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

Division Name: Henry County Public Schools
School Name: Mt. Olivet Elementary School
Date: October 3, 2020
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.

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.

The school will work to achieve and maintain full accreditation and continue academic improvement.

SMART Goal #1: By May 2021, the percentage of students who meet the writing benchmark will increase from 25% to 50% through the implementation of the Lucy Calkins Writing Units of Study.

SMART Goal #2: By May 2021, 70 percent of students will meet the Spring PALS Benchmark for each grade level.

SMART Goal #3: All students will increase their running record level by 3 levels by May 2021.

SMART Goal #4: By May 2021, all grades 2- 5 math teachers will administer the CFA and Just in Time assessments. Student data will be utilized to differentiate instruction.

Evaluator's Signature: _____   Date: _____

Administrator's Signature: _____   Date: _____

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.

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Every Student Succeeds Act of 2015
Title I Schoolwide Plan Template

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:

Mount Olivet Elementary is a rural elementary school currently serving approximately 300 students. Mt. Olivet is a feeder school to Laurel Park Middle School and to Magna Vista High School. 56% of the student population is male, and 44% is female. 100% of the student body is eligible to receive free breakfast and free lunch. Mt. Olivet also participates in the Fresh Fruit and Vegetable Program, which offers fruit and vegetable snacks to students up to three times per week. Currently, our school provides EL services to 6% of our student population. The Hispanic population makes up 6% of our school population. 14% of our students receive special education services that consist of the categories: Speech and Language, Other Health Impaired, Developmentally Delayed, Autism, and Specific Learning Disabilities. The average class size in our K-3 classes is 18 and the average class size in 4th and 5th grade classes is 24 students.

Mt. Olivet Elementary School currently has approximately 50 staff members. Our reading staff consists of one reading specialist, two instructional reading assistants, and two PALS tutors. We have a full time instructional coach. At our school, all students have access to iPads, laptop computers, educational software programs, and a computer lab. A balanced literacy model is utilized during Language Arts to guide our reading instruction in grades K-5. This model includes instruction focused on the areas of writing, guided reading, independent reading, word study, and whole group (on grade level) reading. Grades 3, 4, and 5 are continuing the implementation of daily Sustained Silent Reading to support language arts instruction and reading.

Typically, all third, fourth, and fifth graders currently have individual iPads for instruction. Due to COVID-19, virtual learning and hybrid learning instructional models were implemented in grades PreK-5. At this time, all students at Mt.

Olivet Elementary School have access to their own iPad device. This device serves as their textbook and educational resource for classwork, testing, and research.

Mt. Olivet Elementary currently offers a preschool program for children four years of age. We currently have one preschool class of 18 students, 1 teacher, and 1 paraprofessional.   Mt. Olivet Elementary School has an Early Childhood Special Education class with 1 teacher, and 2 paraprofessionals. Mt. Olivet Elementary School also has an Autism class with 1 teacher, and 2 paraprofessionals.

Mt. Olivet Elementary School participates in the weekend Backpack program. The school provides a full-time counselor to assist students and parents. The guidance counselor provides instruction on multiple topics such as bully-prevention, pillars of character, self-respect, citizenship, social emotional learning, and substance abuse prevention.

We hold after school tutoring in the spring for 3rd, 4th, and 5th grade students for additional math and reading instruction.

Prior to the start of the 2020-2021 school year, Mt. Olivet teachers and staff analyzed student achievement data in order to prepare for instruction for the upcoming school year. Teachers and staff reviewed the most current test data, including previous school years SOL (SOLs were not taken during the spring of 2020 due to COVID-19 closure) and MAP testing data (MAP was not administered during the spring of 2020), and the VDOE Curriculum Framework and HCPS Curriculum by grade level and subject area.

Additional data has also been reviewed and analyzed by teachers and staff. This data includes MAP, PALS, DSA, PowerTest, and SRI (Scholastic Reading Inventory) data, formative and summative classroom assessment data, and CFA (Common Formative Assessment) data. This data is discussed during grade level meetings on a weekly basis. Additional review time is allotted during monthly Student Support Team meetings. Specific data, related to student learning goals that have been established, are reviewed and targeted interventions are planned for implementation upon return to the classroom.

The major data reports and summaries reviewed are below:

PALS Data

Session	Grade	Number Assessed	Number Identified	Percentage Identified
Fall 2020	Kindergarten	0*	0*	
*testing window is still open	1st	28	14** Identified from the 19/20	50
	2nd	25	7	28
	3rd	0	0	

PALS Summary of Data:

Any identified student will receive 30 minutes of additional reading intervention daily. PALS tutors will collaborate with classroom teachers and the Reading Specialist to provide instruction that is differentiated to meet the needs of identified students. This information is shared with teachers and parents. The first PALS testing window closes in November 2020.

SOL Data

Subject	Benchmark	2019	2018	2017	2016	2015	2014
English	75	81	84	81	80	74	67
Math	70	82	86	82	82	82	73
History	70	70	94	94	89	89	84
Science	70	73 (3yr 83)	90	88	78	80	80

SOL Summary of Data:

Due to school closure during the COVID-19 pandemic, SOLs were not given during the spring of 2020.

Benchmarks for the 2018-2019 school year were met in all areas. There was a decline in all tested areas this school year.

Teachers will provide instructional support in the areas identified as weaknesses. Additionally, the subgroups for special education students, black students, and economically disadvantaged students will be monitored closely for academic growth and progress. Details for targeted gap groups are as follows:

Academic Achievement Gap English – Areas for Focus for 2019-2020:
Students with Disabilities – 31%
Economically Disadvantaged – 72%
Black – 73% (3 year average)

Academic Achievement Gap Math – Area for Focus for 2019-2020:
Students with Disabilities – 59% (3 year average)

MAP Data

Math	Current
Total Tests Grade 1	35
Mean RIT	156.9
SD	11.7
Norm RIT	162.4
Students @ or Above Norm RIT	11
Total Tests Grade 2	52
Mean RIT	172.5
SD	9.9
Norm RIT	176.9
Students @ or Above Norm RIT	19
Total Tests Grade 3	38

Mean RIT	186
SD	12
Norm RIT	190.4
Students @ or Above Norm RIT	15
Total Tests Grade 4	45
Mean RIT	201.2
SD	10.4
Norm RIT	201.9
Students @ or Above Norm RIT	25
Total Tests Grade 5	54
Mean RIT	207.3
SD	12.2
Norm RIT	211.4

Students @ or Above Norm RIT	20

Reading	Current
Total Tests Grade 1	35
Mean RIT	156.5
SD	12
Norm RIT	160.7
Students @ or Above Norm RIT	10
Total Tests Grade 2	53
Mean RIT	169.9
SD	14.7
Norm RIT	174.7
Students @ or Above Norm RIT	22

Total Tests Grade 3	38
Mean RIT	187
SD	14.8
Norm RIT	188.3
Students @ or Above Norm RIT	19
Total Tests Grade 4	45
Mean RIT	200.8
SD	13.8
Norm RIT	198.2
Students @ or Above Norm RIT	29
Total Tests Grade 5	54
Mean RIT	205.2
SD	14.7
Norm RIT	205.7

Students @ or Above Norm RIT	30

Strategy #1 – Mt. Olivet teachers will meet each quarter with the Instructional Team (Instructional Coach, Reading Specialist, Administration) to review student performance data. During this time, the teacher and the instructional team will formulate a plan to respond to the instructional needs of students who are not meeting minimum grade level performance standard expectations and those exceeding grade level performance standard expectations.

Strategy #2 – Mt. Olivet teachers will continue to use FastBridge, a progress monitoring and assessment tool, to measure and monitor student progress in reading, math and social-emotional behavior.

Strategy #3 - Lucy Calkins writing units of instruction will be utilized by all teachers in grades Kindergarten-Grade 5. Teachers will continue to be trained on the delivery of the lesson units. Training is provided periodically by a designated trainer proficient in the writing processes and principles of Lucy Calkins. Student writing will be collected and examined for growth over the course of the school year. This will take place during grade level meetings.

Strategy #4 – In order to effectively monitor student progress for subgroups, a special education monitoring form will be completed by teachers and case managers at the end of each grading period. Teachers will identify student strengths, weaknesses, and opportunities for remediation and/or enrichment.

Budget Implications:
Funding and budgeting for these items will occur based on the input of the Principal and School Board staff.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):
Strategy #1 – Meeting Logs/Data Conference Meeting Notes and Plans
Strategy #2 – Intervention Logs/Progress Monitoring Graphs or Notes
Strategy #3 - Scheduling/Observations and Walkthroughs/Grade Level Meetings

Strategy #4 – Monitoring Forms/Data Conference Meeting Notes and Plans/Grade Level Meetings

Data from the following areas will be monitored and analyzed:

Unit/Common Formative Assessments (including benchmarks, released SOL tests, skills assessments)	throughout the year
PALS (K-3)	fall, midyear, spring
Fast Bridge (child study students and student support teams)	weekly probes
SRI 3-5	fall, midyear, spring
Attendance	weekly
Lucy Calkins Units of Writing	monthly
MAP Assessments – Grades 1-5	winter, spring
DSA Spelling Analysis	fall, winter
EL & Special Education Monitor Forms	quarterly
Performance Tasks	as assigned
VKRP for kindergarten students	fall, spring

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:

Prior to the start of the 2019-2020 school year, Mt. Olivet teachers and staff analyzed student achievement data in order to prepare for instruction for the upcoming school year. Teachers and staff reviewed the most current SOL test data to target underperforming subgroups. The results are as follows:

Academic Achievement Gap English – Area for Focus for 2019-2020 - Students with Disabilities – 31%
Academic Achievement Gap Math – Area for Focus for 2019-2020 – Students with Disabilities – 59%

Additional Areas to Maintain:
Academic Achievement Gap English – Economically Disadvantaged 72% Black – 73%
Academic Achievement Gap Math – Black – 75%; Economically Disadvantaged – 78%

Strategy #1: All teachers are required to provide differentiated small group instruction geared to the academic needs of individual students. During the ELA block, students will receive differentiated instruction during guided reading lessons. Additional small group instruction will be provided for any student not performing on grade level. Lesson plans and remediation logs will be monitored to ensure that remediation time is included in daily schedules. Periodic classroom visits will be made by the school's Leadership Team during scheduled remediation blocks.

Strategy #2: Lucy Calkins writing units of instruction will be utilized by all teachers in grades Kindergarten-Grade 5. Teachers will continue to be trained on the delivery of the lesson units. Training is provided periodically by a

designated trainer proficient in the writing processes and principles of Lucy Calkins. Student writing will be collected and examined for growth over the course of the school year. This will take place during grade level meetings.

Strategy #3: Teachers will use formative assessments daily. Instruction will be adjusted, as needed, in response to the needs of students. Small group remediation/reteaching, individualized instruction or conferencing, pull-out groups by EL staff, special education staff, or paraprofessionals will be utilized to help remediate or differentiate instruction for students performing below grade level.

Budget Implications:
Funding and budgeting for these items will occur based on the input of the Principal and the School Board staff.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):
Strategy 1 - Lesson Plan Reviews/Remediation log reviews/Observations and Walkthroughs
Strategy 2 - Professional Development (Trainings)/Classroom observation/Lesson Plan Reviews/Student Work Samples
Strategy 3 - Scheduling/Observations and Walkthroughs/Grade Level Meetings

Data from the following areas will be monitored and analyzed:	
Unit/Common Formative Assessments (including benchmarks, released SOL tests, skills assessments)	throughout the year
PALS (K-3)	fall, midyear, spring
FastBridge (child study students and student support teams)	weekly probes
SRI 3-5	fall, midyear, spring
Attendance	weekly
Lucy Calkins Units of Writing	monthly
MAP Assessments for Grades 1-5	winter, spring
DSA Spelling Analysis	fall, winter

EL & SpEd Monitor Forms	quarterly
Performance Tasks	as assigned
Running Records (Part of the Student Reading Folder)	needed, required Sept. and April
VKRP for kindergarten students	ll, spring

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:

Oral language, reading, and writing have been identified as areas of weakness for Mt. Olivet Elementary. During the 2019 - 2020 school year, Mt. Olivet will focus on spelling through word analysis by addressing phonemic awareness, phonics rules and spelling features. Such focus should lead to academic vocabulary acquisition since those language skills are necessary to be successful in all content areas. Teachers have access to the following resources:

- Read 180 / System 44 (3-5)
- Balanced Literacy Model and resources
- HMH - *Into Reading* Series
- The Next Steps to Guided Reading by Jan Richardson
- Lucy Calkins Writing Resources and Trainings
- myON (3-5)
- Open Court Phonics Instruction (Foundational Skills sets for each classroom K-2))
- iXL Math and Language Arts
- Reading A-Z
- Science A-Z
- Vocabulary A-Z

- iRead (K-2)
- PALS Instruction (30 minutes daily for identified students)
- EL Instruction (30 minutes daily for identified students)
- Special Education Services for identified students
- SBIT (Formerly Child Study)
- Student Support Teams (progress monitoring of the lowest 5% of students in math and reading)
- Dan Mulligan Resources

Strategy #1: All K-2 classroom teachers are utilizing their Open Court Foundational Skills Kits as part of their implementation of the Balanced Literacy Model. Teachers will continue to use the Open Court scripted lessons to systematically teach phonemic awareness, phonics, and spelling patterns. While 3rd -5th classroom teachers will continue to use HMH "Into Reading" program as a way to address word analysis skills such as spelling and decoding. All Mt. Olivet Elementary teachers will utilize the HMH reading program and available resources to plan for their guided reading lessons and to interact with their students through read aloud discussions and interactive shared reading.

Strategy #2: All K-5 teachers are required to incorporate Science and Social Studies into their Reading and Math blocks. Teacher schedules do not reflect a separate block for Science and Social Studies this year. Teachers have been provided a number of resources to use including Scholastic News, SOL Coach books, VA Studies Weekly (4th grade), MyOn (3rd – 5th grade), Reading A-Z, Science A-Z, Vocabulary A-Z, Scholastic Libraries, and hands on experiments and learning activities.

Strategy #3: The Lucy Calkins writing program will continue to be implemented this year while we continue to encourage writing in all subject areas. The writing assessments built into the program assess student growth and help to drive teacher instruction.

Budget Implications:
Funding and budgeting for these items will occur based on the input of the Principal and the School Board staff.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):
Strategy 1 - Professional Development/Observations and Walkthroughs/Grade Level Meetings
*This strategy will be continued from the previous school year.
Strategy 2 - Scheduling/Observations and Walkthroughs/ Lesson Plan Review and Feedback
Strategy 3 - Work Samples/Lesson Plan Review/Professional Development (Training)/ Timeline for Completion of Units

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:

Student Support and Child Study Teams are integral parts of Mt. Olivet Elementary's student support services. Student Support Team (SST) is the precursor to Student Based Intervention Team (SBIT). Although less intensive it is designed to identify and provide early remediation for student issues, the Student Based Intervention Team is more rigorous and developed to further review identified student issues (academic/developmental, behavioral, social, emotional, etc.). The Student Based Intervention

Team collaboratively devises solutions to remediate concerns. Research-based interventions such as incremental rehearsal, cover-copy-compare, "drill sandwich", Hattie's and Marzano's strategies, summarizing and note taking, non-linguistic representation, identifying similarities and differences, and giving feedback are frequently discussed and used to enhance student learning, based on the effect size of learner outcomes. These strategies are used with identified students during small and/or individual instruction and in the general classroom setting. Other research-based strategies that classroom teachers incorporate to enrich their students' instruction are:

· PALS Instruction (30 minutes daily for identified students)
· EL Instruction (30 minutes daily for identified students)
· Special Education Services for identified students

Currently, Mt. Olivet Elementary targets identified Tier 3 and Tier 2 students in behavior, mathematics and reading. Selected students are involved in progress monitoring (RTI). Student Support Teams monitor the selected Tier 2 students every two weeks (lowest 5% of students in math and reading). Those referred to the Student Based Intervention Team (Tier 3) are progress monitored weekly. Based on student learning data (MAP, PALS, etc.), teachers are able to more accurately identify the tier in which their students should be placed. Student Based Intervention Team progress monitoring data is visually depicted on graphs with goal and aim-lines. Research-based interventions and progress monitoring should be done with fidelity

There is flexibility, in that students can move from one tier to another based on data and student progress. The SST/ Student Based Intervention Team determine which research-based interventions are to be used and their frequency (most interventions are given daily). This information is included in the student's SST/ Student Based Intervention Team Plans and progress monitoring logs. Teams meet regularly to assess student progress and the effectiveness of the research-based interventions. If students are making progress, the current interventions will continue. However, if progress is not being made, new research-based interventions will be implemented.

Intervention groups are flexible and fluid; this includes the Student Support Teams, Student Based Intervention Team, and classroom groupings. Students have the opportunity to review and practice interventions during daily intervention and remediation times, which is a part of each teacher's daily schedule. Reading and Math tutoring are also available at predetermined times during the first and second semesters, for identified students in grades 3-5; and PALs tutors are available for K-2.

Each teacher at Mt. Olivet Elementary is required to have and implement a classroom behavior management plan. The School Counselor (with the assistance of community agencies such as Family Preservation and Piedmont Community Services) also works with teachers to help all students develop positive character skills. This is to aid students in utilizing appropriate

social/coping/academic skills that will ensure more positive interactions and life experiences in school and in the community. Through these services, students learn the importance of character development as it relates to favorable outcomes in all areas of life, and the use of preventative and intercessory measures to problem-solve. This allows students to practice skill development in a constructive and nurturing environment.

This year, Mt. Olivet will continue their journey of initiating PBIS (Positive Behavior Interventions and Supports) into the school's procedures. Consistent use of PBIS will help to create strategies to prevent problems, and to teach and reinforce expected behaviors within the school setting. In conjunction with these services and interventions, many staff have acquired *Safety Care* training. *Safety Care* provides guidelines on how to properly interact with both disabled and non-disabled students.

Also available at Mt. Olivet Elementary is the High Scope Preschool Curriculum, which helps assist pre-school children in their transition from the early childhood education program to the local elementary school program. The High-Scope Curriculum is a comprehensive model that addresses all areas of development and the skills and behaviors at each stage of development that pave the way for school success. The strategies are scaffold to support and extend children's learning. Not only does High Scope prepare children for later schooling, it takes the learning process beyond traditional academics by promoting independence, curiosity, decision making, cooperation, persistence, creativity, and problem solving in young children.

The Early Childhood Special Education, Special Education, and Autism Spectrum Disorder programs assist with the implementation of consistent inclusion of children with disabilities, as identified according to the specific state and local educational agencies.

All faculty at Mt. Olivet Elementary meet the VDOE's Highly Qualified criteria; being fully licensed by the state, having at least a bachelor's degree, and having demonstrated efficient competency in each core area that they teach. Two staff members currently hold National Board Certification, and more than 50% of Mt. Olivet Elementary faculty have Master's Degrees.

In regards to teacher recruitment and retention, Henry County Public Schools is constantly working on expanding and improving existing new teacher orientation, mentoring and professional development programs. Mentoring and professional development programs will focus on effective research-based instructional strategies, the use of data and assessments to guide instruction, teacher collaboration, and increasing teacher knowledge of the academic content they teach.

HCPS collaborates with higher education institutions, businesses and industries to provide opportunities for teachers to obtain advanced degrees, certifications, and recertification points. HCPS also provides job-embedded, relevant professional development for instructional staff. Our school system identifies professional development needs for every faculty member and each support staff employee classification, and provides appropriate training in areas of need.

Mentoring and professional development opportunities that teachers at Mt. Olivet Elementary School are participating in and/or providing . New teachers at Mt. Olivet Elementary are assigned a mentor teacher to help guide them through their first years of teaching. The new teacher and his/her mentor work on professional development topics such as classroom management, assessment driven instruction, differentiation, special education, and discussing data with parents. Additional professional development opportunities for new and returning teachers are also incorporated into weekly Grade-Level meetings or monthly faculty meetings.

Strategy #1: The school counselor and school psychologist will provide professional development on the Student Support Team and Student Based Intervention Team processes. A new platform for progress monitoring was introduced and utilized during the 2018-2019 school year (FastBridge). This year our teachers will continue to utilize FastBridge to progress monitor academics and behaviors. Monthly meetings for Student Support Teams and Student Based Intervention Team will continue during the 2020 - 2021 school year.

Strategy #2: The VPI preschool class and ECSE class will begin to incorporate more inclusive instruction between the two classes. High quality early childhood programs, such as the High Scope curriculum based program, help to form a strong foundation for all children to benefit.

Strategy #3: Video coaching will continue at Mount Olivet this year. The instructional team (Instructional Coach, Reading Specialist, and Administration) will provide feedback and suggestions to all Mt. Olivet teachers. Through video conferencing, teachers will be able to better understand the importance of teacher efficacy on student learning.

Budget Implications:
Funding and budgeting for these items will occur based on the input of the Principal and the School Board staff.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):
Strategy 1 – SST and Child Study Professional Development (Trainings)/SST and Child Study Intervention Logs and Assessment Data
Strategy 2 – Lesson Plans/Observations/Grade Level Meetings/Activity Logs
Strategy 3 – Video Conferencing Forms/Logs/Feedback Evidence