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: 9/23/2026
Select One: x ☐ **Initial Plan** ☐ **Revision completed on**

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

- The plan should be developed with the involvement of:
  - Parents;
  - Other members of the community to be served;
  - Individuals who carry out the plan, including teachers, principals, other school leaders, administrators, and 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 are 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**
Christopher Benson	Principal
Josh Burton	Assistant Principal
Karen Stilton	Reading Coach
Jessica Price	Special Ed Coordinator
Jill Meacham	Title I Teacher
Jessica Shatto	Title I Teacher
Marta Delareza	Parent
Casey King	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 in school-wide Title I status for the 2026-2027 school year. This middle school serves a diverse population of 684 students in grades 6th-8th grade. Currently 76.37% of the student body qualifies for free/reduced lunch. Demographic information for the 2026-2027 school year is included below.

The planning team consisted of Northside Middle's administration (Christopher Benson, principal, and Josh Burton, assistant principal), two Title I 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 Casey King). Northside Middle's school-wide plan will be reviewed and updated annually.

Demographic Data

Category	2024-2025	2025-2026	2026-2027
White	48%	46.95%	48.09%
Black	18%	18.45%	18.91%
Asian	6%	6.10%	5.42%
Hispanic	17%	18.6%	17.16%
Two or more	9%	9.6%	10.11%
Native American	0.1%	0.15%	0.14%
ELL	13%	7.62%	12.75% FLEP & LEP direct
Special Education	19%	18.9%	20.23%
Homeless	0.6%	0.61%	1.03%
Migratory	0%	0%	0%

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

Reading	All students	Asian	Black	Hispanic	White	Disadvantaged	ELL	SWD	Math	All students	Asian	Black	Hispanic	White	Disadvantaged	ELL	SWD
2026-2027 Goal	76%	X	X	X	X	X	X	X	2026-2027 Goal	76%	X	X	X	X	X	X	X
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	74%	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%

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After analyzing the 2024-2025 and the 2025-2026 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 Evidence-Based Literacy Instruction (EBLI) training/professional development to prepare them for the state requirements of the Evidence-Based Literacy Instruction (EBLI) implementation. EBLI 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. EBLI 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.

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 teachers, reading specialists, 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 VALLSS, Lexia, and classroom data are utilized to assist in determining the composition of small groups. Grades 6-8 will use data from VALLSS (for identified students) and informal Evidence-Based Literacy Instruction (EBLI) assessments to drive instruction.

Budget Implications:

For the 2026-2027 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 2026- May 2027. After-school remediation will also be offered to students.

Title I funds will be used to purchase Language Arts materials, such as manipulatives and texts, 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 2026-2027 school year are listed under Component 3.

Benchmark/Evaluation:

Assessments	Analysis	Summary
Math Formative Assessment	Students in grades 6-8 take division wide formative assessments twice per year (fall/spring).	Data from the math formative assessment is used in creating flexible remediation, 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 (fall/spring).	Data from the reading formative assessments will drive whole as well as small group instruction.
VALLSS	The VALLSS screener 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 EBLI multi-sensory activities/strategies.
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 toll 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	Writing rubrics are used to accurately measure specific strands of writing skills in the areas of thesis, organization and writing, detail and description, and usage/mechanics.	The rubrics are teacher administered and scored- given through whole class, small 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.
Morphology Common Assessments	Morphology common assessments are administered to students in grades 6-8 once per quarter.	Teachers utilize the data from these assessments as reform strategies for small group instruction.
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.

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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	Students in grades 6-8 receive additional remedial support.	Students are recommended for additional remediation based on academic performance in reading and math.
VALLSS Remediation Groups	Students in grades 6-8 receive additional small group or individual support based on VALLSS 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).	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 teacher.	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.
EBLI (Evidence-based literacy instruction)	A research based multi-sensory technique for reading instruction.	EBLI 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.
UFLI Foundations	For Tier 3, UFLI can be used as intensive, highly targeted small-group or individual instruction for students with significant foundational reading deficits.	UFLI is an explicit, systematic phonics program designed to teach students the foundational skills students need to become proficient readers.

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 $15,560.46/2025 Grant & $0/2026	**Title Funds Amount**
Remediation	$2,000
Materials	$13,560.46

Benchmark/Evaluation:

At Northside Middle, data from multiple sources is collected and analyzed regularly to monitor student progress and inform instruction. These data sources include SOL results, formative assessments, VALLSS assessments, and RCPS writing rubrics. Individual teachers, grade-level teams, SPED staff, and administrators collaboratively review the data on an ongoing basis. Findings are discussed during grade- and subject-level data meetings and PLCs and are used to guide instructional planning, including targeted support for students needing remediation and enrichment opportunities for students ready for additional challenge.

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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	Administrators and teachers 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 at 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	Open House gives students and parents an opportunity to become familiar with the school and students' schedules while allowing teachers and families to begin building positive relationships.	Open House provides students and parents/guardians with information about grade-level routines and expectations, while offering an opportunity to ask questions and share concerns.

Northside Middle Parent Teacher Association	The PTA leads a variety of activities throughout the year.	PTA events engage the community in fundraising and supporting school resources, while PTA/Title I events foster community connection 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 three times a year to provide families with information about Northside Middle's programs and strategies for supporting 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.
MTSS Recognition	Staff members recognize positive behaviors using a Positive Office Referral System.	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 2026-2027 school year.

Title I Account	Title I Funds Amount
Parent Involvement	$2,629.28

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 tracked to establish a baseline for comparison as part of the school-wide MTSS implementation. Each referral will be documented in the Synergy database to support ongoing monitoring and inform 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 Digital Notebook	The Title I Digital 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.

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 2026-2027 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 are 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 ongoing at both the building and district levels. Northside Middle staff participate in curriculum-based training to ensure alignment with SOL standards, as well as training on MTSS, student mental health, and Conscious Discipline.

Multi- Tiered Systems of Support	Northside Middle has actively participated in the implementation of MTSS. The MTSS team will continue to facilitate staff learning opportunities that promote positive student behaviors and support consistent implementation of MTSS across Tiers 1–3.
School Counseling Program	Northside Middle has two full-time school counselors and one full-time life counselor who support students through individual, small-group, and classroom instruction. Counselors monitor academic and behavioral concerns and collaborate regularly with teachers, administrators, and families to support student progress.
Transition to High School	Eighth graders from Northside Middle visit Roanoke County Career and Tech Center, formerly known as 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	$2,874.51

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 carried out 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.

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Name and Signature of Parents and Staff Involved in the Plan Development Process:

Name: Jill H. Meacham

Role or Title: Title 1 Math Teacher

Signature: Jill Meacham

Name: Jessica Shatto

Role or Title: Title 1 Reading Teacher

Signature: Jessica Shatto

Name: Christopher Benson

Role or Title: Principal

Signature: Christopher Benson

Name: Josh Burton

Role or Title: Assistant Principal

Signature: Josh Burton

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Name: Jessica Price

Role or Title: Special Education Coordinator

Signature: Jessica Price

Name: Karen Stilton

Role or Title: Reading Coach

Signature: Karen Stilton

Name: Marta Delareza

Role or Title: Parent Representative

Signature: Marta Delareza (Sep 25, 2026 10:40:33 EDT)

Name: Casey King

Role or Title: Parent Representative

Signature: Casey King

Casey King

Signature: Joshua Burton

Email: jburton@rcps.us

Signature: Jessica Price (Sep 24, 2026 20:07:45 EDT)

Email: jprice@rcps.us

Signature: Karen Stilton
Karen Stilton (Sep 25, 2026 07:54:27 EDT)

Email: kstilton@rcps.us

Signature: Casey King (Sep 25, 2026 12:40:20 EDT)

Email: cindersrising@gmail.com

Title One Schoolwide Plan 26- 27-final

Final Audit Report 2026-09-25

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Signer delarezafamily@hotmail.com entered name at signing as Marta Delareza

2026-09-25 - 2:40:31 PM GMT- IP address: 174.230.16.30

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Signer cindersrising@gmail.com entered name at signing as Casey King

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Signature Date: 2026-09-25 - 4:40:20 PM GMT - Time Source: server- IP address: 172.59.116.198 - Signature Appearance Selected: MOBILE_DRAW

Agreement completed.

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