindergarten  52 tested
              1 did not meet benchmark
              98% pass rate

1st grade    36 tested
              5 did not meet benchmark
              86% pass rate
2nd grade  53 tested  (1 of those is nonstandard)
    13 did not meet benchmark
    75 % pass rate

3rd grade  41 tested
    10 did not meet benchmark
    76% pass rate

Grades K-3  182  total tested
    29 did not meet benchmark
    84 % pass rate

Virginia State Reading SOL Pass rates for 2018-2019
Virginia Department of Education  
Every Student Succeeds Act of 2015  
Title I Schoolwide Plan Template

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>SOL Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Grade</td>
<td>61%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>75%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>95%</td>
</tr>
</tbody>
</table>

Overall pass rate for 2018-2019 78% (preliminary data)

Analysis of this data shows that our third grade students did not perform well on the VA Reading SOL assessment last year. We are working especially hard with our students with disabilities in this grade level by implementing the RISE program which is a collaborative teaching effort between the Title I reading teachers and special education teachers at Belview. Our goal is to increase our overall SOL pass rate to 79% this year which is several percentage points above the minimum requirements of 75% in the state of Virginia.

**Budget Implications:** N/A

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

Evaluation using PALS, MAPS, Fountas and Pinnell, and SOLs (including focus subgroups--economically disadvantaged, black and students with disabilities).
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:
We are proud of the Title I reading program at Belview and its coordinated efforts between our principals, teachers, instructional assistants, and community partners. In grades K-5, the classroom teacher will meet with all students for whole group and small group reading instruction. Title I teachers will meet with identified students for an additional 30 minute intervention time each day. Some students in grades 2-4 will meet with the Title I / Special Education teachers for 1 hour per day of RISE intervention (for a semester). Students will be identified for supplemental support through data analysis of PALS results, Fountas & Pinnell running records, MAPS Assessments and SOL scores. In grades K-5, RISE, LLI (Leveled Literacy Intervention), Spire and Read Live will be used to provide systematic intervention to identified students. Each of these programs are researched based and designed to remediate struggling readers.

We will continue Words Their Way word study for all students in grades K-5. We will use the PALS spelling results, plus the DSA (Developmental Spelling Assessment) to determine which spelling features each child has already mastered, and which features they are "using but confusing" so that we know the exact features to target for instruction. We will adjust planned instruction every few weeks through progress monitoring.

Identification process for all students at risk of failing or in need of targeted interventions, including economically disadvantaged students, black students and students with disabilities includes the following assessments:
1. PALS--- Teachers and Reading Specialists will use PALS to inform decision making about small and whole group instruction. It will be used to inform placement into intervention programs and to monitor progress.
2. Fountas and Pinnell Running Records----Teachers will administer Fountas and Pinnell to find students’ instructional reading level. The reading teachers will collaborate with the classroom teachers to work with them on assessing their own students, and analyze strengths and weaknesses. We will plan lessons according to the data. We will use 100 word running record quick checks to monitor progress.

3. MAPS----Administer based on the countywide requirements in second through fifth grades. Teachers will use data to inform decision making about small and whole group instruction and track individual student growth. We will use to inform placement into intervention and enrichment programs. This assessment will be given and analyzed at the beginning of the year, mid-year and at the end of the year.

4. Gather information on SOL student performance by question and analyze areas of concern. Use to inform placement into intervention programs based on previous year’s score for students scoring lower than 425 on the Reading SOL.

Budget Implications: The budget will support students through the purchase of books for the Cookies & Books with Santa Family Event, and the “One School, One Book” program, both of which are designed to benefit students school-wide and promote family engagement. We will continue working to build Leveled Classroom Libraries in each classroom, with books that students may read both in school and at home. We will continue to add to our Leveled Bookroom for teachers to use in guided reading lessons, and to send the books home to be reread with the child’s family. The Title I Budget will continue to support struggling 5th graders, including those in each subgroup, through the purchase of Read Live licences.

Benchmark/Evaluation (or related Indistar® indicators (if applicable): While assessment results of all students will be analyzed and considered, an emphasis will be placed on looking at the results of our subgroups. Classroom and Title I teachers will carefully monitor the effectiveness of the intervention programs on these students by maintaining a watch list, on which current formative and summative assessment information will be kept. These watchlists will be reviewed by our principal and teachers each month during data meetings. In this way, we will be

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able to monitor and evaluate the effectiveness of these programs and their benefits on the performance of underperforming students.

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
One School One Book: Each February, students are given a copy of a new book, chosen for our One School, One Book project. Along with the book, families receive a parent letter which explains the project, tips for reading with their children at home, comprehension questions (daily trivia questions are presented on the Belview news broadcast) and a bookmark stating the calendar for reading. Parent survey results each year show that the majority of our families enjoy this month long reading initiative with their children. This year, the book is Frindle.

Tutoring: Teachers at Belview offer before and after school tutoring for students identified through assessments to need extra help, outside of the regular school day. Student interns from Radford University also help with our tutoring project.
Summer Mailbox Books: In the spring, targeted students will select 9-12 books from a collection/catalog of books. These books will be purchased and mailed to them in three separate mailings, during the 3 summer months to promote summer reading and prevent summer reading loss.

Santa Breakfast and Books: On December 10th, 2018 Belview will host its annual Books and Cookies with Santa event. Families are invited to enjoy milk & cookies, a holiday music program performed by students, pictures with Santa, and select winter/holiday books to read during winter break.

**Budget Implications**

The budget will support students through the purchase of books for the Books and Cookies with Santa Family Event, and the "One School, One Book" program, both of which are designed to benefit students school-wide.

**PTA may fund the cost of the milk and cookies, while Title I provides the books for students.**

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

Evaluation using PALS, MAPS, Fountas and Pinnell, and SOLs.
Virginia Department of Education
Every Student Succeeds Act of 2015
Title I Schoolwide Plan Template
Virginia Department of Education
Every Student Succeeds Act of 2015
Title I Schoolwide Plan Template

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:

Belview Elementary has one full-time guidance counselor. She provides lessons in classrooms, as well as meets with individual students and small groups. Belview Elementary School also has two community services board staff members located at our school that work with identified students. These counselors meet with students (and parents) throughout the school year, as needed, to help students be successful.

Our school has implemented the PBIS (Positive Behavior Intervention and Supports) program. This provides students an opportunity to develop positive behavior. It encourages all students to have social and academic success.
Belview will continue the “Commit to Graduate” program during the 2019-2020 school year. We make students aware of choices and opportunities after they graduate from high school, including 4 year college, community college, the military, and career and technical placements. We raise money to support local high school students that plan to attend college through a scholarship. Our curriculum and instruction supports getting Belview students ready for a future college experience and/or career.

We partner with Radford University in hosting year-long student interns. The interns provide tutoring for students to support those students needing Language Arts and Math help to pass the Virginia state SOL assessment. Students in grade 3, 4, and 5 are identified from previous SOL results, MAPS results, teacher input, and from Fountas and Pinnell running record assessments. Tutors for the SOL tutoring program are Belview teachers and student interns. A Remediation SOL Tutor has supported student instruction during the second semester for the past four years and we hope to have the funds to continue that position this year.

The reading staff at Belview along with other teachers attend many conferences and staff development sessions including: Engagement for Student Learning, Ron Clark Academy training, New River Valley Reading Conference, Virginia State Reading Conference, Google in Education Virginia Summit, as well as continuing education classes at our local universities and offered conferences.

The Virginia Preschool Initiative offers early learning assistance for preschool age students. Belview hosts one preschool class to provide early intervention toward school success. One full time teacher and one assistant is in the classroom.

Our guidance counselor, in coordination with our kindergarten and reading teachers, leads a kindergarten orientation each year to help both pre-school students and newly registered students, transition to kindergarten.

Our guidance counselor also teaches a unit to help fifth graders transition to Christiansburg Middle School, including a visit to the middle school to familiarize students with their new surroundings. This visit is coordinated.
on a day when the eighth graders take a field trip. Since they are out of the building, the rising sixth graders are even able to each lunch in the cafeteria together during their visit.

**Budget Implications:**

The Title I budget will continue to provide opportunities for teachers to attend conferences and workshops to gain ideas for their instruction.

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

Students will be assessed using: PALS, Fountas and Pinnell, SOLs, MAP, Fountas and Pinnell running records, and teacher observations. Results from these assessments will be analyzed to guide instruction and determine student needs.