

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

Division Name: Scott County Public Schools

School Name: Gate City Middle School

Date: 09-06-2023

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 ESSA 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

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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 are 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 1 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.

Gate City Middle School Philosophy and Educational Purpose

We believe that our primary responsibility is to afford students the opportunity to develop their intellectual, physical, social, emotional, and personal experiences to their fullest abilities. We believe students vary in their growth patterns, the rate at which they learn, and the home environments from which they come. Therefore, we must use various methods of instruction in order to meet the needs of each individual student.

Our student body, which is our most important component in the educational system, can achieve its goals through a positive and supportive school environment. We believe learning is a “life-long” process, and all community members and resources must be utilized in order to enable all students the opportunity to acquire the skills necessary for successful progression into high school, college, vocational training, and the job market.

In addition to teaching facts and skills, we, as educators, must work cooperatively with the home and community to develop those traits which enable students to become well-adjusted, productive citizens who are capable of meeting the challenges of everyday life. Gate City Middle School supports and endorses Scott County Public School’s greater mission to develop lifelong learners who value themselves and others, contribute to their community, and are college and career ready. We aspire to the vision of Scott County Public School’s, Every Child, Every Opportunity.

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Stakeholders:

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

Name of Stakeholder	Title
Amy Sallee	Principal
Rhea McConnel	Assistant Principal
Jennifer Stacey	Title 1 teacher
Marah Mullins	Teacher
Megan Sanders	Teacher
Hannah Flannagan	Teacher
Lisa Bevins	Teacher
Brooke Phillippe	Librarian
Zach and Brandi Jones	Parent
Amy Sallee	Principal

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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:

Gate City Middle School is one of two middle schools in the rural district of Scott County. Our faculty and staff consists of one full-time principal, one full-time assistant principal, one full-time school counselor, twenty four full time classroom teachers, four full-time SPED teachers, one full-time SPED assistant, one part-time SPED assistant, one full-time Title I teacher, one part-time speech teacher, one full-time music teacher, one part-time art teacher, one full-time band teacher, one part-time occupational therapist, one full-time nurse, one full-time secretary, one bookkeeper four full-time custodians, and eight food service staff. Our average student/teacher ratio is currently 22 to 1.

Budget Implications:

By combining federal, state, and local funding with private resources, the school budget can more effectively achieve the goal of raising academic achievement for all students. This utilizes the various funding and education program sources to support a comprehensive Title 1 schoolwide plan that addresses the identified needs of all students in the school.

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Benchmark/Evaluation:

SOL TEST	YEAR (Pass Rate)									
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Math 7	75	83	80	81	86	89	COVID/School Closure	68	78 PR 79%	82% PR 72%
Pre-Algebra	76	89	87	94	94	92	COVID/School Closure	78	88 PF 94%	94% PR 93%
Algebra I	85	96	95	89	86					
Algebra II			100	100	100					
Geometry				60	75					
Reading 7	82	85	86	90	89	80	COVID/School Closure	74	88 PR 94%	87% PR 85%
Reading 8	69	83	81	77	82	82	67	66	86 PR 92%	86% PR 92%
Writing 8	78	79	76	77	75	79	68	62	56 PR 53%	75 PR 91%
Physical Science	76	83	90	83	88	87	74	66	76 PR 76%	79 PR 85%
Earth Science	95	92	91	92	91					
World Geography	90	100	98	90	87					
Civics	96	91	91	93	91	84	87	80	85 PR 84%	86 PR 81%
World History	89	99	96	99	94					
Chronic Absenteeism										

At the beginning of the 2023 school year, individual Student Detail by Question reports for reading and mathematics were carefully analyzed by the respective specialists. Data was disaggregated and user-friendly reports were compiled and shared with relevant stakeholders. With student performance data in mind, the principal, school counselor, and specialists collaborated to make informed scheduling decisions based on students' individual needs. With a focus on improving students' fundamental skills, all GCMS students were assigned to 90-minute Math and English blocks. This allows time for individual instruction, pre-teaching, re-teaching, and remediation provided by the classroom teacher, specialists, tutors, and special education teacher.

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.

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Narrative:

Gate City Middle School believes that an effective middle school program will provide for the individual needs and interests of students through appropriate educational experiences and programs. Therefore, Gate City Middle School will utilize a variety of strategies to improve reading comprehension and math achievement. To increase the amount and quality of learning time, highly-qualified instructional staff will implement the inclusion model utilizing the least restrictive environment with pull-out services as needed. Pull out programs to include physical education, music, art and library will be coordinated with the Title 1 teacher as well as the classroom teacher to improve instructional goals. In the event of an emergency or mandatory closing of the school, there will be no direct special education programs or services. Instruction will be provided/offered in other formats, which include: packets, online materials or other aligned content, teacher check-ins and tutorials, audio technology, conference calling, videos, webinars, coaching over the phone and rubric instruction designed by the teachers and/or the special education teacher.

Title 1 specialists identify students that are potentially low-achieving or at-risk and develop individual student plans based on the disaggregated data from SOL and benchmark testing scores. Reading and math interventions will be provided to those students who are struggling to meet the state's proficiency standards. The Title 1 and classroom teachers will create a breakdown of strengths and weaknesses of each identified child's performance throughout the year and relay/monitor analytics to create optimal accommodations to aid in facilitating learning.

Technology is a tool that will be consistently incorporated into the classroom, with an increase in usage for the current school year. All students will be provided with Chromebooks. Students have the benefit of having access to apps and websites including but not limited to Prodigy, BrainPOP, BrainPop Jr, Quizziz, Kahoot, Google Classroom, Starfall, Epic Books, blooket, IXL, Quizlet, SOL Pass, Boomcard learning, IXL, Get More Math, Kami, Gimkit, Flanagan, No Red Ink, SOL Pass, Common Lit, Blooket and many more. Teachers also use Newline Panels as an alternate medium for lessons and use PowerSchool daily for attendance and grade recording. Teachers will use the programs and the technology while both teaching in person and online during the time students are in remote learning or virtual learning due to school closings.

Students covered under the Individuals with Disability Education Act (IDEA) are instructed by special education teachers in a variety of different settings including self-contained classrooms, inclusion classrooms and resource classrooms. Individualized Education Programs (IEPs) are set in place for those students in their respective areas of difficulty, which allows for student accommodations that are made up of adapting lessons, providing differentiated instruction and accepting adaptations and modifications of required materials to better expose those students to grade level curriculum while maintaining compliance with IDEA requirements.

In a normal school year, GCMS participates in the following events. Gate City Middle School emphasizes a learning environment utilizing special events and schoolwide programs to involve parents, the community and students. This allows for participation in a more cohesive, social atmosphere while maintaining an educational focus. These experiences consist of:

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- Fine Art Extravaganzas, NJHS induction, band concerts, orientation, sporting events, and many more to promote parental involvement.
- Professional development activities are provided for faculty and parents to better assist their students/children and facilitate learning.
- Media and print materials are provided for parent use to assist parents when helping their children with homework.
- Collaboration between parents and teachers with daily assignments is encouraged with the use of Parent/Teacher Communicators along with Google Classrooms.
- Gate City Middle School classroom communication letters to parents monthly to keep the parent informed by providing tips on how they can encourage their child/children's learning at school.
- PowerSchool Parent Portal is always available and updated to provide parents with the most current attendance and grade records for their children.

Budget Implications:

By combining federal, state, and local funding, the school budget can more effectively achieve the goal of raising academic achievement for all students. This utilizes the various funding and education program sources to support a comprehensive Title 1 schoolwide plan that addresses the identified needs of all students in the school.

Gate City Middle School utilizes the following resources from state, local and federal programs to address the needs of all the students, as well as support from community organizations including:

- School Food Services
- Title 1, Federal Funding
- Special Education
- Meals at no cost
- Teacher Trainings
- Truancy/Safe Schools
- Homebound
- SOL Teaching Materials
- School Nurse
- ESL
- Eastman Partnership – provides grants, kits for resources and discovery in science, speakers, job shadowing, surplus items, demonstrations, tours and teacher-to-teacher workshops.
- Scott County Recreation Department – focuses on extracurricular activities that enhance character development of students. They sponsor league sports for girls and boys in Scott County Schools.
- LENOWISCO – works in cooperation with Social Services and Scott County Office on Youth to provide some needed health services for the students.
- Scott County Health Department – provides immunization services, school entrance exams to students and teaches as needed along with yearly dental visits for students on a mobile unit that serves qualifying students with affordable dental work.
- Scott County Mental Health – Provides necessary testing and consultation.

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- Scott County Retired Teachers – provides a community column in the county newspaper, helps with school activities and sponsors scholarships.
- Community Businesses – provide donations to school and parent organizations.
- Rotary Club, Wadlow Gap Ruritan, Lions Club and local churches provide students with services such as glasses, shoes, backpacks, coats and clothing etc.
- Scott County Telephone Cooperative-Scott Telecom – provides access to internet services.
- The Scott County Sheriff's Office – supplements the salary of the School Resource Officers in the county schools.
- University of Virginia at Wise Center for Teaching Excellence – provides classes and workshops for teachers as requested, as well as funding for teachers to become highly qualified.
- Radford University – provides classes in reading, history and science for teachers needing highly qualified status in these areas.
- Scott County Virginia Star (a local newspaper) – publishes school articles for public relations for the county schools.
- Family Preservation Service – provides counseling for students and in-home services for parents.
- The Virginia State Police – provide guest speakers to encourage positive behaviors and anti-bullying techniques to students.

Benchmark/Evaluation:

At the beginning of the school year, specialists and or classroom teachers identified students who may potentially struggle in mathematics and or English to develop individual intervention plans. These plans are modified throughout the year as students' needs change. Benchmark assessments are used throughout the year to monitor students' progress. Using this data along with classroom performance and teacher recommendations, the lists of students' needs frequently change. The Title 1 teacher along with the classroom teacher collaboratively plan for students' success. Using Title 1 funds, they provide additional support to students in both the classroom and in small-group settings. In addition, tutoring for reading and mathematics is offered before and after school and is available to students free of charge. Special Education Teachers write detailed Individual Education Plans (IEPs) for eligible students; they use assessment data to determine IEP goals. Differentiated instruction is provided as needed and appropriate modifications and accommodations are made. Likewise, students who qualify for 504 plans receive the appropriate accommodations.

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Chronic Absenteeism										

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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:

Gate City Middle School believes that an effective middle school program will provide for the individual needs and interests of students through appropriate educational experiences and programs. Therefore, Gate City Middle School will utilize a variety of strategies to improve reading and math achievement to increase the amount and quality of learning time as well as employing a highly qualified instructional staff.

Strategies for Improvement in Reading/English

- By September, students who do not attain passing SOL's, benchmarks and or are identified by the teachers as needing extra assistance in obtaining better academic success will be identified as targeted. "Targeted" students will work with a Title 1 teacher who will coordinate and plan with the classroom teacher in the needed areas of improvement.
- By September 30th, "at risk" students will be identified in math and reading.
- By the end of the first nine weeks, all students with academic failures in reading and math will be identified as "at risk".
- SOL and Benchmark tracking will be done for all students.
- Teachers will incorporate writing to create understanding as well as to nurture and foster growth in language and composition in all subjects. Teachers will use creative writing activities to promote excellence in writing skills.
- Title 1 teachers and or aides will reinforce the low achievers' needs through individualized instruction, cooperative learning, and peer tutoring.
- Students will use Chromebooks, Prodigy, Quizizz, Kahoot, Starfall, Epic book, Blooket, IXL, Get More Math, Kami, Gimkit, Flanagan, No Red Ink, SOL Pass, CommonLit, Performance Matters, Google Classrooms, BrainPOP, and other computer-based programs to prepare for SOL testing.
- Students will use SOL released tests to review in the classroom and on Google Classrooms.

Strategies for improvement in Math

- Targeted math students will be identified for remediation by September. A remediation plan will be designed for all "targeted" students who are identified from spring testing scores and teacher referrals.

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- Teachers will utilize computer software programs that may include Performance Matters, IXL, Prodigy, Xtramath, BrainPOP, Google Classrooms, SOL Pass, Prodigy, Blooket, IXL, Gimkit, Flanagan and Get More Math.
- To meet the individual needs of “targeted” students, highly qualified math teachers will use a variety of teaching techniques such as peer tutoring, individualized instruction, team teaching, cooperative learning, interactive activities, small groups, remedial instruction and other methods deemed appropriate.
- Students will use released test items for SOL review in the Classrooms along with their Chromebooks.
- Students will have use and access to teacher-made websites such as Google Classrooms and other math websites for math SOL review.

Extra Activities, Programs and courses for enrichment and accelerated curriculum:

- Fine Arts Extravaganza
- National Junior Honor Society
- Career Fair
- After School Program
- Ecology Club
- Kindness Wall
- Junior Civitan
- FCCLA
- Band
- Art
- Technology

Budget Implications:

The resource budget includes funding for employment of Title 1 teachers and aides. The art and band teachers combine with teachers and students across the county to present artwork and music to the community. Also, summer school programs are funded by grants awarded to the county.

Benchmark/Evaluation:

Specialists and regular classroom teachers work together to disaggregate the benchmark data, PowerSchool assessment data, and Fall 2022 and Spring 2023 SOL scores to evaluate the progress of remediation and gauge/move students between the tiers as deemed necessary. Title 1 teachers keep a written record of student skills and or work that is covered in their individual or small group settings.

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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;
- 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

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:

The goal of Gate City Middle School is to provide all students and staff with a safe, drug free learning environment in which to learn, grow and work. In order for our students to be successful and gain the skills they need to become productive citizens, all stakeholders in the learning community must work together as a team to ensure our students reach their fullest potential.

After School Program:

Gate City Middle School has an after school tutoring program offering Science, English, Civics and Math. Gate City Middle also offers morning tutoring through the same program. Homework remediation and enrichment programs are offered during this time as well.

Gate City Middle provides the following transition strategies for upcoming seventh grades.

- Letters of welcome and orientation information for an open house for students and parents to come to school, meet the teachers, and go on a tour of the building will be available to all new students.
- The principal, teachers, and staff will meet with parents and students prior to the beginning of the school year.
- During orientation, parents and students will familiarize themselves with the classroom and programs what will be utilized in the upcoming year
- Administration, school counselors, and related arts teachers will visit feeder schools to introduce 7th grade.

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- Gate City Middle School will hold transition IEP meetings.

Budget Implications:

Title 1 funds, grants, county salaries, and outside sources are used to fund programs to help students deal with various behaviors and offer professional development opportunities for school personnel.

Benchmark/Evaluation:

Transitions of students are scheduled for the end and beginning of the school year. A schedule of professional development opportunities is given to teachers at the beginning of the school year and updated as needed.