

Virginia Department of Education

Every Student Succeeds Act of 2015

Title I Schoolwide Plan Template

Division Name: Roanoke County Public Schools

School Name: Northside Middle School

Date: 08/04/2025

Select One: ☒ **Initial Plan** ☐ **Revision completed on**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers;
 - School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

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Stakeholders:

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

Name of Stakeholder	Title
Paul Lineburg	Principal
Nancy Chewning	Assistant Principal
Karen Stilton	Reading Coach
Jessica Price	Special Ed Coordinator
Jill Meacham	Title I Teacher
Jessica Shatto	Title I Teacher
Marta Delareza	Parent
Krissy Reynolds	Parent

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Component 1 §1114(b)(6):

A comprehensive needs assessment of the entire school that considers 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: Northside Middle School is in Roanoke, Virginia and is part of the Roanoke County Public Schools. Northside Middle is currently applying for school-wide Title I status for the 2025-2026 school year. This middle school serves a diverse population of 656 students in grades 6th - 8th grade. Currently 76.37% of the student body qualifies for free/reduced lunch. Demographic information for the 2025-2026 school year is included below.

The planning team consisted of Northside Middle's administration (Paul Linenburg and Nancy Chewning, assistant principal) two Title One teachers(Jill Meacham and Jessica Shatto) the school's reading coach, Karen Stilton the school's special education coordinator, Jessica Price, and two parents Marta Delareza and Krissy Reynolds. Northside Middle's school-wide plan will be reviewed and updated annually.

Demographic Data

Category	2023-2024	2024-2025	2025-2026
White	49%	48%	46.95%
Black	19%	18%	18.45%
Asian	5%	6%	6.10%
Hispanic	17%	17%	18.6%
Two or more	7%	9%	9.6%
Native American	0.3%	0.1%	0.15%
ELL	7%	13%	7.62%
Special Education	18%	19%	18.9%
Homeless	1%	0.6%	0.61%
Migratory	0%	0%	0%

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Grade level	Subject	2023 SOL Results	2024 SOL Results	2025 SOL Results	2026 SOL Results
6th grade	English	82%	71%	81%	71%
6th grade	Math	92%	68%	67%	67%
7th grade	English	85%	82%	79%	78%
7th grade	Math	84%	86%	75%	67%
8th grade	English	80%	78%	83%	76%
8th grade	Math	89%	90%	94%	74%
8th grade	Science	74%	67%	61%	61%

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Reading	All students	Asian	Black	Hispanic	White	Disadvantaged	ELL	SWD	Math	All students	Asian	Black	Hispanic	White	Disadvantaged	ELL	SWD
25-26 Goal	75%		70%				60%	55%	25-26 Goal	75%							55%
2025-2026 Results	75%	76%	62%	72%	81%	68%	62%	43%	2025-2026 Results	74%	83%	61%	72%	79%	66%	69%	39%
2024-2025 Results	81%	86%	68%	75%	86%	76%	50%	51%	2024-2025 Results	79%	92%	72%	74%	85%	72%	66%	53%
2023-2024 Results	76%	84%	66%	70%	80%	71%	52%	41%	2023-2024 Results	83%	100%	66%	76%	88%	79%	66%	62%

After analyzing the 2023-2024 and the 2024-2025 SOL data for reading, mathematics, and science for grades 6-8, Northside Middle will continue to focus on the daily implementation of both whole group and differentiated literacy instruction in alignment with expectations from the Virginia Literacy Act and the RCPS Literacy Plan K-8. During the 2024-2025 school year, Northside Middle School teachers received Science of Reading training/professional development to prepare them for the state requirements of the Science of Reading implementation. Science of Reading instruction will continue to be driven by data collected from the SOL and VALLSS (where indicated) assessments, as well as a variety of formal/informal assessments on language arts concepts and comprehension skills being taught by ELA teachers. Science of Reading instruction will include multi-sensory activities.

Grades 6-8 will be identified for remediation based on a variety of assessments including: Reading and Math SOL scores, as well as district wide formative assessment data. Teachers will supplement writing instruction with various activities and updated rubrics.

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Northside Middle will follow the same model for math instruction with daily, leveled math groups that meet students where they are using a variety of strategies including hands-on materials, manipulatives, technology, and spiral review opportunities to further expand students' skills in the identified math content strands. In-school, before school, and after school remediation will be utilized to provide targeted review and focus for children who need additional time, exposure, and/or practice with reading and math skills still developing. All staff members (general education teachers, special education teachers, Title I teacher, reading specialist, instructional assistants, and remedial staff) will be involved in the implementation of these efforts to close the gaps with learning across the curriculum.

For reading, the goals are based on the end of year standardized SOL testing scores for grades 6-8. Data from Lexia is utilized to assist in determining the composition of small groups. Grades 6-8 will use data from VALLS (for identified students) and informal Science of Reading assessments to drive instruction.

Budget Implications:

For the 2025-2026 school year Title I remediation funds will be used to provide remedial services in grades 6-8 in reading, mathematics, and science. These services will take place during the school day from August 2025- May 2026. After-school remediation will also be offered to students.

Title I funds will be used to purchase Language Arts materials, such as manipulatives and differentiated text sets, which support Northside Middle's goal of improving student fluency, decoding skills, and comprehension of fiction and nonfiction text, ultimately increasing the overall SOL pass rate in reading grades 6-8. In addition, Title I funds will be used to support math instruction in grades 6-8 with the purchase of manipulatives, technological resources, and other hands-on materials.

Title I Parent Involvement funds will be used to promote parent/guardian participation in the educational process and support general communication with the school. Parent involvement events for the 2025-2026 school year are listed under Component 3.

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Benchmark/Evaluation:

Assessments	Analysis	Summary
Math Formative Assessment	Students in grades 6-8 take division wide formative assessments twice per year (winter/spring).	Data from the math formative assessment is used in creating flexible remediation and enrichment groups and driving instructional choices for spiral review opportunities.
Reading Formative Assessment	Students in grades 6-8 take division wide formative assessments twice per year (winter/spring).	Data from the reading formative assessments will drive whole and small group instruction.
VALLSS	The VALLS assessment will be administered to identified students (as indicated by their previous year's SOL score) at a minimum twice a year.	Students not meeting the current grade level benchmark receive reading remediation in some format. Remediation will include Science of Reading multi-sensory activities/strategies.
Newsela	Students in grades 6-8 are assessed in the fall using the computerized Newsela which helps students improve their reading skills, critical thinking and media literacy. It is measured in Reading Levels.	Data derived from Newsela is used to assist in making decisions regarding group formation and to monitor student progress.
IXL Diagnostic Assessment	IXL is a supplemental computer program used in grades 6-8 for reading and math.	IXL's Real-Time Diagnostic is an adaptive assessment tool that provides accurate up-to-the-minute portrait of students in grades 6-8. By answering questions in the Real-Time Diagnostic, students can pinpoint their current levels of knowledge in math (overall and in specific strands)
RCPS Writing Rubrics	RCPS writing rubrics were developed to accurately measure specific strands of writing	The rubrics are teacher administered and scored- given through whole class, small

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	skills in the areas of thesis, organization and writing, detail and description, and usage/mechanics.	group, and individualized instruction throughout writing units in 6-8.
Math Common Assessments	Math common assessments are administered for grades 6-8 throughout the school year.	Teachers utilize the data from the common assessments to drive instructional decisions made for both the class and individual students.
Mastery Connect	Is a tool used to create and administer assessments using question banks in grades 6-8 Reading and Math.	Teachers utilize the data to see which standards need reteaching and which students need remediation.

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:

The following is a description of reform strategies in place at Northside Middle School.

Reform Strategies

Reform Strategies	Analysis	Summary
In-School Remediation	Students in grades 6-8 receive additional small group or individualized instruction based on SOL scores or other assessment data collected in reading and/or math.	Students receive additional math and/or reading instruction in sessions held during the school day.
After School Remediation/All in Tutoring	Students in grades 6-8 receive additional remedial support.	Students are recommended for additional remediation based on academic performance in reading and math.

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VALLS Remediation Groups	Students in grades 6-8 receive additional small group or individual support based on VALLS scores.	Students receive additional small group or individual instruction in sessions throughout the school day.
Title I Instruction	Title I staff will work in small group settings for reading and/or math (push- in or pull-out).	Northside Middle will be school-wide Title I for the 2025-2026 school year. Title I groups will be based on student academic needs.
Special Education Services	Students found eligible for Special Education services receive support and/or specialized instruction through an Individualized Education Plan (IEP)	Students receiving special education services are supported in the least restrictive environment possible.
English Language Learners Services	Students found eligible for ELL services receive support from an ELL teachers.	The English Language Learner program supports students whose primary home language is not English.
Software programs that support instructional standards and concepts.	Programs such as IXL and Lexia are used to support classroom instruction in grades 6-8 in subjects across the curriculum.	Computer based programs provide an interactive way of learning that supports classroom instruction with data reports to help drive instructional choices.
Science of Reading (SOR) strategies, trainings, resources, and techniques	A research based multi-sensory technique for reading instruction.	Science of Reading instruction is direct, explicit, structured, sequential, and diagnostic. It provides a multi-sensory experience to facilitate reading, writing, and spelling instruction.
Roanoke County Literacy Plan	The Roanoke County Literacy Plan is used to guide instruction for grades K-8.	The Roanoke County Literacy Plan provides a framework for ELA (reading, writing, oral language instruction). It contains strategies, pacing, assessment timelines, and benchmarks, for student achievement. In addition, activities and strategies for whole-group and small group instruction are provided.
Sonday System	Sonday is a phonics program for grades 6-8 used as a Tier 3 intervention for special education students.	Sonday is a phonics intervention program emphasizing multisensory instruction.

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Budget Implications:

The Title I materials will be used to purchase Language Arts materials which support Northside Middle's goal of improving student fluency and comprehension of fiction and non-fiction text and ultimately increasing overall SOL pass rate in reading grades 6-8. In addition, Title I funds will be used to support math instruction in grades 6-8 with the purchase of manipulatives, technological resources, and other hands-on materials.

Title I Account \$21,715.16	Title Funds Amount
Remediation	\$5,000
Materials	\$16,681.30

Benchmark/Evaluation:

At Northside Middle, data from multiple sources is gathered and analyzed closely to both monitor progress and drive instruction. Data is taken from the SOLs, formative assessments, Newsela, VALLS assessments, and RCPS writing rubrics. This analysis is conducted by individual teachers, grade level teams, SPED staff, and administrative personnel on a regular, ongoing basis. Results of the analysis are shared in grade/subject level data meetings/PLCs and used to plan instruction for both remedial and enrichment needs.

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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:

The following school-wide reform strategies and activities are used at Northside Middle to increase the amount and quality of learning time and help provide a well-rounded education.

Program/Activity/Event	Analysis	Summary
Weekly Communication through email	Staff utilize email to communicate with parents on a regular basis.	Emails provide a quick and efficient way to communicate with families.
Parent Teacher Conferences	Parent/teacher conferences provide an opportunity for parents/guardians and Northside Middle staff to communicate regarding student progress.	Conferences may occur any time during the year including in-person, phone, or in a virtual form.
Student-led Conferences	Student-led conferences provide an opportunity for students to share with parents their current progress using a portfolio presentation.	Student-led conferences are held during the year in-person.
Open House for All Grade Levels	Parents/guardians participate in sessions where they get to meet their child's teachers and other school staff.	Open House provides both students and parents/guardians with information about the routines and expectations for that grade level. There's an opportunity to ask questions and voice concerns.
Northside Middle Parent Teacher Association	The PTA leads a variety of activities throughout the year.	PTA events involve the local community in fundraising for additional resources for the

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		school. Other events, such as the PTA/Title I events provide an opportunity for community fellowship and learning.
Title I Parent Events	Title I events provide the school community with information regarding the Title I program at Northside Middle. There will be 3 parent involvement events that will focus on literacy, math, and STEM.	Title I events are held 3 times a year. These events provide information regarding Northside Middle program and ways families can support their child's learning at home.
Title I Regional Events	District Title I regional events are held two times during the school year.	Districtwide Title I regional events provide the community with information regarding the Roanoke County Title I program and resources available to Roanoke County students.
PBIS Recognition	Staff members recognize positive behavior as part of the Positive Behavioral Interventions and Supports (PBIS) implementation.	Students demonstrating appropriate behavior are recognized throughout the year.
Title I Parent Advisory Committee	Parents will be involved in the development of the Title I School plan and the Parent Involvement Policy for both the district and the school. Parents will be involved in developing and implementing the school-wide Title I plan.	One of the main goals of the committee is to provide an effective and consistent message to stakeholders to increase awareness of the quality education provided at Northside Middle School. This will include providing information about student programs and student learning and achievement.

Budget Implications:

Title I Parent Involvement funds will be used to promote parent/guardian participation in the educational process and in general communication with the school. Parent involvement events will be held 3 times during the 2025-2026 school year.

Title I Account	Title I Funds Amount
Parent Involvement	\$2,816.38

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Benchmark/Evaluation:

The effectiveness of the above strategies will be evaluated in the following ways:

Evaluation Method	Description
SOL assessments	SOL results in reading, math, and science will be analyzed to determine areas of growth and need for improvement.
Surveys	Surveys will be taken at parent events. Results will be analyzed to gauge effectiveness of the activity/presentation, and to guide planning of future events.
Disciplinary Office Referrals	The number of disciplinary office referrals will be calculated to establish a baseline for future comparison as part of the PBIS school-wide implementation. Each referral will be entered into the SWIS database for monitoring purposes and future program development.
Parent Participation	Attendance logs will be reviewed after each event to determine the number of parents who participate in activities or presentations at the school or regional level.
Title I Notebook	The Title I notebook will contain records (descriptions, examples of surveys, and attendance logs of parent events) to document involvement throughout the school year.

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Component 4 §1114(b)(7)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and

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 following reform strategies/activities address the needs of students at Northside Middle, especially those at risk of not meeting state academic standards for the 2025-2026 school year.

Reform Strategies and Programs for At-Risk Students

Strategy or Program	Description
Properly Licensed and Endorsed Staff	100% of the staff at Northside Middle is highly qualified according to current state and federal guidelines. School administration participates in recruitment and hiring of highly qualified staff through job fairs and individual interviews.
Professional Development Activities	Professional development is on-going at the building and district level. Northside Middle staff participate in curriculum-based trainings to ensure alignment with SOL standards.
Positive Behaviors Interventions and Supports (PBIS)	Northside Middle has actively participated in the implementation of PBIS. The PBIS core team will continue to facilitate learning

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	opportunities for staff in an effort to recognize and promote students' positive behaviors in the school setting to achieve fidelity in tiers 1-3.
School Counseling Program	Northside Middle has two full time school counselors and one full time life counselor who supports students through individual, small group, and classroom instruction. The school counselor meets with individuals as needed to monitor areas of concern, whether academic or behavioral. The counselor consults with teachers, administration, and parents on a regular basis to monitor the progress of students.
Transition to High School	Eighth grade students from Northside Middle visit Burton Center for Arts and Technology. In addition, counselors from the High School visit with the eighth grade students to provide descriptions of courses and explain routines and expectations of high school.

Budget Implications:

Title I Account	Title I Fund Amounts
Parent Involvement	\$2,816.38

Benchmark/Evaluation:

Evaluation Instrument	Description
Standards of Learning Assessments	SOL results in reading and math will be analyzed to determine areas of growth and need for improvement.
School Surveys	Surveys will be taken at the end of each parent event. Results are analyzed to gauge the effectiveness of the activity/presentation, and to guide planning of additional events.
Title I District Survey	A district Title I parent survey will be given in the spring. Data taken from the survey will be used to determine the planning of future events/programs.