

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

Division Name: Patrick County Public Schools

School Name: Blue Ridge Elementary School

Date: June 2020

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

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

Guidelines for plan development include the following:

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

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improvement activities or targeted support and improvement activities under section 1111(d).

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

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that are 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:

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

Name of Stakeholder	Title
Jennifer Cox	Principal
Jonathan Wood	Administrative Intern, PCHS Agriculture Teacher and BRES School Garden Partner
Pamela Maxfield	Title I Teacher, Reading Instructional Facilitator
Shelia Smith	Classroom Teacher (7th Grade), Math Instructional Facilitator
Raina Brim	Classroom Teacher (6th Grade), Administrative Intern, and PTO Treasurer
Stephanie McCoy	Classroom Teacher (3rd Grade), Gifted Teacher
Stacey Shepherd	Classroom Teacher (1st Grade), Jr. Beta Sponsor

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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:

Blue Ridge Elementary School is a school-wide Title I Pre-K through 7 school with an enrollment of 252. BRES is a feeder school to Patrick County High School. Approximately two thirds (65.09%) of the student population would qualify for a reduced or free meal program based on their family's financial status; however, we receive the free breakfast and free lunch programs for all students. 90.5% of the enrollment is white, 5.5% Hispanic/Latino, 1.5% African American, 1.5% Native American, and 1% Asian American. 15% of our students are in the special education program and 5% are identified as EL students. There are 7 EL students and 5 former EL on monitor status this year.

Blue Ridge Elementary School has approximately 47 staff members, including two teachers per grade level in grades K-7. Blue Ridge Elementary also has a preschool program for children four years of age. There is one preschool class of 15 students with one classroom teacher as well as one instructional assistant, who is provided by STEP, Inc. Our reading staff consists of one Title I teacher who also serves as our Reading Instructional Facilitator, two Title I instructional

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assistants, and one full time PALS tutor. There is an itinerant EL teacher that travels to our school 2 days per week and also serves two other schools in the district. The school provides a part-time guidance counselor to assist students, parents, and staff. The itinerant guidance counselor serves our school 2 ½ days per week and another school in the county 2 ½ days per week. In addition to our guidance counselor, our school partners with Piedmont Community Services, housing a full-time Behavioral Case Manager here. We also partner with Family Preservation Services (FPS) and National Counseling Group (NCG), housing one full-time Therapeutic Day Treatment (TDT) counselor from each organization to serve the social-emotional needs of our students.

At our school, all students have access to iPads, laptop computers, educational software programs, a STEM lab, and a computer lab. Reading proficiency is a team effort at our school. All classroom teachers in preschool through second grade teach reading every day. In third through seventh grade, half of the grade level team teaches reading and the other half teaches math. Within the school, there are many teachers providing reading support to students who are struggling, including one EL, one Title I, and one special education teacher. Small group instruction is implemented in grades K-5. Students in grades K-7 have 1:1 technology. Updated instructional materials including textbooks, teacher resources, math manipulative labs, and online personalized tutor software- Reading Eggs, Mathseeds, IXL, Reflex Math, and Study Island- have been secured to support rigorous instruction in all content areas, as well as the alignment of lesson plans, instructional practices, and assessments. A resource room with math manipulatives, leveled library materials, and science resources is available for teachers to check out materials to use for instruction, as well as the STEM lab, which teachers may sign up to use. Blue Ridge Elementary School participates in the weekend Backpack feeding program for 24 children on a weekly basis with financial partnership from Stuart Rotary Club.

During the 2020-2021 school year, students in second grade at Blue Ridge Elementary School will take the MAP assessment two times during the school year to measure student growth and

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to be used as a universal screener for gifted education. It will also be used as needed for decisions made in school-based Student Assistant Team (SAT) meetings.

Teachers in grades K-2 use PALS data to determine students' strengths and weaknesses in reading. Students who are identified by the universal screening tool in grades K-2 receive additional inclusion and push-in services. Identified students are re-assessed midyear and end of year. Students in grades 6 and 7 are assessed using Power Analytics Pre-test at the beginning and end of each year to determine algebra readiness support. Students who fall below the benchmark receive additional inclusion and push-in services from the Algebra Readiness tutor weekly.

Blue Ridge Elementary School is currently fully accredited. Due to the Covid-19 school closure, this accreditation is based on testing data from Spring 2019, during which all SOL benchmarks were met for the 2018-2019 academic year:

2018-2019 SOL Scores: All of the 2018-2019 SOL scores are well above the state accreditation benchmarks.

Subject	18-19	Subject	18-19
English	88	History	84
Math	97	Science	96

Blue Ridge Elementary Performance Trends:

Subject	State Accreditation Benchmark	15-16	16-17	17-18	18-19	19-20
English	75	87	88	89	88	N/A

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Math	70	95	94	91	97	N/A
History	70	90	98	90	84	N/A
Science	70	91	94	100	96	N/A

All of the 2018-2019 SOL scores are well above the state accreditation benchmarks, with an increase in math.

Analysis of EL performance for 2018-2019 indicates tremendous growth, with both English and math at 100%.

Subject	15-16	16-17	17-18	18-19	19-20
English	54	83	33	100	N/A
Math	23	100	60	100	N/A
Science	100	100	100	N/A	N/A
History	N/A	100	50	N/A	N/A

The scores for the SWD subgroup for 2018-2019 in math indicates an increase of 21 points and continued 100% in science; however, the pass rate of 75% in English and 70% in History are areas of concern. This indicates a need for continued improvement in this subgroup.

Subject	15-16	16-17	17-18	18-19	19-20
English	61	36	70	64	N/A
Math	71	59	63	84	N/A
Science	87	92	100	100	N/A

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History	83	100	75	44	N/A
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Analysis of our largest subgroup, Economically Disadvantaged (ED), shows that we are holding steady in the lower 80% range. Math increased by 7% from 2017-2018 to 2018-2019. Science and History went down 4-5%, but are still above the benchmark scores of 70%.

Subject	15-16	16-17	17-18	18-19	19-20
English	81	82	83	83	N/A
Math	92	91	87	94	N/A
Science	87	92	100	95	N/A
History	88	97	84	80	N/A

Based on the 2018-2019 Spring SOL tests in Reading in grades 3-7, the subgroup Students with Disabilities (SWD) is still a concern for Blue Ridge Elementary School. 64% of SWD passed the Reading SOL, 44% of SWD passed the History SOL. EL students had a pass rate of 100% on the Reading SOL and 100% passed the Math SOL. ED students have also performed above benchmark scores. The largest concern with the EL and ED subgroups has been the inability to communicate with the students and families during the Covid-19 school closure. During the school closure from March 16 through May 22, difficulty with communication or lack of work completion was evident by the following percentages:

- Preschool 4/15 (27%)- all 4 were Economically Disadvantaged students
- Kindergarten 11/31 (35%)- all 11 were ED and 1 was EL
- 1st Grade 12/30 (40%)- all 12 were ED and 2 were EL

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- 2nd Grade 10/27 (37%)- all 10 were ED and 1 was EL
- 3rd Grade 9/30 (30%)- all 9 were ED
- 4th Grade 14/32 (44%)- all 14 were ED
- 5th Grade 19/32 (59%)- 18 of 19 were ED
- 6th Grade 11/27 (41%)- 10 of 11 were ED
- 7th Grade 16/29 (55%)- 14 of 16 were ED and 1 was EL

2019-2020 Access Testing for the WIDA program yielded the following preliminary results. Five students in first through seventh grades completed the testing. Of the five, one student regressed slightly from 3.8 to 3.7, or 0.1 points. Two students remained the same, one at 3.3 and one at 2.8. Two students showed growth, one had 0.6 points of growth and one had 1.8 points of growth. We also had two students who were in kindergarten and one in preschool as well as five students who have transitioned out of the program.

2019-2020 PALS testing completed for Fall 2019 indicated nine students in kindergarten identified for the program, one first grader, three second graders, and one third grader.

Emphasis will be to provide the SWD, EL, and ED students the opportunities to build and strengthen foundational skills or to provide enrichment activities for our Tier 1 students and students who are above grade level in reading or math.

Multiple strategies based on scientific research are used to provide additional assistance to students failing or at risk of failing the Spring 2021 SOL tests as well as moving students toward advanced levels of performance. Research-based instructional strategies include:

- Implementation of small group instruction for reading and math in K-5. Use of strategies and frameworks including Daily 5, Beth Estill Literacy instruction (K-3), Words Their Way Vocabulary instruction (4-7), and Lucy Calkins Writing instruction for reading; Daily 3 and Number Talks for math instruction
- Continue to provide 120 minutes (grades K-2) and at least 75 minutes (grades 3-7) of

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appropriate and differentiated daily literacy instruction.

- Develop a master schedule with at least three collaborative planning times per week and either a grade level PLC or content area PLC every two weeks where student progress can be discussed horizontally and vertically. The schedule will include four days per week with ½ hour remediation/enrichment block (PHH) for all grades. During this ½ hour, the Special Education interventionists (teacher and TA), as well as the classroom teachers, will work one-on-one or in small groups with Tier 2 or 3 students on specific needs.
- The master schedule will also reflect a full-time teacher assistant (TA) in grades preschool-2nd grade, ¾ day TA in 3rd grade, the part-time TA assisting with math remediation for 4th-7th grade classes, ARDT Tutor assisting with remediation in 6th and 7th grades, the PALS Tutor providing literacy intervention to grades K-3, and the Title I interventionist providing literacy intervention to grades 4-7 and overseeing literacy interventions by the two Title I TAs in first and second grades.

A Comprehensive Needs Assessment was conducted in the spring of 2020. The Comprehensive Needs Assessment indicated the following factors having the most impact on student achievement: involvement & engagement of students in their learning, empowerment of learners as active participants, having/creating a culture of high expectations, coordinated and comprehensive supports for the whole child, providing a coordinated & comprehensive support system for learners' families, and family & community engagement in the learning process. From the Comprehensive Needs Assessment, recommendations included professional development on Google Classroom and Distance Learning, take-home materials and devices for younger students for distance learning, creating more family engagement by continuing with our reading and math nights and having a how-to session with parents on accessing online programs for their students' at-home learning. Factors to improve were communication and improving motivation during distance learning.

In the spring of 2020, Blue Ridge families had the opportunity to complete a Family Engagement Survey. The survey indicated an overall strength with 89.5% of the respondents agreeing that school personnel developed positive relationships with families, provided a variety of events, understandable

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data, and a user-friendly website. Overall parents felt well-informed of their children's academic progress. Of concern is an 15.8% indicator that families did not feel the school listened to their concerns (3/19). As far as how Title I funds should be used, 72% wanted to see more hands-on materials and manipulatives. Additionally, 72% also wanted more technology and books for their children. The greatest accomplishments mentioned by more parents were in reading achievements and confidence. Recommendations, again, mentioned hands-on activities and manipulatives as well as help with distance learning.

Based on the analysis of student achievement data, Comprehensive Needs Assessment, and Family Engagement Survey for the 2019-2020 school year, Blue Ridge Elementary School plans to:

- Assess students' readiness and look for any learning gaps within the first few weeks of school.
- Continue remediation during small group instruction and the dedicated Power Half Hour as well as beginning our after-school tutoring earlier in the year to meet all students' needs.
- Maintain self-contained classes in grades K-2, with an emphasis on small group, differentiated literacy and math instruction.
- Continue to implement the use of student-led conferences in place of parent/teacher conferences to improve parental engagement and student accountability/empowerment. Student achievement data will be shared at the conferences. Communicate these scheduled conferences with School Messenger and other forms of communication with parents and guardians. Each grade level team will schedule the student-led conferences.
- Maintain both grade level PLCs and content PLCs to analyze student data, provide professional development, and include both horizontal and vertical alignment. At PLC meetings we will continue to disaggregate the reading assessments (PALS, benchmark tests, DSA, and guided reading levels and identify students who are not reading on grade level and target deficits based on the assessment data. We will also have meaningful, grade-level appropriate, professional development.
- Schedule Parent Involvement nights with programs that include topics such as using educational technology, reading, math, SOL testing, rising Kindergarten parents, and a STREAM Fair to showcase students' projects. Communicate these events via School Messenger and other forms

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of communication with parents and guardians. In the event these Parent Involvement Nights cannot be held in person, they will be held virtually.

- Continue to maintain an “open door” policy for families wishing to share concerns, both with teachers and administration.
- Continue our PBIS program, incorporating new state guidelines for student conduct.
- Continue to work with our guidance counselor, Therapeutic Day Treatment (TDT) providers, and Behavioral Case Management to ensure students needing additional emotional and support are receiving services.
- Continue to meet in Student Assistance Teams, including parents or guardians, to address student progress concerns and classroom interventions, as needed.

Budget Implications:

- Reallocation of funds for remediation to begin earlier
- Intentional purchase of more leveled books with content specific text for small group reading instruction in order to incorporate science and social studies into reading instruction
- Dedicated instructional funds to supply all students with manipulatives for hands-on activities

Benchmark/Evaluation:

- CIP Pre-assessments at the beginning of the school year to assess student readiness and identify learning gaps
- Quarterly CIP Benchmark testing in all SOL tested subjects, according to the PCPS Assessment schedule
- MAP assessment two times per year (2nd grade) to measure student growth and to be used as a universal screener for gifted. It will also be used as needed for decisions made in Student Assistance Team (SAT) meetings.
- Developmental Spelling Assessment (DSA) for Tier III readers during the first and third quarters, according to the PCPS Assessment Schedule
- Test of Phonological Awareness (TOPA) for all students in grades K-2 and Tier III students in 3rd grade

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- Fountas and Pinnell Running Records for all students in grades K-2
- Phonological Awareness Skills Test (PAST) for 3rd graders
- Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten Students
- Ongoing PowerSchool Analytics formative and summative assessments
- Performance-Based and/or Problem-Based Assessments

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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:

Based on the 2018-2019 Spring SOL tests in Reading in grades 3-7, Subgroup Students with Disabilities (SWD) is still a concern for Blue Ridge Elementary School. 64% of SWD passed the Reading SOL and 44% passed the History SOL, which also requires reading fluency and comprehension. English Learners (EL) students had a 100% pass rate for Reading and Math, however, during the school closure was one of the two subgroups of BRES students that we had the most difficulty reaching or completing assignments. The other subgroup was the Economically Disadvantaged (ED) students, many of whom did not have Internet access or did not pick up/return assignment packets during the closure.

Emphasis will be to provide the SWD, EL, and ED students the opportunities to build and strengthen foundational skills and to provide enrichment activities for our tier 1 students and students who are above grade level in reading or math.

Multiple strategies based on scientific research are used to provide additional assistance to students failing or at risk of failing the Spring SOL test as well as moving students toward advanced levels of performance. Research-based instructional strategies include:

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- Implementation of small group instruction for reading and math in K-5. Use of strategies and frameworks including Daily 5, Beth Estill Literacy instruction (K-3), Words Their Way Vocabulary instruction (4-7), and Lucy Calkins Writing instruction for reading; Daily 3 and Number Talks for math instruction
- Continue to provide 120 minutes (grades K-2) and at least 75 minutes (grades 3-7) of appropriate and differentiated daily literacy instruction.
- Develop a master schedule with at least three collaborative planning times per week and either a grade level PLC or content area PLC every two weeks where student progress can be discussed horizontally and vertically. The schedule will include four days per week with ½ hour remediation/enrichment block (PHH) for all grades. During this ½ hour, the Special Education interventionists (teacher and TA), as well as the classroom teachers, will work one-on-one or in small groups with Tier 2 or 3 students on specific needs.
- The master schedule will also reflect a full-time teacher assistant (TA) in grades preschool-2nd grade, ¾ day TA in 3rd grade, the part-time TA assisting with math remediation for 4th-7th grade classes, ARDT Tutor assisting with remediation in 6th and 7th grades, the PALS Tutor providing literacy intervention to grades K-3, and the Title I interventionist providing literacy intervention to grades 4-7 and overseeing literacy interventions by the two Title I TAs.
- Offer after school tutoring at least one day per week but also provide in school tutoring by using part time TAs and retired teachers during the day to provide needed interventions.
- Continue to utilize the Developmental Spelling Assessment (DSA) with our Tier III readers (Grades K-2) to better address specific needs with below level readers.
- Continue to utilize either the Developmental Spelling Assessment (DSA) or *Words Their Way* inventories with our Tier III readers (Grades 3-7) to better address specific needs with below level readers
- Continue to utilize the Test of Phonological Awareness Skills (TOPAS) to further plan individualized ELA instruction for students who are reading below grade level
- Meet with Instructional Coach, administration, teachers, interventionists to analyze PALS testing data to identify the specific need for each student and develop a specific small group instructional plan for each student
- Provide Professional Development opportunities for all staff (Social-Emotional Learning, Hands-on Math Instruction, Lucy Calkins Writing, PALS, Google Classroom, Reading Eggs, Math Seeds, Reflex Math, See Saw)

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- Utilize the Instructional Coach to assist teachers in implementation of small group strategies and hands-on math.
- Offer targeted remediation and support for EL, ED, and SPED students.
- Offer parent night events on various topics to help support learning at home (using instructional technology, reading night, math night, SOL night, Kindergarten orientation)
- PALS remediation and quick checks
- VA Kindergarten Readiness Assessment
- Reading Eggs and Math Seeds online supplemental program for remediation and/or enrichment in K-1
- IXL and Study Island online remediation/enrichment (available for Math, English, Science, and Social Studies)
- Reflex Math online fact fluency remediation/ enrichment

Budget Implications:

- Reallocation of funds for remediation to begin earlier, renew contracts for Reflex Math, Study Island, Math Seeds
- Intentional purchase of more leveled books with content specific text for small group reading instruction in order to incorporate science and social studies into reading instruction
- Dedicated instructional funds to supply all students with manipulatives for hands-on activities

Benchmark/Evaluation:

- CIP Pre-assessments at the beginning of the school year to assess student readiness and identify learning gaps
- Quarterly CIP Benchmark testing in all SOL tested subjects, according to the PCPS Assessment schedule
- MAP assessment two times per year (2nd grade) to measure student growth and to be used as a universal screener for gifted. It will also be used as needed for decisions made in Student Assistance Team (SAT) meetings.

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- Developmental Spelling Assessment (DSA) for Tier III readers during the first and third quarters, according to the PCPS Assessment Schedule
- Test of Phonological Awareness (TOPA) for all students in grades K-2 and Tier III students in 3rd grade
- Fountas and Pinnell Running Records for all students in grades K-2
- Phonological Awareness Skills Test (PAST) for 3rd graders
- Virginia Kindergarten Readiness Program (VKRP) assessment for all Kindergarten Students
- Ongoing PowerSchool Analytics formative and summative assessments
- Performance-Based and/or Problem-Based Assessments

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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 master schedule for Blue Ridge Elementary School has 30 minutes dedicated to remediation for all grades. The interventionists (Title I, SPED, assigned teacher assistants) as well as in-school tutors will be available to provide targeted instruction with specific students on areas of need.

To strengthen the academic program at BRES, we plan to implement the following strategies:

- Dedicate 30 minutes (four days a week) to remediation of students in all grades.
- Revise interventionists' schedules as disaggregated data throughout the year indicates students' needs for support.
- Adjust student tiers to reflect the amount of support students will receive.
- Improve upon the remediation time by adding enrichment activities to allow for greater flexibility for teachers in order to offer remediation sessions for students in small groups and/or 1:1.
- Incorporate more cross-curricular reading opportunities using leveled library materials and online resources.
- Utilize the media specialist's ability to incorporate more literacy rich opportunities, especially at the primary level.
- Continue to provide a mix of after-school and in-school tutoring for reading and math to provide support for Tier II and Tier III students.

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- Use resources in the STEM Lab for enrichment opportunities for students' learning.

Budget Implications:

- Reallocation of funds for remediation during the school day
- Continue to add content area specific books to the leveled library
- Dedicated instructional funds to supply all students with manipulatives for hands-on activities

Benchmark/Evaluation:

- CIP Pre-assessments at the beginning of the school year to assess student readiness and identify learning gaps
- Quarterly CIP Benchmark testing in all SOL tested subjects, according to the PCPS Assessment schedule
- MAP assessment two times per year (2nd grade) to measure student growth and to be used as a universal screener for gifted. It will also be used as needed for decisions made in Student Assistance Team (SAT) meetings.
- Developmental Spelling Assessment (DSA) for Tier III readers during the first and third quarters, according to the PCPS Assessment Schedule
- Test of Phonological Awareness (TOPA) for all students in grades K-2 and Tier III students in 3rd grade
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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
- 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:

Blue Ridge Elementary offers the following student support services, incentives, and learning opportunities:

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- School guidance counselor 2 ½ days per week
- The use of tiered behavioral support through PBIS
- Therapeutic Day Treatment (TDT) counselors for students who qualify for this service
- Piedmont Community Services case management for students who qualify for this service
- Student Assistance Teams (SAT) for both academic, social/emotional, and behavioral needs
- Behavior Contracts and/or Behavior Intervention Plans as needed
- The career exploration tool, Major Clarity, which allows students to try out careers through interactive activities and video content that simulates career paths. Students are able to explore careers suited to their interests, skill, and educational goals.
- Attendance Incentives such as semester drawings for bicycles (provided by Horace Mann)
- Attendance coordinator (based at PCPS SBO) to provide court services as needed to support at-risk families
- Character messages and motivational quotes discussed daily on morning announcements
- Upbeat songs played over intercom each morning to get students excited about being at school
- Promote equity and unity among students as well as an appreciation for the positive contributions by various people groups in our history and current society

Patrick County Public Schools and Blue Ridge Elementary School are dedicated to offering high-quality and meaningful professional development opportunities that impact teachers' professional knowledge and practice. Professional development opportunities are offered throughout the school year and over the summer from the division level and at the school building level. A few topics include the following: Dyslexia, Coronavirus Awareness, Social/Emotional Learning, Diversity, Equity, and PBIS. These professional development opportunities are presented throughout the school year by central office personnel, by school administrators along with Instructional Facilitators, the Instructional Coach, and/or the Instructional Technology Resource Teacher, and during the summer by central office personnel, school administrators, the Instructional Coach, the Instructional Technology Resource Teacher, Instructional Facilitators, and classroom teachers.

Professional growth opportunities include workshops, training, conferences, and onsite visits that are based on needs of staff and students to improve instruction and student learning. Teacher self-assessments, administrative observations/evaluations, school level data, and division initiatives

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determine the professional development offerings. Professional growth opportunities are presented at PLC meetings, faculty meetings, on workdays, and other times as set by the division. Use of professional development learning is monitored by administrators during classroom observations and walkthroughs in order to provide support and feedback.

Blue Ridge Elementary School in conjunction with Patrick County Public Schools will address professional development needs in the following ways:

- Offer a number of Summer Learning Classes virtually through division leaders, Hoonuit, and Safe Schools
- Continue to offer access to CIP website resources
- Continue to offer professional development opportunities at monthly faculty meetings as needed
- Alter PLC Plan to allow for department teams to meet once a month to focus on vertical alignment and professional development, while meeting in grade level PLC teams at least once a month to focus on individual student needs and student data
- Utilize the division level Instructional Coach and Instructional Technology Resource Teacher to provide additional support to the instructional staff and provide professional development throughout the school year
- Use the PLC meeting time as an opportunity for faculty to share information and strategies from conferences

In order to address the social and emotional needs of our students we plan to:

- Continue the use of our Therapeutic Day Treatment program as well as behavior counseling services offered through Piedmont Community Services school based behavioral counselor.
- Focus on our guidance counselors at-risk program on improving the academic/study-skills of students in Tier II and Tier III via PowerSchool reports and administrator/teacher referrals
- Continue meeting in Student Assistance Teams (SAT) to discuss students' academic, social/emotional, and behavioral needs
- Continue the use of Major Clarity, a program that allows students to try out careers through

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interactive activities and video content that simulates career paths. Students are able to explore careers suited to their interests, skill, and educational goals.

- Discover positive contributions by various people groups through class research projects-sharing in the hallways, over the intercom, on Google Classrooms, and on the school's Facebook page

In order to address the academic needs and potential special education of needs of students at Blue Ridge Elementary School:

- Continue the use of RTI tiering model based on the student academic performance on SOL testing, CIP benchmarks, classroom achievement, Fountas and Pinnell Running Records, and DSA data.
- Continue to use the Student Assistance Team process, potentially utilizing data from RTI tiering to initiate the SAT process

In order to address attendance concerns:

- Offer quarterly incentives to support students in school and avoid chronic absenteeism; first and second semester bicycle raffle for students achieving perfect attendance first/second quarter and then third/fourth quarter

Budget Implications:

- attendance incentives (2 bicycles provided by Horace Mann)

Benchmark/Evaluation:

Professional development will be evaluated by:

- Quarterly CIP Benchmark testing in all SOL tested subjects, according to the PCPS Assessment schedule
- MAP Fall and Spring testing: August and March (2nd Grade only)

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- Running Record Assessment for Tier III Reading students during the first and fourth quarters, according to the PCPS Assessment schedule.
- Developmental Spelling Assessment (DSA) for Tier III readers during the first and third quarters, according to the PCPS Assessment Schedule.
- Surveys

Student social and emotional needs will be evaluated by:

- Student discipline data and threat assessment data
- Counselor referrals and assessments
- Behavior surveys
- Analysis of guidance referrals