

Meherrin Elementary School  
Every Student Succeeds Act of 2015  
Title I Schoolwide Plan



**Committee Members:**

S.Fowler-Principal

K.Davis- School Counselor

J. Darden, Librarian

A. Hinson-Reading Specialist

M. Winningham-Reading Specialist

K.Holemon, Special Education

C. Fowler-Parent

K.Branch-Parent

L. Whitehead-Title I Parent/Community Liaison

**Schoolwide Plan**  
**Revised May 17, 2023**

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**Division Name:** Southampton County Public Schools

**School Name:** Meherrin Elementary School

**Date:** June 2023

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

**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:**

**Comprehensive Needs Assessment**

Meherrin Elementary School is located in rural Southampton County, Virginia. This school serves pre-k through fifth grade students with an enrollment of 236 students. This school serves students from several districts, Boykins, Branchville, Newsoms, Courtland, Capron and Franklin. There are several mobile home parks and a public housing apartment complex. Adequate housing continues to be one of the communities' major concerns. Most of the families live in a single-family dwelling. Meherrin Elementary has 65% of its school population receiving free and reduced meals (breakfast and lunch including PK). This school does provide a community breakfast program. Minorities account for 45% (Including PK) of the school population. The major employers in the area are the Southampton County Department of Corrections and the International Paper Company, located in Isle of Wight County. There are also numerous families that farm in the area.

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**Comprehensive Needs Assessment (A)**

**Stakeholders:** S.Fowler-Principal, K.Davis-School Counselor, A. Hinson-Reading Specialist, M. Winningham-Reading Specialist, K.Holemon, Special Education, C. Fowler-Parent, K.Branch-Parent

Meetings were held throughout the 2022 – 2023 school years that focused on pertinent research in curriculum and instruction including subtest analysis of test results. An extensive analysis of strengths and weaknesses in all facets of the school’s educational practices were studied with the goal of improving student achievement and test scores across all demographic groups. Through staff collaboration and discussion the following were areas of concern: more effective discipline policy, absentee policy, over assessment of reading in grades K-3, more parental involvement and parental accountability. The following are areas of strengths: The professional development activities offer learning opportunities and good communication between staff and administration, and also an effective collaboration between and across grade levels including special education with inclusion.

**Comprehensive Needs Assessment Data (B)**

We will continue to research and analyze strategies to meet the needs of all subgroups to improve student achievement through the following assessments:

- Standards of Learning Test Results(SOL 2022-2023)
  
- Phonological Awareness Literacy Screening (PALS) K-3
  - Skills identified as areas of weakness: Sight Vocabulary/automaticity, spelling/word study, & fluency
- Quarterly Benchmark Assessment
  - Skills identified as areas of weakness: Making inferences, drawing conclusions, author’s purpose & use of text features
  - Math skills identified as areas of weakness: basic facts, computation, multi-step words problems, problem-solving skills.
- Phonological Awareness Literacy Screening (PALS)
  - Skills identified as areas of weakness: Sight Vocabulary/Automaticity & Fluency
- Pre/Post Performance Matters Assessments-used as pulse checks
- MAP assessments are given to drive instruction.

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- Ganske Spelling 4-5
  - Skills identified as areas of weakness: word study-within word, syllable juncture & derivational constancies

Measures to include teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.

Teachers from each school are included in countywide meetings that determine which academic assessments are used to evaluate students' achievement and/or need for remediation. These meetings include Teacher Advisory Committee, Grade Level meetings, and Comprehensive Reading Program Committee. All of these groups have input into the type and frequency of the assessment instruments. Teachers receive the disaggregated data from multiple sources. It is then used to direct planning and instruction. The county sponsors workshops for the teachers that include desegregation of data, how to read data results and emphasize the importance of using this information to structure daily lessons for positively impacting student achievement.

The assessments that are required by the state plan will be administered and adequate yearly progress will be determined by the state in addition to the state required assessments; teaching teams determine additional assessment in each content area. These assessments will provide teachers with meaningful information on student progress to use in making sound instructional decisions. Extensive time is spent on reviewing test results to ensure that grade level areas for improvement and students' individual needs are identified.

Assessment is also made by determination of progress in their regular classroom. Progress is indicated by promotion to the next grade, and adequate progress will be that at least 90% of the participating students are promoted to the next grade. The goal is to ultimately have 100% of the students master the grade level curriculum and earn promotion status to the next grade.

Teachers will attend and participate in the following:

- Faculty Meetings
- Monthly Planning
- Serving on Appointed Committees
- Grade Level Meetings
- School Accountability
- Data Analysis Meetings

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The results of the MES Needs Assessment/Data Analysis guided the committee in developing the following reform strategies to improve instruction for all students.

**Goal 1: Student Achievement in Reading**

All Students in grades K-5 will show at least a 15% increase in pass rate, and Subgroups: Economically Disadvantaged and Students with Disabilities will show at least a 20% increase in pass rate in **Reading** as measured by the Virginia SOL Test, by Spring.

**Goal 2: Student Achievement in Math**

All Students in grades K-5 will show at least a 10% increase in pass rate, and Subgroups: Economically Disadvantaged and Students with Disabilities will show at least a 10% increase in pass rate in **Math** as measured by the Virginia SOL Test, by Spring.

**Goal 3: Student Achievement in Writing**

Students in grades K-5 will increase their writing proficiency as evidenced by the products in their writing journal.

**Goal 4: Parental Involvement**

The school will provide an inviting school climate that will involve parents in the school community through meaningful/engaging activities for the education of their children that will increase parent engagement by at least 10% as measured by sign-in sheets.

**Budget Implications:**

**Benchmark/Evaluation:** Students will be assessed formally at the culmination of each SOL objective in each content area by means of Power School/Checkpoints and Benchmark Testing. Teachers will use ongoing formative assessments to continually assess student progress/mastery in all content. For Reading, all students will be administered the PALS (PK-3) or a QRI (4/5), 3 times a year: Fall, Mid-Year & Spring.

**Component 2 §1114(b)(7)(A)(i):**

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Provide a description of school-wide 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:**

**Goal 1: Student achievement in Reading Strategies:**

Meherrin Elementary's Schoolwide Plan is based on the balanced literacy approach to the teaching of reading and writing. Teachers will use a multitude of strategies that implement a combination of approaches in a flexible format including differentiated instruction, which will allow all children a chance to read successfully.

- Teachers incorporate the use of the researched based Houghton-Mifflin Harcourt reading series as the core reading program with additional supplements with leveled books from the teacher resource room including but not limited to fiction, non-fiction, poetry, autobiographies, and biographies.
- Teachers will implement a two-hour Reading/Language Arts block daily in grades K-2 and 90 minute Reading Block in 3-5.
  - Teachers will be trained on the scientific based LETRS program.
  - All classrooms will incorporate a Word Wall to reinforce vocabulary across the curriculum.
  - Classroom libraries will be used for independent reading.
  - Teachers will use the Balanced Reading Program that incorporates the seven basic processes that involve independent reading, interactive reading and writing experiences which include, reading aloud, shared reading, guided reading, independent reading, shared writing, interactive writing, writers workshop, and independent writing.

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- Teachers will provide differentiated reading instruction by implementing small guided reading groups based on on-going assessments and provide engaging meaningful literacy stations during small group guided reading instruction.
  - MAP will be used to drive instruction.
- Qualitative Reading Inventory (QRI) Running Records and will be administered on a regular basis for students in grades 4-5 and PALS in grades K-3.
- The PALs assessment will also drive reading instruction in grades Pre-K –3
- Students’ progress will be shared with parents using the information from the QRI’s, PALs, Accelerated Reader Goals, and other assessments.
- Students in grades 2-5 will be active participants in literature circles, word study, and independent reading.
- Teachers will teach the five researched components of the National Reading Panel, which include, phonemic awareness, fluency, comprehension, phonics, and vocabulary.
- All students will be involved in the Accelerated Reader Program, which will be under the direction of the classroom teachers with the assistance of Mrs. Darden, Mrs. Hinson, and Mrs. Winningham.
- Independent Goals will be used to encourage AR student participation.
- Students who met their AR Goal 3 out of 4 grading periods will receive an award at the end of the year.
- Students in grades 2-5 will have the opportunity to use the Study Island online site.
- Teachers will incorporate the Book-It Program. A reminder to the parents will be sent on Dojo.
- Teachers will use Reading Flow Charts and Text Feature Charts.
- Students will participate in an additional “Remediation” during the school day by certified teachers and highly qualified paraprofessionals and hired tutors based on needs assessments for reading and math.
- Students will utilize the IXL computer program.
- Students in K-2, identified by PALs will use “Reading Eggs” for reading remediation.

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- SOL Pass for Social Studies and Science/Nonfiction Reading.
- Teachers will utilize Walkabouts and Waterford to increase comprehension and phonics through movement and interactive learning.
- All students will receive summer reading packs
- All PK students will receive early literacy kits for summer

We, the teachers, staff, and administration believe that our best intervention to helping those children at-risk in reading is to focus on early intervention. Therefore, the two Reading Specialists will be assisting in the following ways:

- Reading Specialists will help classroom teachers analyze reading assessments and data to drive, direct, and differentiate instruction.
- Reading Specialists will be trained in the LETRS program.
- Reading Specialists will help teachers locate and gather reading resource materials.
- A Reading Specialist will serve as the co-chair persons of the Reading/Writing Committee that will provide schoolwide special activities and incentives.
- Both Reading Specialists will assist with remediation for students that will need to be expedited on the SOL test.

**Goal 2: Student Achievement in Math Strategies:**

Based on SOLs and Benchmark Assessments, all teachers at Meherrin Elementary will be involved in the strengthening of students' math performance. Teachers will focus on basic math facts and apply math skills in problem solving situations. The following activities will be implemented schoolwide:



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- Identified students in grades 3-5 may participate in after school tutoring.
- Students will develop interactive notebooks, which will include, but not limited to, basic facts, computation and problem solving.
- Students will receive additional morning remediation in math.
- Manipulatives (grades K-5) will be utilized.
- Students will utilize the IXL computer program.
- Students in Kindergarten will complete the VKRP math assessment in the fall and spring.
- Teachers will utilize Walkabouts and Waterford to increase math performance.

**Goal 3: Achievement in Writing Strategies:**

Writing will be emphasized in all grades K-5. Teachers will utilize the writing curriculum to teach writing skills. The following activities will be implemented schoolwide:

- Teachers will display students' writings during the year.
- Special attention will be given to the semantics and proper formation of letters-manuscript (Zaner-Bloser) will be utilized in grades K-2 and cursive writing in grades 3-5.
- Teachers will use modeling, guided writing, and shared writing to enhance writing instruction.
- Teachers will teach writing using the Writing Process components.
- Teachers will emphasize proof reading and editing as a major component of the Writing Process.
- Students will participate in daily journal writing with weekly conferencing and/or revisions with the teacher.

**Goal 4: Parental Involvement Strategies:**

Parental involvement is an integral part of Meherrin Elementary School. MES strives to make itself the center of community activity, especially for its families. Parents are continuously invited to volunteer at the school through the school newsletters, Remind, Dojo, Social Media, Schoology and/or by invitations for special events. All parents are

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encouraged to attend activities at the school through parent newsletters and flyers. Conferences are scheduled each grading period to communicate with every parent about their child’s academic achievements and progress toward meeting established grade level benchmarks. There is a comprehensive list of parental involvement activities tailored to Meherrin Elementary School’s needs located at the end of component 6.

The faculty and staff will make themselves aware if there are any language or physical impairments that might inhibit a student from participating in any activity and work together to resolve any issues that would be a barrier to a equal access.

**Budget Implications:** Two Reading Specialists, consumables (card stock, sentence strips, chart paper, dry erase markers, etc.), leveled take-home libraries (reading specialists and classrooms) of varied genres, refreshments/light meals and materials for parent workshops, online Reading/SOL software licensure and computers/laptops/iPads and peripherals.

**Benchmark/Evaluation:** Students will be assessed formally at the culmination of each SOL objective in each content area by means of Performance Matters/ MAP Testing and Benchmark Testing. Teachers will use ongoing formative assessments to continually assess student progress/mastery in all content. For Reading, all students will be administered the PALS (PK-3) or a QRI (4/5), 3 times a year: Fall, Mid-Year & Spring. Data will be disaggregated by targeted Subgroups.

**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.

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**Narrative:**

**Strategies:**

Scientific research-based instructional strategies will be used to increase the quality of instruction for **ALL** students, with a focus of increased instructional time for students ***in need of additional support to master state standards***. The following strategies will be implemented schoolwide to increase instructional time and quality of instruction:

- Teachers will use on-going assessments to identify remediation needs.
  - Teachers will use LETRS Training to improve performance.
  - Teachers implement flexible grouping based on performance assessments.
  - Teachers will use one-on-one and small group assessment for differentiated instruction.
  - Reading Specialists will support and supplement regular classroom instruction.
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- After school tutoring will begin in 1<sup>st</sup> semester for identified students in grades 3-5 depending funding.
  - Identified at risk pre-school students will participate in the Title I/VPI Pre-school program.

**Strategies to Achieve School-wide Goal:**

- Teachers will give pre-assessments, with item analysis, in their content area to find out students' area of strength and weakness. SOL, Benchmark, S.G.A and PALS test scores also will be used to determine areas where remediation is needed.
- Students will be provided remedial instruction in Reading and Math as needed.
- Morning remediation/enrichment will continue on a daily basis.
- After school tutoring will occur by certified teachers and highly qualified paraprofessionals one to two days a week for students in SOL testing grades beginning in the 1<sup>st</sup> semester depending funding.
- There will be time allotted for teachers to have common planning sessions so that there will be an integration of skills taught across the curriculum and on-going assessments of students' achievement (these sessions will be worked in the daily schedules during itinerate teachers' classes- music, art, P.E. and library time).

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- Students in grades PK-5 will be encouraged to display proper behavior, attendance, and good academic standing by participating in the Citizenship Award per 9 weeks and Student of the Month awards.
- Students in grades K-5, which have been identified as special needs students, will participate in an inclusion setting with skill support provided by the Special Education teacher and paraprofessional.
- Students will utilize 1:1 iPads

**Strategies to increase parental involvement**

Parental involvement is an important component of Southampton County Public Schools' mission. We strive to empower parents so they may play an active role in their child's educational process. We will supply families with the necessary information and materials they need in order to assist their children at home to improve academic achievement. This is reflected in the written parental involvement policy of each Title I school which closely correlates with the LEA's written parental policy.

At the beginning of each year we hold a Title I General Session/Open House where each parent/guardian receives a "Title I Family Handbook" (for families that were unable to attend, the students are given one to take home the next day). The handbook includes, among other information, activities that the parents can incorporate into their daily routines to enhance learning potential, environmental factors that increase learning ability, and resources that the parents can use at home with their child. At this event, each family also receives a copy of their child's SOLs. Parents are informed about the program and all services and resources available.

Every student/parent/teacher signs a "Title I Compact" that details the responsibilities of each of the parties involved in the student's education.

We hold a minimum of 2 workshops a year for families with emphasis on specific educational strategies, the 5 components of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency) or ways of problem solving environmental issues that might impair learning.

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The Title I Teacher/Parent Liaison works closely with the teachers at each of the three Title I schools to assist them with parental involvement activities, including SOL workshops. Each Title I school will promote the use of The County Wide Parent Resource Center at the School Board Office.

Other strategies include sponsored events, parent-teacher conferences, and home visits. Periodic newsletters, Title I, and inform families about school and program events as well as supply them with information on additional ways to work to help their child at home. Report cards/progress reports are distributed every 9 weeks. Results from the SOL tests (for those students who participated), printouts of their child's PALS© (Phonological Awareness Literacy Screening) results, and Accelerated Reader™ reports may be viewed online by parents when the information is available. Parents have opportunities to discuss their child's data at each parent-teacher conference (held after each report period).

Each school will have at least one parent representative on their school-wide planning committee to attend the Parent Advisory Council that will meet at least twice a year. The parents will have an opportunity to be actively involved with decisions concerning the Title I program as well as review and approval of the school-wide plan.

The faculty and staff of each school will make themselves aware if there are any language or physical impairments that might inhibit a family member from participating in any family activities. Arrangements are made to assure each willing parent's full Involvement.

- Students and parents will be involved in various programs throughout the school year to include but not limited to Field Day, Fall Carnival, Dads and Doughnuts, and Moms and Muffins.
- Parents are invited to the Title 1 General Meeting/ MES Open House
- Book Fair—The school's library will continue to hold book fairs where students and parents are able to purchase quality literature for students.
- Family Read Night-Families are able to read and take AR tests.

Night combined with SOL Celebration—Parents will be involved in a program that includes learning about the importance of taking the SOL Test and games that they can play with their children to reinforce strategies to be successful on the SOL Test.

- Parents are invited to attend an awards assembly.
- Parents are invited out to celebrate their child's completion of kindergarten during the Kindergarten Celebration.

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- Parents are invited out to celebrate their child’s completion of fifth grade and their promotion to middle school during the Fifth Grade Celebration.
- Approved Field Trips.
- Parent Conferences-Meherrin will continue to foster good parent/community relations with “Good Reports” home to parents recognizing students for honor roll, principal’s list, perfect attendance, and positive behavior referrals.
- Parent teacher conferences will be held after each interim except for the 4<sup>th</sup> period.
- Parents will receive weekly newsletters from classroom teachers.
  
- Parents will be invited to Moms and Muffins, and Dads and Doughnuts.
  
- Grandparents are invited to lunch (Christmas).
- Teachers will promote teacher/parent communication and involvement through various technology such as school web pages, Schoology and Dojo.
- Parents will be invited to Breakfast and Books in March for Read Across America Week.
- Parents will be invited to the Black History Program grades PK-5.
- Parents will be invited to participate in the Veteran’s Day program.
- Parents will be invited to participate in the end of year AR celebration.
- Parents will be invited to volunteer for a teacher duty free lunch during Teacher Appreciation Week.
- Parents will be invited to volunteer as a “Room Parent” in grades PK-2.
- Parents will be invited to encourage their child on SOL testing days by cheering them on at the bus port.
- Parents will be invited to attend a Father Daughter Dance and Mother Son Dance.
- In Celebration of Children’s Book Week, Parents will be invited to read to classes for Book Character Day and Candy Crush or Trunk or Treat in October.
  - Parents will be encouraged to participate with their child in a literacy lantern activity and Literacy Fair.

**Budget Implications:** 1 Pre-K Paraprofessional & Pre-K materials plus those previously listed.

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**Benchmark/Evaluation:** Students will be assessed formally at the culmination of each SOL objective in each content area by means of Power School/Flanagan Checkpoints and Benchmark Testing. Teachers will use ongoing formative assessments to continually assess student progress/mastery in all content. For Reading, all students will be administered the PALS (PK-3) or a QRI (4/5), 3 times a year: Fall, Mid-Year & Spring. Data will be disaggregated by student's/specific skills in need of remediation (additional time and quality of instruction) to increase student achievement and mastery of state standards.

**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; we have activities that include positive referrals, National Elementary Honor Society, and Beta Club.

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- Students in gradesPK-5 will be encouraged to display proper behavior, attendance, and good academic standing and participating in the Citizenship Award per 9 weeks.
- 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:**

Professional development and recruitment/retention of effective teachers (particularly high-needs subjects)

**High Quality and ongoing professional development** for teachers, principals, paraprofessionals, and pupil services personnel, parents and other staff if appropriate, to enable all students to meet SOL requirements.

Strategies: To ensure that teachers and paraprofessionals have the knowledge and strategies necessary to successfully implement the curriculum in a way that ensures an increase in student achievement, Southampton County Public Schools provides meaningful, on-going professional development opportunities during the summer and throughout the year. All principals, teachers, paraprofessionals and administrators have input in determining the professional development needs. A committee of administrators



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prioritizes the needs using data from the Standards of Learning tests, Phonological Awareness Literacy Screening© Pre-K-3, and six weeks Benchmark tests. Book studies, classroom follow-up, and coaching are deeply embedded into the professional culture to assure transfer of pedagogy from theory to practice. Reading Specialists assist in the coordination and implementation of the professional development plan at the individual schools, including modeling literacy lessons.

Personnel are encouraged to attend conferences, workshops, and academies that will inform the teachers/administrators of the latest research based educational practices. These opportunities are selected to focus on the specific needs of the schools. Staff attending these types of opportunities are required to share the information as well as implement the new strategies in their classroom. The administrator responsible will ensure that the professional development opportunities are on-going and relevant.

All new teachers participate in the mentor program provided by the division. Lead mentors and coaches will provide ongoing training for new teachers throughout the year. Each new teacher will be assigned a mentor in their building to assist them with daily questions and situations. The intent of the mentor program is to support professional growth and to help new teachers develop the necessary skills that would assure their success in the classrooms.

**Strategies to attract high quality, highly qualified teachers**

We will increase recruiting efforts by participating in the Great Virginia Teach-In and similar activities. A New Teacher Assistance Program will be implemented for the 2018-2019 school year. This program will provide incentives for new teachers as they relocate to Southampton County. Collaboration with college personnel and professors will take place in order to encourage students to choose teaching as a profession. A Teacher Cadet program at Southampton High School will be considered so that we can “grow” teachers from within the County.

**Instruction by highly qualified personnel**

The New Teacher In-Service Program will be restructured to provide more comprehensive training to meet HOUSSE requirements. Individual plans will be developed for each teacher to meet “highly qualified” status. Other training programs will be created that meet or exceed HOUSSE requirements for professional development.

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To assist paraprofessionals in preparing for the ParaPro test, each school is equipped with a computerized tutorial for them to use to prepare for the test. Paraprofessionals may take the ParaPro test by computer at the school board office. Once the test has been passed, the fee for taking the test is reimbursed.

Preschool transition from early childhood education programs to local elementary school programs:

Transition from Head Start, Title I preschool/pre-K and Virginia Preschool Initiative to kindergarten in the elementary schools will take place each year. Parents of students attending these programs are invited to attend school-related activities such as PTO meetings and parent workshops. In the spring of the year, the teachers are invited to bring the students for a visit into the kindergarten classrooms. The kindergarten teachers meet with the preschool/pre-K teachers and review each student's assessment data to determine each student's strengths and weaknesses. In June, a parent workshop takes place for parents to learn ways to assist their child at home during the summer to prepare them for kindergarten. Each family receives a backpack of materials such as magnetic letters, dry erase board, markers, journals and small books. In addition to the transition from Head Start and Pre-school Programs.

**Coordination and integration of federal, state and local services and programs:**

Coordination and integration of programs supported under ESSA take place in a variety of ways at the federal, state and local levels. The Safe and Drug Free School program offers parent workshops. Adult Basic Education services, career, and technical classes are available through the Southampton County Schools Technical Center. The Technical Career Center and Paul D. Camp Community College offer GED classes. Crisis Prevention Intervention training is provided for administrators and principals. Character Education programs are available in each school. Computers, software licensing, other equipment, technical support, training and repair services are available to all schools through local funds. State supported technology programs funds the on-line testing project. WHRO Public Television Station provides training and technical support to staff. Translation services and information in Spanish are available for parents and students.

The Southampton County Health Department and Department of Social Services work closely with the Instructional Specialist to ensure we are meeting the needs of the preschool children in the county. Social Services refers pre-schoolers for the program and works with the parents to make the process of entering school a smooth transition. The Health Department works with the school system to assist families with immunizations and physicals. School nurses are liaisons between the schools and the Health Department. The Special Education Department plays an important role in the pre-screening of preschool children. Speech therapists screen for any speech/language delays. Early Childhood special needs teachers team up with preschool teachers to screen each child using the Brigance® Preschool Screening Instrument.

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When professional development is planned, all groups who may benefit from the training are invited to participate. When parent workshops are scheduled, the Adult Education Coordinator and the Technical Career Supervisor are included in the planning to maximize the number of families being reached. Coordination between Virginia Preschool Initiative and Adult Education takes place to offer GED courses. Parents of preschool students attending the child care class at the Technical Career Center are invited to participate in all parent workshops and family activities.

Virginia Preschool Initiative and Title I preschool classes are included in services and activities sponsored by the LEA. Each class receives instruction from the music and physical education teachers each week. The librarian meets with each class weekly and students check out books to take home.

Funds are coordinated to support programs for targeted subgroups in the following ways: SOL materials, SOL remediation, PALS©, and state summer school funding provides remedial services for students in each of the sub-groups.

**Budget Implications:** Travel (meals & mileage) & registration for Virginia State Reading Conference and other staff development events as they relate to identified needs for teacher skills development, ParaPros, and Reading Specialists.

**Benchmark/Evaluation:**

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**Committee Members:**

S.Fowler, Principal

K.Davis, School Counselor

J. Darden, Librarian

A. Hinson, Reading Specialist

M. Winningham, Reading Specialist

K.Holemon, Special Education Teacher

C. Fowler, Parent

K.Branch, Parent