

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

**Division Name:** Patrick County Public Schools  
**School Name:** Patrick Springs Primary School  
**Date:** June 6, 2018  
**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

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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 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.

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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:

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](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.

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**Narrative:**

Patrick Springs Primary is a Title One Target Assisted rural elementary school serving 273 students in grades Pre-Kindergarten to 3rd Grade. PSPS is a feeder school to Hardin Reynolds Memorial School and to Patrick County High School. Our school has a free/reduced lunch rate of 62.64%. Head start is based in our school as well and has 18 students not included in the totals above. PSPS has 80 students with Individualized Education plans, to help differentiate instruction so that it meets their different and various needs. All students are taught the core subject areas in a self-contained classroom which may be regular education, Multi-handicapped, Intellectually Delayed, Autism or Early Childhood special education services, Speech and Language, or Other Health Impaired. Patrick Springs Primary School is a primary school that houses PreK-3 plus special education programs for DD, ID, Autism and MH. The current school population is students (138 males and 146 females). The ethnicity of the student population is as follows: White (223) = 77.2%, (24) African American = 8.7%, (16) Hispanic = 5.8%, (1) Asian = .03%, and (20) Multi-race = 7.3%. PSPS currently has 90 students (33%) receiving special education services. (54.28 %) students are economically disadvantaged according to the latest records.

Patrick Springs Primary School has approximately 53 staff members. Our reading staff consists of one Title One teachers and two instructional assistants, and three full-time PALS tutors. At our school, all kindergarten and first grade students have 1:1 iPads, and third grade students have 1:1 laptop computers. Currently the second grade students have access to laptop computers, educational software programs, and a computer labs. Our literacy instruction currently includes small Guided Reading groups and small group word study in grades K to 3. Patrick Springs Primary currently offers a preschool program for children four years of age. There is one class of 18 students. Patrick Springs Primary School participates in the weekend Backpack feeding program for 30 children. The school provides a part-time counselor to assist students, parents, and staff. We began after-school tutoring in February 2017 for 3<sup>rd</sup> graders two days a week in addition to in-school reading and math tutoring two days a week for third grade from February 2017 to April 2017. PSPS is fully accredited school in all subject areas that are measured. The following are the results for the 2017-2018 school year.

Subject:	Accreditation Benchmark	2017-2018
English	75%	80.9%
Math	70%	76.7%

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- VDOE Passing Rates School Years 2012-2018
  - Reading and Math subject areas have been our focus for the past three years, and our SOL scores have maintained state standards in both subject areas.

Both reading and math in all grades K-3 continue to be areas of focus. On the Spring SOL tests, students with disabilities passed reading with a 66.67% and 66.67% passed the math SOL. 80% of the students who are Economically disadvantaged passed the math SOL and 80% passed the reading SOL.

After a comprehensive needs assessment was conducted in the spring 2018, Patrick Springs Primary School third grade faculty and staff started looking at spring SOL test data in order to prepare for the 2018-2019 school term. The team used school reports from Pearson and disaggregated the data by looking at correct and incorrect percentages for reporting categories. This data was used to determine specific strengths and weaknesses in student performance and in instructional practices. In addition to the third grade faculty, PreK-3rd faculty and staff also looked at our MAP which stands for Measures of Academic Progress data and IA, Interactive Achievement, CIP Comprehensive Instruction Program, and DSA Developmental Spelling Assessment given in the spring to gain an overall picture of strengths and weaknesses for our PreK-Third grade students. The SOL spring data, MAP, CIP, and DSA, and IA data revealed a continued weakness in the area of reading comprehension for both the non-fiction and fiction texts. It was determined by our teachers that an emphasis must be placed on vocabulary building found in the standard of learning objective essential knowledge and comprehension of nonfiction and fiction text passages. Specific areas to focus on for reading includes: oral language phonological awareness, units of speech, word origins, and semantics. For the area of comprehension of fictional texts an emphasis will be placed identifying supporting details, drawing conclusions, comparing characters, settings, and events, making predictions, and drawing conclusions. In the area of nonfiction texts, an emphasis will be placed on identifying characteristics of a biography, identifying supporting details, and main idea. Our local IA assessments as well as PBA, Performance Based Assessments in history and science also showed students need to work on cause and effect, making inferences, making prediction, paragraph writing, and overall understanding of vocabulary terms. Our school and division are focusing on both reading and writing in the content areas and will use the updated pacing guide for writing in grades K to 2. Grade level teams will meet two times weekly and work together to focus on reading in the content areas.

Math SOL data indicated a weakness in computation and estimation, measurement, geometry, patterns, functions, and algebra, and number and number sense. An overall focus will be placed on multi-step problems and using more manipulatives like ten frames,

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rekenreks, and exploration of different ways to solve math problems using number talks to hear student thinking. Students at Patrick Springs Primary took MAP assessments two times a year to measure student growth in grades 2 to 3. Teachers use the MAP data to help address academic needs for the school year as well as helping students set individual learning goals. The MAP test is a norm referenced test that provides relevant data of student strengths and weaknesses. Teachers use MAP data to group students for differentiated instruction. The Learning Continuum provides teachers with a profile of each student and what skills they are proficient and deficient. Based on the areas of need, teachers collaborate to determine research based interventions to help students master their deficient areas. Other data used to determine strengths and weaknesses is PALS data. Students that are identified by the universal screener in grades K-3 received additional inclusion and pull out services. Reading Eggs is an online program used by our PreK-2 students. This program levels students according to their individual reading levels. Students are able to work weekly in the reading eggs online program on their individual reading deficient areas. All grades (PreK-3) receive instruction in core areas (English, Math, Science, and History) by highly qualified teachers. All students are taught English and Math in a 90 minute period of instruction. In addition to the core curriculum, students receive instruction in Physical Education and Health, Music, Art, Library, and Computer Lab. Identified students are served by highly qualified Special Education and the Title I teacher. A push in model will be used for PALS and Title One small group instruction and the master schedule will be updated to allow for no interruptions during these reading blocks. Teachers use their observations of students in addition to formative and summative data to guide instruction and to plan for differentiation. Through the use of the Guided Reading, PALS lesson plan frameworks for literacy, teachers are better able to tailor the literacy instruction for their students. Grade level teams work together to tier students in order to determine the level of interventions needed. Grade level teams are collaborating weekly to create common assessments in alignment to the expectations of district and state assessments. For next year, an additional hour intervention period with all inclusion support going into the same grade level at the same time at least four times a week. This additional intervention time will allow teachers to not only meet the needs of the Tier 2 and 3 students but enrich the students that are above or at grade level. Assessments used include the VA Standard of Learning tests, PALS benchmarks, Comprehensive Instruction Plan pacing and benchmarks, Developmental Spelling Assessment, Interactive Achievement benchmarks, MAP, and classroom formative and summative assessments. Intervention programs used include PALS quick checks, Reading Eggs, and IXL. Professional development opportunities are offered throughout the year including workshops, in-service trainings, grade level and content area meetings, VDOE institutes, PLC professional development, and professional conferences. PSPS also utilized professional colleague visits in which teachers were asked to see other staff members in a subject area similar to their own, and analyze the instructional practices that would help improve their own performance. Finally, we asked our core area teachers to

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complete quarterly data assessment analysis sheets that focused on student achievement data using Comprehensive Instructional Plan quarterly assessments, PALS benchmarks, PALS quick checks, Measure of Academic Progress testing, response to Intervention tiering, weekly Interactive Achievement data, and in-class assessments. This information aided in the development of a quarterly data analysis completed by the school principal and discussed at the school and division level.

Patrick Springs Primary School offers various opportunities for parent involvement: Parent/Teacher Organization, the volunteer program, Title I Parent Involvement meetings, Back to School Night, Family Reading and Math nights, and Parent/Teacher conferences. Additional Adjustments for 2018-2019 include:

- Adjust the master schedule for all grade levels to receive an hour of intervention time at the same time four times a week in which all intervention staff is dedicated to the same grade level for the whole hour of time.
- Implement the use of student-led conferences along with parent/teacher conferences to improve parental engagement and student accountability.
- Continue increased literacy instruction to 120 minutes daily with content incorporation.
- Continue Family SOL Prep Night in March, Reading and Family Math Night in the Fall/Spring to drive parental involvement in this discipline and try to incorporate a STEM science night in March.
- Continue to work with our full-time TDT provider and a part-time Piedmont Counselor to ensure students needing additional emotional and support are receiving services.
- Continue to utilize colleague observations to drive the sharing of best teaching practices.
- Shift partial funds from after-school tutoring program to in-school Reading and Math tutors to provide support for Tier II and Tier III students just as we did last year.
- Alter Title I support schedule to allow for Tier III Intervention services in reading for our Tier III students in a one on one setting twice a week to focus on improving functional reading ability, and small group instruction with push-in support for Tier II students to focus on SOL skill development.
- Alter PLC Plan to allow for K-3 teams to meet quarterly to focus on vertical alignment and professional development, while meeting in grade level PLC bi-weekly and grade level teams once a week to focus on individual student needs and student data.
- Student led conferences during parent/teacher conferences will continue this year.

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Budget Implications: Shift the allocation of tutoring funds to provide more in-school tutoring/remediation opportunities in reading and math as opposed to after-school tutoring sessions.

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

- Quarterly CIP Benchmark testing in Grades 2-3 for SOL tested subjects: October, December, March
- PALS Beginning, Middle, End of Year testing PK-3, PALS Weekly Quick Checks
- TOPA as a diagnostic tool to plan and individualize instruction for students in K-2.
- MAP Fall and Spring testing for grades 2-3: August and March
- Formal reading level assessment will be administered at the beginning and end of the year in addition to Running Record Assessments throughout the year to measure student growth. Students that were not on grade level at the beginning of the year reading assessment will be assessed mid-year for growth.
- Developmental Spelling Assessment (DSA) for Tier III readers at the end of the first semester and end of the school year: January, May

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 2014-2018 SOL testing and end of year assessments in PALS, MAP, IA, and CIP, our students with disabilities in math and reading showed growth at the end of the year. Current state SOL test data for these subgroups show SWD at a 80 % for reading which is



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5% higher than last year. The subgroup SWD had a 66.7% in math which is an increase of 29.2% from last year.

To address these issues Patrick Springs Primary School plans to:

- Update the master schedule to allow self-contained classes to go to specials classes with grade level peers with inclusion support.
- Add an addition inclusion/resource special education teacher to help cover increased caseload.
- Tie Fountas and Pinnell level as recorded through Running Records to the IEP goals of Tier III Special Education students in reading.
- Utilize the Developmental Spelling Assessment (DSA) with all students to better address specific needs with below level readers
- Continue to utilize Remediation Time to target student needs with our below grade level learners with specific attention to our special needs group.
- Alter PALS, and the Title I support schedule to allow for Tier III Intervention services in reading for our Tier III students in a one on one setting twice a week to focus on improving functional reading ability, and small group instruction with push-in support for Tier II students to on SOL skill development.
- Grade Level Team and IEP case-managers, Administration, Title One, Pals Staff will analyse areas of improvement for each child so then their instruction can be tailored made to meet the needs of the student. PALS, Title One will partner with the classroom teacher, ESL teacher and special education teacher to evaluate students who are seeing multiple support specialist, discuss what they are receiving from each support specialist, and make certain the student is being supported in the areas of his or deficient. The support specialist will evaluate the services to make certain the services are not repeating and are complementing each other. Example: Not everyone needs to be working on sight words. One person is building sight word knowledge, concept of word activities while the next staff member is working on fluency, next person is working on comprehension so services are consistent.
- Adjust the master schedule to ensure that classes containing Special Education students are provided additional teaching support to allow for small group instruction/remediation as a Tier II support during in-class sessions.

Budget Implications: Funds were provided for an additional full-time Special Education - Inclusion/Resource to support the growing percentage of special education population.

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

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March (3rd grade) and December and April (2nd grade).
- MAP Fall and Spring testing: August and March for 2-3 grades only
- PALS Fall, Winter and Spring tests
- Formal reading level assessment for all students at the beginning of the Fall and Spring Semester and mid-year for students not on grade level at the beginning of the year assessment.
- Developmental Spelling Assessment (DSA) for Tier III readers at the end of the first semester and end of the school year: January, May

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: Patrick Springs Primary School has a built in 25- 30 minute extended learning time at the end of the day for grade 3 and during the day for other grades where students are given the opportunity to work in small groups or individually with the teacher, specific support staff, and specialist on academic areas of math and reading. We have aligned our pacing guides with content, reading, and math to be able to incorporate reading and math in the content area. Math concepts are addressed in science and reading of nonfiction texts is incorporated in content. -We are developing a content specific library to embed reading into the content areas.We

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have utilized our Music program to support children in reading, math, science writing, and history instruction by practicing Concept of Word, Rhyme, SOL content area support based on the grade level. We have also utilized our Art program to support our content area SOL be focusing on shapes, colors, geometric shapes, measuring, and famous people, and events found in history based on the grade level.

Adjusts are also being made to the following :

- PSPS Grade 3 follow the CIP pacing guide for all subject areas.
- PSPS K-2 grades follow the PCPS literacy pacing guide and CIP for Math
- Guided reading library allows all ELA teachers to use nonfiction text to incorporate content into small group reading instruction.
- Digital learning lab for enrichment.

Budget Implications: Additional funding for non-fiction libraries for K-3, Remediation funding - how to best utilize allotment to reach all students at a time during the school day

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

- Running records
- Quarterly benchmark assessments in PALS, MAP, CIP,
- PowerSchool Analytics formative and summative 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 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

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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 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: Patrick Springs Primary School offers the following student support services and incentives:

- PBIS - Panda Paws - Positive Behavior Plan throughout the school including all common areas.
- Therapeutic Day Treatment counselors for students that qualify
- Piedmont case management for students that qualify
- Child Study for both academic and social emotional/behavioral needs
- Attendance incentive offered each semester for students with perfect attendance.

Patrick County Public Schools and Patrick Springs Primary 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 from the division level and at the school building level. Professional development opportunities

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have included the following topics: “Good to Great” reading instruction, RTI training, PBA and Rubric Training, Understanding by Design, Reading Eggspress, Study Island, Autism/Asperger’s/ADHD, Daily 5, Daily 3, Twitter for Educators, Table of Specification use, Differentiation, Leveled Library, Guided Reading, Objective Writing, and Formative vs. Summative Assessment. These professional development opportunities were presented throughout the school by central office personnel, and monthly by school administrators along with instructional coordinators.

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 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. Patrick Springs Primary School seeks to assist children in the transition from early childhood programs to Kindergarten. At the Kindergarten pre-registration event in March, teachers will conduct assessments in order to effectively group students for the coming year. Teachers also provide parents information on specific skills on which to work in the coming months in order to better prepare their child for Kindergarten. Kindergarten teachers use PALS data from Head Start and the PSPS Virginia Preschool Initiative class to determine student’s readiness skills. The PSPS PreK teacher also works to prepare students and parents for Kindergarten by communicating the importance of readiness skills. Patrick Springs Primary School, a PreK-3 school, also seeks to prepare third graders for the transition to Hardin Reynolds Memorial School in 4<sup>th</sup> grade. Third grade teachers and the guidance counselor work collaboratively with Hardin Reynolds Memorial School staff in the spring to provide information for students and parents. Third grade teachers take the students to HRMS for a site visit to become familiar with the facility and personnel. HRMS also conducts a parent night to provide general information about the middle school and to allow parents to answer any questions they may have and to tour the school.

In the upcoming school year, continued professional learning opportunities will focus on:

Curriculum Alignment: Grade level teams met to ensure that the written, taught, and assessed curriculum in all subject areas are in alignment. Resources, lesson plans, and formative assessments were shared to enhance the curriculum.

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Data-Driven Instruction: Teachers use data from weekly formative assessments to create flexible tiers based on students' needs. Students are then supported with reteaching, remediation, and intervention.

MAP Assessment: The MAP assessment is a longitudinal program that tracks students' progress in Math and Reading over the course of the year. Students will be given a baseline assessment in August, and an end of the year assessment in the spring. The MAP reports identify each student's specific strengths and weaknesses and tracks growth throughout the year. Teachers use the data from the MAP assessment to drive instruction and to tier students based on need (2-3 grade).

6 + 1 Writing Traits: Refresher course by Scholastic to increase 6+1 traits instruction knowledge.

CIP Pacing Guides and Lesson Planning Website: Teachers were introduced to the CIP website. 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.

Small Group Reading Instruction & Word Study: K-2 teachers have access to Beth Estill materials to enhance their small group and word study instruction. Training was provided to teachers on the implementation of a guided-reading program. Information was shared on how to effectively utilize running-records to assess student reading level, and how to effectively implement leveled literacy intervention to increase students' reading levels.

The district is providing two-hour mini professional developments throughout the year on a variety of subjects including but not limited to: Guided Math, writing workshop, Guided Reading, and Google support.

Summer Professional Development: The district is offering a variety of PD on various subjects including but not limited to: student discourse, reading assessment, word study, behavior strategies, dyslexia, etc.

Quarterly Data Meetings Grade level teachers complete quarterly data assessment analysis forms focused on student achievement data using Comprehensive Instructional Plan(CIP) quarterly assessments, Measure of Academic Progress (MAP) testing, Response to

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Intervention(RTI) tiering, weekly Powerschool Analytics testing data, and in-class assessments. This information aided in the development of a quarterly data analysis completed by the school principal.

Academic Coaches: Utilize the two new division level Academic Coaches to provide additional support to the instructional staff and professional development.

**Budget Implications:**

- Increasing materials for small group guided reading instruction
- Materials for the non-fiction materials for K-2.

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

Professional development will be evaluated by:

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- MAP Fall and Spring testing: August and March
- PALS: Fall, Winter, Spring Testing

Student social and emotional needs will be evaluated by:

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- MAP Fall and Spring testing: August and March
- PALS: Fall, Winter, Spring Testing
- Student discipline data and threat assessment data