

**Virginia Department of Education
Every Student Succeeds Act of 2015
2022-2023 Dungannon Elementary School Title I Schoolwide Plan**

Division Name: Scott

School Name: Dungannon Elementary

Date: 8/18/22

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 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.

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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:

- 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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Stakeholders:

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

Name of Stakeholder	Title
Travis Nickels	Principal
Alicia White	Assistant Principal/Title I Teacher
Terry Osborne	Title I Teacher
Becky Kennedy	Special Education Teacher
Heather Castle	Teacher
Kim Burke	Teacher
Lenora Dingus	Teacher
Angel Hughes	Teacher
Annie Henry	Parent
Pat Deskins	Scott County Sheriff's Department

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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:

Dungannon Elementary School is located in a rural, mountainous section of Scott County, VA. Grades K-7 are housed in this facility, with a current enrollment of 134. There are 62 females and 72 males. Our school qualifies for the CEP breakfast and lunch program and we are a school wide Title I school. Of the total enrollment, 15 students have an IEP and there are no gifted students. The faculty of Dungannon Elementary consists of one Principal, one part time Assistant Principal/Title I teacher, 1 full time Title I teacher, 9 Classroom teachers, 1 full time PE teacher, 2 Special Education teachers, 1 part time Reading Specialist, 1 part time Librarian, 1 part time Speech Therapist, 1 part time Occupational Therapist, and part time art and music teachers. SOL performance in reading for the 2021-2022 school year showed that DES had a 71% pass rate. The math pass rate was 54%.

Math & Reading Focus: Dungannon Elementary School will continue to offer differentiated instruction for all students. We will use data gathered through PALs scores and SOL scores to create a remediation plan. Classroom teachers, the reading specialist, Title I, and special education teachers will be facilitating this remediation. Benchmark testing will be used to guide remediation.

Budget Implications:

We will combine funding from our local school district with funding from private resources and grants to purchase resources to aid in raising the level of academic achievement of all students.

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Benchmark/Evaluation:

Data from SOL testing, PALs testing, and other benchmark testing was disaggregated to determine the strengths and weaknesses of our students. Weak areas will be where we target our remediation efforts.

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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:

Dungannon Elementary School Title I teachers, along with classroom teachers and administration, will identify students that are potentially low-achieving or at risk based on the previous year's SOL scores and PALs scores. They will use this information to create a plan for remediation. Students in the Students with Disabilities subgroup show particular weaknesses in math, but also show some weakness in reading. For the 2021-2022 school year, only 29% of students with a disability passed a mathematics SOL. 47% of students with a disability passed reading. We will focus our remediation efforts and resources on this subgroup. The following will be used to increase the success of the subgroup:

- Data from Performance Matters and IXL will be used to build individualized remediation plans.
- Students identified for remediation will receive a block of remediation time with the Title I teachers and Reading Specialists.
- Students will use programs such as IXL and Performance Matters to improve reading and math skills.
- Special education teachers and classroom teachers will collaborate on a weekly basis.

Budget Implications:

Dungannon Elementary will utilize various funding sources from state, local, and federal programs to address the needs of all students. The needs of these students will be met by the Title I Schoolwide plan. Some of those sources include:

- Title I Federal Funding
- Special Education
- Headstart
- School Food Services
- Early Reading Intervention

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- No Cost Meals
- State Primary Class Size Reduction
- School Nurse
- Teacher Trainings
- Scott County Health Department
- Scott County Mental Health
- Rotary Club
- Lions Club
- Scott County Telephone Cooperative
- Scott County Sheriff's Office
- Local Churches
- Kingsport Times News
- Scott County Virginia Star

Benchmark/Evaluation:

By June 2023, the pass rate for the subgroup of Students with Disabilities in mathematics will be 40% or higher based upon VA SOL testing. The pass rate for the subgroup of Students with Disabilities in reading will be 60% or higher based up on the VA SOL testing. The pass rate for all students at DES will be 75% or higher on the 2023 Spring Reading SOL and 70% or higher on the 2023 Spring Mathematics SOL.

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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:

Dungannon Elementary School incorporates the use of research based instructional interventions for all students. Teachers in grades K-3 use PALs data to identify students that would benefit from individualized instruction from the reading specialist or Title I teacher. Teachers in grades 4-7 use data from IXL, Performance Matters, and SOL data to drive instructional plans. Students are identified to receive help from the Title I teacher based on data from those assessments.

Some strategies for improving Reading and Reading Comprehension include:

- By September 30th, students that are “at risk” in Reading/Language Arts will be identified based on assessment of data collected and teacher referrals.
- By the end of the first nine weeks, students with academic failures in reading and math will be identified as “at risk.”
- SOL and Growth Assessment tracking will be completed for all students in grades 3-7.
- Teachers will use a variety of reading programs and released tests from the VDOE website to improve reading comprehension.
- Teachers will use materials from SuperKids, Rooted in Reading, SuperTeacher Worksheets, and StoryMaps to improve phonetic skills.
- Teachers will encourage parental involvement in at-home oral reading practice.
- Teachers will promote reading by incorporating independent time in their daily schedules.

Some strategies for improving Mathematics Improvement include:

- By September 30th, students that are “at risk” in Mathematics will be identified based on assessment of data collected and teacher referrals.

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- Teachers will utilize basal math materials including manipulative, computer programs, and hands on activities to remediate and enrich mathematics skills.
- Teachers will use programs like Performance Matters, IXL, Get More Math, Math Prodigy, etc. to enrich math skills.
- SOL and Growth Assessment tracking will be completed for all students in grades 3-7.
- Mathematics teachers will use a variety of teaching strategies to meet the unique needs of their students. They will use techniques such as peer tutoring, small group activities, team teaching, cooperative learning, individualized instruction, remedial instruction, and other methods that are deemed as appropriate.
- Teachers will encourage parental involvement by sending home practice mathematics problems.

Budget Implications:

Programs used for enrichment and materials used will be purchased using allocated county funds and funds raised by the school.

Benchmark/Evaluation:

Classroom teachers, the reading specialist, and Title I teachers will work together to disaggregate Growth Assessment data, SOL scores, and PALs data. Title I teachers will keep a record of activities and remediation strategies used with students throughout the year.

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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:

Addressing Behaviors:

Dungannon Elementary School's goal is to provide a safe learning environment. For our students to be successful and learn appropriate behaviors within the school and beyond, each grade level develops a set of rules and consequences. Each grade level will keep track of discipline logs, communication with parents, and discipline decisions.

Teachers are encouraged to fill out a discipline referral to the office if the following behaviors occur:

- Inappropriate Language
- Bullying
- Physical Aggressions

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- Stealing
- Threats
- Vandalism

Potential Consequences:

- In School Suspension
- Out of School Suspension
- Parents called to attend disciplinary team meeting.

Scott County Schools discipline policy can be found in the student handbook which is distributed to students the first week of school.

Counseling:

The faculty at Dungannon Elementary School includes a highly qualified guidance counselor that provides classroom guidance lessons. These lessons include relationship building skills, conflict resolution skills, and internet safety skills. This counselor is also available for one-on-one and small group sessions with students.

Major Clarity:

6th and 7th grade students use Major Clarity, a career planning program, to develop a portfolio to help them identify their interests in future careers and assist them with career readiness. This portfolio will follow students through middle school and into high school. Students also have an opportunity to learn about different careers and college programs during a yearly field trip to a job fair. This program is led by the guidance counselor.

Professional Development Opportunities:

Teacher are required to document at least 15.5 hours of professional development each year. Some professional development opportunities include:

- CPR
- Crisis Management
- IXL

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- Performance Matters
- Google Classroom
- Multiple Book Studies
- 504 Planning

Budget Implications:

Title I funds, county salaries, fundraising funds, and county allocations are used to fund professional development opportunities, school counseling, and career planning.

Benchmark/Evaluation:

Student behaviors and discipline reports are evaluated quarterly.

A schedule of professional development opportunities is given to teachers each year and updated as things change.