Virginia Department of Education
Every Student Succeeds Act of 2015
Roanoke County Public Schools
Mount Pleasant Elementary School - Title I Schoolwide Plan 2026-2027

Division Name: Roanoke County Public Schools
School Name: Mount Pleasant
Date: 09/14/26
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).

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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:

- 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.

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Stakeholders:

Name of Stakeholder	Title/Role
Jill Lane	Principal
Crystal Bondurant	Assistant Principal
Ashley Scott	Title I teacher
Kristen Seth	Reading Specialist
Leslie Mann	Classroom Teacher
Kari Barnes	Classroom Teacher and Parent
Matthew Mari	Parent
Patria Heberle	Parent

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Component 1 Needs Assessment §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.

Data Summary Narrative:

Mount Pleasant Elementary School is a Pre-K through fifth grade Title I school-wide with a current enrollment of 236 students. Mount Pleasant participates in the Community Eligibility Program, CEP, offering free lunch to all students. There are 4 languages represented in our school population: English, Spanish, Burmese, and Hiligaynon. The mobility index for Mount Pleasant as of September 14, 2026 is 3.39% (8/236) transferring into Mount Pleasant and 4.666% (11/236) transferring out of Mount Pleasant Elementary.

The planning team consisted of Mount Pleasant's administration (Jill Lane, principal and Crystal Bondurant) classroom teacher (Leslie Grimes and Kari Barnes), Title I teacher (Ashley Scott), the reading specialist (Kristen Seth) and two parents (Kari Barnes and Mathew Mari). Mount Pleasant's school-wide plan will be reviewed and updated annually.

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Demographic Data

Student Subgroups	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026
White	79%	75%	85%	78%	78%
African American	.03%	.02%	.02%	.01%	.4%
Hispanic	11%	12%	13%	21%	7.2%
Asian	.01%	.01%	.004%	.004%	.8%
ELL	12%	12%	19%	20%	13.6%
Homeless	0%	0%	0%	0%	.4%
Special Education	33%	33%	27%	27%	25%

Budget Implications: For the 2026-2027 school year Title I remediation funds will be used to provide remedial services in grades K-5 in reading and mathematics. These services will take place during the school day from September 2026- May 2027. After-school remediation will also be offered to students in grades K-5 as needed.

Title I funds will be used to purchase Language Arts materials, which support Mount Pleasant'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 3-5. In addition, Title I funds will be used to support math instruction in grades K-5 with the purchase of manipulatives, technology resources, and other hands-on materials. Title I Remediation funds are allocated to pay for remediation staff members. Remediation staff will pull remediation groups during the school day to review and reteach reading and math concepts as needed based on classroom data. Remediation funds will also pay for a VALLSS tutor to work with students K-5 on foundational literacy skills.

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.

2026-2027 Mount Pleasant Allocated Budget Amounts		
Remediation	Materials	Parent Involvement
3,900	29,958	1,800

Benchmark/Evaluation:

STANDARDS OF LEARNING TESTS (SOLS) Data taken from the Virginia Standards of Learning tests are examined to determine the needs of individual students, subgroups, and the school as a whole. All instruction at Mount Pleasant is data driven. During the 2026-2027 school year there will be a targeted focus on reading and math to improve student achievement.

Grade Level	Subject	2023-2024 SOL Results	2024-2025 SOL Results	2025-2026 SOL Results
3rd grade	Reading	81%	75.61%	74.29%
3rd grade	Math	91%	80.95%	80%
4th grade	Reading	78%	84.38%	77.27%
4th grade	Math	91%	81.82%	79.55%
5th grade	Reading	92%	77.14%	84.85%
5th grade	Math	95%	80%	81.82%

Reading	All Students	Disadvantaged	White	SWD
2026-27 Accreditation Goal	75	75	75	75
2023-2024 Results	91.51%	90.74%	90.91%	84.62%
2024-2025 Results	78.70%	76.27%	76.62%	46.15%
2025-2026 Results	78.57%	74.51%	76.74%	25%

Math	All Students	Disadvantaged	White	SWD
2026-27 Accreditation Goal	**70**	**70**	**70**	**70**
2023-2024 Results	97.03%	92.06%	98.65%	95.83%
2024-2025 Results	80.91%	73.33%	78.48%	59.26%
2025-2026 Results	80.36%	72.55%	80.23%	45%

After analyzing the 2025 and the 2026 SOL data for reading and mathematics for grades 3-5, Mount Pleasant 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-5. During the 2026-2027 school year, Mount Pleasant teachers in grades K-5 participate in ongoing Science of Reading professional development to strengthen instructional practices and ensure continued implementation of Virginia's Science of Reading requirements. Science of Reading instruction will continue to be driven by data collected from the VALLSS assessment that is administered at minimum twice a year as well as a variety of formal/informal assessments on phonetic principles being taught by ELA teachers. Science of Reading instruction will include multi-sensory activities. K-2 reading remediation instruction will be driven primarily by VALLSS data whereas students in grades 3-5 will be identified for remediation based on VALLSS data as well as Reading and Math SOL spring data. In addition, every grade level K-5 will integrate decodable texts to enhance phonetic instruction. Teachers will supplement writing instruction with various activities and updated rubrics. Mount Pleasant 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, spiral review opportunities, and "Reasoning Routines" (formerly "Number Talks") to further expand students' skills in the identified math content strands: Number and Number Sense, Computation and Estimation, Measurement and Geometry, Probability and Statistics, and Patterns, Functions, and Algebra. In-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.

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Virginia Language and Literacy Screening System (VALLSS)

Grade	Fall 2024			Spring 2025			Fall 2025			Spring 2026		
	High	Moderate	Low	High	Moderate	Low	High	Moderate	Low	High	Moderate	Low
Kindergarten	50%	37%	13%	31%	28%	41%	25%	15%	60%	15%	15%	70%
1st	14%	60%	6%	23%	23%	54%	16%	44%	40%	37%	23%	40%
2nd	19%	51%	30%	24%	44%	32%	24%	54%	22%	44%	9%	47%

For the 2026-2027 school year the VALLSS assessment will be given to all students in kindergarten, first grade and second grade. VALLSS is also administered to students who fell below benchmark in third grade, as well as fourth and fifth grade students who did not pass the Spring Reading SOL and all students new to Virginia in grades 1-3. The literacy remediation groups will focus on integrating the Science of Reading (SOR) strategies for phonics as well as heart words through multi-sensory experiences. In addition, Roanoke County Schools will provide professional development with the district literacy coach to further support SOR techniques. K–2 VALLSS data indicate strong foundational literacy performance in Kindergarten, while 1st and 2nd grade showed greater inconsistency in student progress. Encoding and real-word decoding are areas of weakness across the primary grade levels, indicating a continued need to strengthen Tier 1 instruction and targeted intervention supports. During the 2026-2027 school year, Title I staff will be used to address the reading needs of students in grades K-5. Remediation staff members will work with students in grades K-5 during the regular school day.

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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 Mount Pleasant Elementary School.

Target Group	Reform Strategies	Analysis	Summary	Title I Budget Implications
All Students K-5	In-School Remediation	Students in grades K-5 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.	VALLSS tutors, and retired teachers are paid from the remediation budget.
Students K-5 on as needed basis	After School Remediation	Students in grades K-5 receive additional remedial support in reading and mathematics.	Students are recommended for additional remediation based on academic performance in reading and math.	
Students identified as High Risk on the VALLSS assessment	VALLSS Remediation Groups	Students in grades K-3 receive additional small group or individual support based on VALLSS scores.	Students receive additional small group or individual reading/phonics instruction in sessions throughout the school day.	The VALLSS tutor is paid with Title I remediation funds.

K-5 Students identified on formal or informal assessments	Title I Instruction	Title I staff will work in small group settings for reading and/or math (push- in or pull-out).	Mount Pleasant will be school-wide Title I for the 2026-2027 school year. Title I groups will be based on student academic needs.	
K-5 Students with disabilities	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.	
K-5 EL students	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.	
All K-5 students	Software programs that support instructional standards and concepts.	Programs such as IXL, Lexia, Reflex, HMH etc. are used to support classroom instruction in grades K-5 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.	Reflex subscription was purchased for K-5 students.
All K-5 students	Science of Reading (SOR) strategies, trainings, resources, and techniques	A research based multi-sensory phonics 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.	Multi-sensory, hands on materials are purchased for used in small groups.

All K-5 students	Roanoke County Literacy Plan	The Roanoke County Literacy Plan is used to guide instruction for grades K-5.	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.	Hands on manipulatives like Magnetic chips & Wands Sand for sand trays Phonics read kits were purchased for teacher to utilize in phonics instruction.
K-4 students with disabilities	Sonday System	Sonday is a phonics program for grades 2-5 used as a Tier 3 intervention for special education students.	Sonday is a phonics intervention program emphasizing OG multisensory instruction.	
All K-2 students	myHeggerty	This program is phonemic awareness instruction with adaptable teaching resources.	myHeggerty provides resources needed to meet the diverse needs of every student.	Heggerty subscriptions are purchased for all K-2 classrooms.

Budget implications:
The Title I materials will be used to purchase Language Arts materials which support Mount Pleasant's goal of improving student fluency and comprehension of fiction and non-fiction text and ultimately increasing overall SOL pass rate in reading grades 3-5. In addition, Title I funds will be used to support math instruction in grades K-5 with the purchase of manipulatives, technology resources, and other hands-on materials.

2026-2027 Mount Pleasant Allocated Budget Amounts		
Remediation	Materials	Parent Involvement
3,900	29,958	1,800

Benchmark/Evaluation:
At Mount Pleasant, data from multiple sources is gathered and analyzed closely to both monitor progress and drive instruction. Data is taken from the SOLs, formative assessments, VALLSS 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 level data meetings/PLCs and used to plan instruction for both remedial and enrichment needs.

Assessments	Analysis	Summary
Roanoke County Kindergarten Skills Assessment	Student progress is monitored using the checklist as a baseline for letter, sound, and number identification.	Data from these checklists provide information for group formation and instructional decisions.
Virginia Kindergarten Readiness Program (VKRP)	VKRP is administered twice a year by the classroom teacher and provides deeper understanding of student behaviors in the classroom.	The Virginia Readiness Kindergarten Program measures math, self-regulation, and social skills to compliment the state's assessment of literacy skills using the VALLSS screening.
VALLSS (Virginia Literacy and Language Screening System)	The VALLSS assessment is administered to all K-3 students and students 1-3 new to Virginia at minimum twice a year. It is given to 3rd graders who scored high risk on the spring Grade 2 assessment. It is also given to students in grades 4 and 5 who scored basic or below basic on their SOL reading test.	All students who do are identified in a band of risk will receive reading remediation. Remediation will include Science of Reading multi-sensory activities/strategies.
Math Benchmark Assessment	Students in grade 2-5 take division wide formative assessments twice per year (winter & spring)	Data from the math benchmark assessment is used in creating flexible remediation and enrichment groups and driving instructional choices for spiral review opportunities.
Reading Benchmark Assessment	Students in grade 2-5 take division wide formative assessments twice per year (winter & spring)	Data from the reading benchmark assessments will drive whole and small group instruction.

The IXL Real-Time Diagnostic	IXL is a supplemental computer program used in grades K-5 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 2-5. By answering questions in the Real-Time Diagnostic, students can pinpoint their current levels of knowledge in math (overall and in specific strands)
TOPA and PAST (Phonological Awareness Skills Test)	The TOPA and PAST assessments are available for use with students in grade K-5.	The TOPA (K-2) and PAST (3-5) assess the students' phonological awareness, letter recognition, sounds and decoding. This information is used to drive remedial instruction. It is administered by teacher request.
WIDA	The WIDA assessment is a summative English proficiency assessment annually given to ELL students K-5.	The WIDA tests are a suite of assessments designed to evaluate the English language proficiency of K–12 students identified as English learners (ELs). These assessments help educators identify ELs, monitor their progress in acquiring academic English, and inform instructional planning.
RCPS Writing Rubrics	RCPS writing rubrics were developed 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 as writing prompts in K-2 and through whole class, small group, and individualized instruction throughout writing unit in 3-5.
Science of Reading Assessments	Students in grades K-2 and remediation students in grades K-5 are informally assessed on current and previous Science of Reading concepts.	Assessments are used to determine if there was mastery of the current Science of Reading concept as well as retention of other concepts.
Standards of Learning (SOL) Tests	Virginia SOL tests are administered in both reading and math grades 3-5. A minimum score of 400 is required to demonstrate proficiency in the designated area.	Teachers utilize the Student Detail by Question (SDBQ) reports from the previous year to drive instructional choices for the current school year to improve skill acquisition in those identified areas.

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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 strategies and activities are used at Mount Pleasant to increase the amount and quality of learning time and help provide a well-rounded education.

Program/Activity/Event	Analysis	Summary
Communication Folder/email/app	A message folder and or email/app is sent home for parents to review student progress.	The folder provides regular, hardcopy means of communication between the school and home.
Parent Teacher Conferences	Parent/teacher conferences provide an opportunity for parents/guardians and Mount Pleasant 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. Each 3rd , 4th , and 5th grades will participate.
Kindergarten Get Acquainted	Parents/guardians of kindergarten students meet with school staff in late July before school starts.	Kindergarten screening 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.

Back to School Night	Parents/guardians participate in sessions where they get to meet their child's general education teacher and other school staff.	Back to School night 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.
Mount Pleasant 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 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 Mount Pleasant. 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 the Mount Pleasant school-wide program and ways families can support their child's learning at home.
Grade Level Parent Events	Each grade level provides their school community with the opportunity to come to school for at least one special event per school year.	Kindergarten hosts a nursery rhyme day, 2nd grade will plan a math "how to" night, and 3rd grade will perform music from regions they studied throughout the year.
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.
Bookwork Reading Program	Each family receives a folder with information on the importance of reading at home, information on how to help decoding and comprehension skills at home as well as a reading log.	Each family is encouraged to read for 20 minutes each night. Minutes will be tracked by the Title I teacher and students will earn books purchased by Title I for their reading at home.
Title I Parent Committee	Each Title I school has a Title I committee that is comprised of parents and staff.	The Title I parent committee meets to review data and information about the Title I program at their child's school.

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.
One School One Book	Staff members plan a kickoff assembly to get students excited about reading. A question of the day keeps students accountable for reading along with the pace set.	At the end of the shared experience, each family receives a copy of a book from the same author or the next book in the series.
SCA	Students in 3-4 will be selected by their classmates to represent them in bi-monthly SCA meetings. Students in 5th grade will be elected to office after creating a campaign.	Students in 3-5 will serve as role models for their peers and take ownership in their school community by competing service projects representing their school.
Gifted Art	Students in 2-5 grade can take part in the art enrichment program.	Students who are identified as gifted in visual arts stay after school one day a week to work on special projects.

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.

2026-2027 Mount Pleasant Allocated Budget Amounts		
Remediation	Materials	Parent Involvement
3,900	29,958	1,800

Benchmark/Evaluation:

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

Evaluation Method	Description
SOL assessments	SOL results in reading and math will be analyzed to determine areas of growth and need for improvement.
VALLSS assessment	VALLSS assessment results will be analyzed to determine the areas of grow and need for improvement in reading.
Reading logs	Nightly reading is an expectation of all students at Mount Pleasant. Classroom libraries are provided for each student to have access to books that can be taken home. The expectation is that every child will read for 20 minutes each night as part of their homework routine and parents will sign their reading log.
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/MTSS Data	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 MTSS 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 contains records (descriptions, examples of surveys, and attendance logs of parent events) to document involvement throughout the school year.

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:

The following reform strategies/activities address the needs of students at Mount Pleasant Elementary, especially those at risk of not meeting state academic standards for the 2026-2027 school year.

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Strategy or Program	Description
Properly Licensed and Endorsed Staff	100% of the staff at Mount Pleasant is highly qualified according to current state and federal guidelines. School administration participates in recruitment and hiring of highly qualified staff through job fairs, panel interviews, and individual interviews.
Professional Development Activities	Professional development in on-going at the building and district level Mount Pleasant staff participate in curriculum-based trainings to ensure alignment with SOL standards.
Positive Behaviors Interventions and Supports (PBIS)	Mount Pleasant has actively participated in the implementation of PBIS. The PBIS core team will continue to facilitate learning opportunities for staff to recognize and promote students' positive behaviors in the school setting to achieve fidelity in tiers 1-3.
Book Vending Machine	In the front lobby of our school, we have a book vending machine. Students can earn tokens to purchase a book by getting shoutouts for good behavior as outlined in the PBIS model. They can also earn tokens by completing their weekly reading logs.
School Counseling Program	Mount Pleasant has a full-time school 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.
Preschool Program	Mount Pleasant offers a preschool program for students ages 3 or 4 years of age. Mount Pleasant currently has one preschool class which serves special needs children and initiative students. The preschool program works closely with community programs such as local daycares and Head Start to meet the needs of every student.

Y-Splash Program	RCPS facilitates a program in which students in grades 2 participate in classroom lessons related to water/boating safety and attend swimming classes at the YMCA. These sessions are held during the school day and emphasize water safety.
Too Good for Drugs	Too Good for Drugs is delivered to Kindergarten and 2nd grade students by Blue Ridge Behavioral Health. This is a grant funded program that provides students with lessons on decision making, safe choices, goal setting, friendship skills and avoiding peer pressure. The program is delivered weekly for 10 weeks and is research-based.
Transition Visit to Middle School	Fifth grade students from Mount Pleasant visit William Byrd Middle School in the spring. During the visit, they tour the building and hear descriptions of the routines and expectations of middle school from current students and staff.
Transition SPED Meetings to Middle School	All 5th grade special education students attend a transition IEP meeting at the middle school with their parents and teachers to discuss their IEP for the upcoming 6th grade school year.
Transition preschool visit to kindergarten	Preschool students visit kindergarten classes, which include Encore classes to assist with the transition for the upcoming school year.

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.

2026-2027 Mount Pleasant Allocated Budget Amounts		
Remediation	Materials	Parent Involvement
3,900	29,958	1,800

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.