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

Division Name: Patrick County Public School

School Name: Blue Ridge Elementary School

Date: August 31, 2019

Select One: **Initial Plan** X☐ **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:

Using Indistar®:
- Access the Title I Schoolwide Plan template from the "Complete Form" tab of the Indistar® dashboard.
- Provide a narrative response that describes how the school has addressed the requirements for each component;
- Where applicable, identify the indicator(s) and task number(s) from the school's Indistar® plan that align with each required component;
- Click "Save" at the bottom of the form to save your responses; and
- Submit the plan to your LEA Division Contact by returning to the dashboard. Under the "Submit Forms/Reports" tab, go to the Title I Plans section, and select the Title I Schoolwide Plan "Submit" button.

Not Using Indistar®:
- 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:

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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.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at: http://www.doe.virginia.gov/federal_programs/esea/index.shtml.

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 1 Pre-K through 7 school with an enrollment of 272. BRES is a feeder school to Patrick County High School. Approximately two thirds (64.7%) of the students are on a reduced or free meal program based on their family's financial status, and we receive the free breakfast program for all students. 87% of the enrollment is white, 10% Hispanic/Latino, 1% African American and 2% two or more races. 44, or 16%, of our students are in the special education program and 5% are identified as EL students. There are 8 EL students and 6 formerly EL this year with an EL teacher who serves 2 other schools in the county.

Blue Ridge Elementary School has approximately 47 staff members. Our reading staff consists of one Title One teacher and two instructional assistants, and one full time PALS tutor. There is an itinerant EL teacher that travels to our school 2.5 days per week. At our school, all students have access to iPads, laptop computers, educational software programs, and two computer labs. Students in grades K-7 will have 1:1 technology, with students in grades 3-7 having a Chrome Book assigned to them for the year that they can take home each evening and return the next day. Blue Ridge Elementary houses a preschool program for children four years of age in conjunction with Step, Inc. There is one class with a maximum of 18 students. Blue Ridge Elementary School participates in the weekend Backpack feeding program for 38 children on a weekly basis with financial assistance from Stuart Rotary Club. The school provides a part-time guidance counselor to assist students, parents, and staff. The counselor is shared with another school in the district and is therefore available 2 ½ days each week. She provides classroom guidance instruction as well as individual and small group instruction, assistance with BIPs and FBAs, 504 case management, leading Child Study meetings, and serving on Threat Assessment Teams.

Reading proficiency is a team effort at our school. All classroom teachers in prekindergarten 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 1, and one special education teacher. Small group instruction is implemented in grades K-5.

There has been full implementation of the new VDOE Math SOLs since the fall of 2018. Updated instructional materials including textbooks, teacher resources, math manipulative labs, and online personalized math tutor software (such as IXL and Reflex Math) have

been secured to support rigorous math instruction and the alignment of lesson plans, instructional practices, and assessments. A resource room with math manipulatives, leveled library materials, and science resources is established for teachers to use for instruction.

During the 2019-2020 school year, students in second grade at Blue Ridge Elementary School will take the MAP assessment two times per year 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 school based team 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 the 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. Based on testing data from Spring 2019, all SOL benchmarks were met for the 2018-2019 academic year:

Subject	2018-2019		Subject	2018-2019
English	89		History	86
Math	97		Science	96

Blue Ridge Elementary Performance Trends:

Subject	State Accreditation Benchmark	16-17	17-18	18-19

English	75	88	89	89
Math	70	94	91	97
History	90	98	90	86
Science	91	94	100	96

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

Analysis of Students with Disabilities (SWD) indicates gains in math. A gain of 21 percentage points was achieved in math for the 2018-2019 school year. The 3-year average indicates a need for continued improvement in this subgroup.

Subject	16-17	17-18	18-19	3 Year Average
English	36	70	64	56
Math	59	63	84	68
Science	92	100	100	97
History	100	75	44	73

Analysis of EL performance for 2018-2019 indicates gains in English and math for this subgroup and a need for improvement in history.

Subject	16-17	17-18	18-19	3 Year Average

English	83	33	100	72
Math	100	60	100	86
Science	100	100	N/A	100
History	100	50	0	25

In the spring of 2019, Blue Ridge families had the opportunity to complete a Family Engagement Survey. The survey indicated an overall strength with at least 90% of the respondents agreeing that school personnel developed positive relationships with families, provided a variety of events, understandable data, and a user-friendly website. Overall parents felt well-informed of their children's academic progress. Of concern is an 18% indicator that families did not feel the school listened to their concerns (8/43).

Based on the analysis of student achievement data and the comprehensive needs assessment for the 2017-2018 Blue Ridge Elementary School plans to:
- Continue the daily Hour Remediation/Enrichment Time and allow for greater flexibility for teachers to work with students not only in Tier II and III, but also in Tier I who might need immediate remediation a particular skill. The interventionists (Title I, Special Ed) will be available to provide needed remediation.
- Maintain self-contained classes in grades K-2, with an emphasis on small group, differentiated literacy instruction.
- Continue a mixed-format of tutoring services, with teachers providing after school tutoring 1 day per week and additional in-school tutoring (part-time tutors and retired teachers) in the spring semester.
- 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 fliers. 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.
- Schedule Parent Involvement nights with programs that include topics such as reading, math, SOL testing, rising Kindergarten parents, and a STREAM Fair to showcase students' projects. Communicate these events via both School Messenger and fliers.
- Continue to maintain an "open door" policy for families wishing to share concerns, both with teachers and administration.
- Continue to work with our TDT providers and Behavioral Case Management to ensure students needing additional emotional and support are receiving services.
- Begin a PBIS approach to behavioral modification.

Budget Implications: Reallocation of funds for remediation during the school day and after school. Allocation of funds for PBIS. Use of Title I funds for parental involvement.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

- Benchmarks: CIP (All subject areas 2-7), MAP (2), and PALS (PK-3)
- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March--disaggregation of benchmark data
- MAP Fall and Spring testing: August and April grade 2 and as needed on case-by-case basis
- DSA Spelling Inventory for all 1st & 2nd graders (beginning, middle, end of year)
- TOPA - as a diagnostic tool to plan instruction that is individualized for students (as needed, Tier III)
- VKRP for Kindergarten Math
- Writing Portfolio for 4-7 (Google Classroom)
- Writing Portfolio for K-3 (hard copy, shared at year-end with next grade level)
- Performance Based Assessments (all students will complete at least 1 PBA during the 19-20 school year)

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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 is still a concern for Blue Ridge Elementary School. 64% of SWD passed the reading SOL, 84% of SWD passed the math SOL. In addition, the one EL student did not pass history.

Emphasis will be to provide the SWD and EL students the opportunity 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 SOL test 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 Guided Reading, Guided Math, word study, Number Talks, and 6+1 writing traits
- Continue to provide 120 minutes (grades K-2) and at least 75 minutes (grades 3-7) of appropriate and differentiated daily literacy instruction.
- Develop master schedule with at least 3 collaborative planning times per week. The schedule will include daily one hour remediation/enrichment block for all grades. During this hour, Title 1 and Special education interventionists as well as the classroom teachers will work one-on-one or in small groups with tier 2 or 3 students on specific needs.
- Ensure that classes containing Special Education students and EL students are provided additional teaching support to allow for

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small group instruction/remediation as a Tier II support during in-class sessions through the use of support staff and teachers.
- 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 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 (Small Group Instructional Strategies, Math Centers, Writing, PALS, Technology in the Classroom, Reading Eggspress, Study Island)
- Offer targeted remediation and support for EL students and SPED students.
- Offer parent night events on various topics to help support learning at home (reading night, math night, SOL night, Kindergarten orientation)
- PALS remediation and quick checks
- VA Kindergarten Readiness Assessment
- Reading Eggs/Eggspress online supplemental program for remediation and/or enrichment
- IXL online remediation/enrichment (available for Math, English, Science and Social Studies)

Budget Implications: Reallocation of funds for remediation during the school day and intentional purchase of more leveled books with content specific text for small group reading instruction.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

- 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 school based team 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
- 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

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 for remediation near the end of the school day for grades 3-7. 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 one hour per day to remediation of all students.
- 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.
- Provide opportunities in coding as an enrichment activity.
- 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.
- Utilize the new STEM Lab/ Maker Space as an enrichment opportunity to students. Continue to expand on resources available for learning opportunities in this space.

Budget Implications: Reallocation of funds for remediation during the school day; continue to add content area specific books to the leveled library.

Benchmark/Evaluation:

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- Running Record Assessment for Tier III Reading students at the beginning of the Fall and Spring Semester
- TOPA and DSA for Tier II and Tier III readers at the end of the first semester and end of the school year: January, May
- Tracking of Tier II and Tier III students using PowerSchool Assessment to measure SOL pass rate in Math and Reading
- Ongoing PowerSchool Analytics Formative and Summative Assessments
- Performance Based Assessments

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 of those at risk of not meeting 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 school-wide 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 the programs are consolidated, the specific state educational agencies 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:

- Therapeutic Day Treatment counselors for students that qualify
- Piedmont Community Services case management for students that qualify
- School based team review and child study meetings for both academic and social emotional/behavioral needs
- 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, skills, and educational goals.
- Guidance Counselor on site for 2.5 days per week
- Attendance Incentives such as semester drawings for bicycles (provided by Horace Mann)
- Attendance coordinator (based at PCHS) to provide court services as needed to support at-risk families
- Character Messages will be discussed daily on morning announcements
- PBIS incentive program

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 were offered throughout the school year and over the summer from the division level and at the school building level. A few of those topics included the following: Twitter for Educators, Writing, Word Study, Dyslexia, IXL, and Flipped Classrooms. These professional development opportunities were presented throughout the school year by central office personnel, and monthly by school administrators along with instructional coordinators, and during the summer by central office personnel, school administrators, academic coach, and classroom teachers.

Professional development for administrators, teachers, and paraprofessionals is provided on an ongoing basis throughout the school year. Professional growth opportunities include workshops, trainings, conferences, and onsite visits that are based on the needs of staff and students to improve instruction and student learning. Teacher self-assessments, administrative observations/evaluations, school level data, and division initiatives determine the professional development offerings. Professional growth opportunities are presented at PLC meetings, faculty meetings, 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 ranging in topics from writing strategies, Google Classroom strategies, and Teaching ELs.
- Continue to offer access to CIP website resources. A Google classroom has been created for continued grade level support in each subject area. Materials will be discussed in PLC meetings and in division grade level meetings.
- Continue to offer professional development opportunities at monthly faculty meetings as needed.
- Continue to provide small group reading instruction development based on Beth Estill training and provide access to Beth Estill materials to enhance their small group and word study instruction.
- 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 division level Academic Coach to provide additional support to the instructional staff and professional development.
- Use the PLC meeting time as an opportunity for faculty to share information and strategies from conferences.
- PBIS program to encourage appropriate behaviors and regular attendance.

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 the use of Major Clarity. Major Clarity 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, skills, and educational goals.
- Continue recognition of students and staff members who share kindness as our Student of the Month and Staff Member of the Month through peer nominations.

- Begin a PBIS program using materials from Mascot Junction to promote student awareness of choosing kindness, appropriate behavioral expectations, and regular attendance.

In order to address the academic needs and potential special education 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 Child Study process with potentially utilizing data from RTI tiering to initiate Child Study process

In order to address attendance concerns:

- Offer weekly incentives in the form of B.A.R.K. Bucks that can be used to purchase items from Oriental Trading or saved for larger non-tangible rewards and recognition as part of our PBIS program to support students in school and avoid chronic absenteeism; first and second semester bicycle raffle for students achieving perfect attendance first and/or second quarter and then third/fourth quarter.

Budget Implications: B.A.R.K. Bucks and posters from Mascot Junction, incentive prizes from Oriental Trading, two bicycles provided by Horace Mann

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

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)

- 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 assessments
- Behavior surveys
- Analysis of guidance referrals