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

Division Name: Patrick County Public Schools

School Name: Stuart Elementary School

Date: 8.31.18

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:
  - o   Parents;
  - o   Other members of the community to be served;
  - o   Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school
  - o   The local education agency;
  - o   To the extent feasible, tribes and tribal organizations present in the community; and
  - o   If appropriate
    - ▪   Specialized instructional support personnel;
    - ▪   Technical assistance providers;
    - ▪   School staff; and
  - o   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:
Stuart Elementary is a rural elementary school currently serving 406 students. SES is a PK-7 elementary school. It is a feeder school to Patrick County High School. 51% of the student population is male and 49% is female. Approximately 55% of the student body receives free or reduced lunch rates. Currently, our school provides ELL services to 6 students which is 1% of the population. The Hispanic population makes up 5% of our school population. There are approximately 73 of our students receiving special education services that consist of the categories: Speech and Language, Other Health Impaired, Specific Learning Disabilities, Hearing Impaired, Intellectual Disabilities, and Autism. The average class size in our PK-3 classes is 16 and average class size in 4-7 grade classes is 19 students.

SES currently has approximately 73 staff members. Our reading staff consists of two Title I teachers, four Title I teaching assistants, and two PALS tutors. We also have an ARDT teaching assistant to assist with 6th and 7th grade math students. At our school, all students have access to technology. In grades 3-7 we have 1:1 initiative to support blended learning opportunities. In K-2, we provide each

student an iPad for supplemental instructional learning opportunities.We added the implementation of the Daily 5 framework to our reading instruction in grades K-4. Some teachers have added the implementation of the Daily 3 framework to math instruction in grades K-6. SES offers a preschool program for children four years of age. Stuart Elementary participates in a weekend Backpack program. The school provides a school counselor to assist students and parents and provides three onsite Family Preservation counselors for referred and qualified students. SES offers after school tutoring one day per week and in-school tutoring during the school day.

Subject:	State Accreditation Benchmark	2015-2016	2016-2017	2017-2018
English	75%	81%	79%	88%
Math	70%	87%	87%	91%
History	70%	81%	82%	89%
Science	70%	92%	85%	91%

Math is an area of strength in all subgroups except students with disabilities. The pass rate for Student with Disabilities was 76%, Economically Disadvantaged was 88%, ELL students pass rate of 80%, black students 83%, and Asian was 100%.

Reading is an area of focus for students with disabilities 76%, ELL--80% , black students 73%, Economically Disadvantaged was 83%, and Asian 100%.

Writing is also an area of focus. Based on the district 5th grade alternate assessment, 92% of students passed the multiple choice grammar section while only 88% passed the written section of the assessment.

Stuart Elementary School administration and faculty began data analysis of the Spring 2017 SOL scores in the summer of 2018 in order to plan for the 2018-2019 school year. The comprehensive needs assessment and family engagement surveys indicated student motivation and behavior, parent involvement and support, and collaboration among grade levels the factors having the most impact on student achievement. Data was used to determine specific strengths and weaknesses in student performance and instructional practices. Throughout the year, various teams (multidisciplinary grade level, vertical, leadership) continue to meet regularly to review

data and instructional strategies. Teachers have worked together to unpack the standards and develop curriculum guides with instructional resources. Professional development is being provided throughout the year for specific areas of need. In addition, teachers participate in a 31-division consortium in which they evaluate curriculum materials, design rigorous lesson plans, align common assessments, and share best practices throughout the Commonwealth of Virginia.

During the 2018-2019 school year, students in second grade at Stuart 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. The MAP assessment is a norm-referenced test that provides relevant data of student strengths and weaknesses in reading and math. Teachers use MAP data to tier students for differentiated instruction. The Learning Continuum provides teachers with a profile of each student that includes proficiency levels for specific skills. Based on deficiencies, teachers collaborate to determine research-based interventions to help bridge gaps in learning.

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.

Teachers use formative and summative assessments to guide instruction and to plan for differentiation and remediation. Through the use of small group instruction in grades K-3, teachers are able to differentiate small group instruction for both reading and math. Multidisciplinary grade level teams (classroom teachers, teaching assistants, Title I teachers, special education teachers, Algebra Readiness tutor) work collaboratively to tier students and determine the level of interventions needed and to create common assessments that are aligned to the standards in content and cognitive levels.

Each grade level meets weekly in PLCs to discuss student progress data. Students are re-tiered each grading period or as needed.

Teachers also discuss alignment, pacing, and assessments to determine effective remediation. If intervention is provided with fidelity and is not working, the team will reevaluate interventions.

Teachers are using small guided reading groups and word study to target individualized student needs. Tier 2 and Tier 3 reading students receive additional support from Title I teachers, SPED teachers, and teacher assistants. Reading programs utilized in all grade levels at SES include: Study Island, PowerSchool Analytics, Reading Eggs, Reading Express, and Reading A-Z. Math programs used at SES include IXL, Study Island, and PowerSchool Analytics.

Student progress is monitored by classroom teacher, intervention specialist, PLC team, special education teacher, facilitators, and administration on a regular basis. Performance based assessments were created in all content areas in grades K-7. PBAs during the 2017-2018 school year were assessed and can now be accessed and reused through the Patrick County District PBA bank.

Stuart Elementary School will continue to 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. During the school day works best for our school because of transportation issues regarding after school tutoring. At PLC meetings we will continue to disaggregate the reading assessments (PALS, benchmark tests, DSA, TOPA, and guided reading levels and identify students who are not reading on grade level and target deficits based on the assessment data.)

K-2 curriculum mapping for whole group reading instruction in addition to small group reading instruction lesson plans based on specific student needs will be monitored and discussed weekly. Push-in services that coordinate with interventionists support will be provided, monitored, and re-assessed.

Based on the 2017-2018 Comprehensive Needs Assessment Survey:
- Greatest challenges: Student motivation and behavior, parent involvement and support, collaboration among grade levels
- Greatest celebrations: student progress in reading, small group reading instruction, full accreditation

Budget Implications:

- Reallocation of remediation funds for tutoring/remediation during the school day 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):

- 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
- MAP Fall and Spring testing: August and April grade 2 and as needed on case by case basis
- Running Record Assessment for Tier III reading students at the beginning of the Fall and Spring Semester
- DSA Spelling Inventory for all 1st & 2nd graders at the end beginning of the year and throughout the year
- Tracking of Tier II and Tier III students using PowerSchool Assessment to measure SOL pass rate in Math and Reading
- TOPA - as a diagnostic tool to plan instruction that is individualized for students
- VKRP for Kindergarten Math
- Writing Portfolio for 4-7

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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 2017-2018 SOL reading and ELA continues to be a concern for students with disabilities and black students. Stuart Elementary School provides rigorous education for all students with instruction aligned with the Virginia Standards of Learning in order to meet the state's proficient and advanced levels of academic achievement. Teachers and administrators review student achievement data in weekly multidisciplinary grade level Professional Learning Community (PLC) meetings. Students are re-tiered after each grading period. Based on a collection of data, students who demonstrate deficiencies receive research-based interventions. Data sources include:

- SOL data – Spring 2018
- MAP growth measures – Fall, and Spring
- PALS assessment – Fall, Winter, Spring
- ARDT data from Pre- and Post- & Recovery lists – Fall & Spring (SGA)
- Performance-based assessments – at least one per year
- Comprehensive Instructional Plan (CIP) benchmarks
- PowerSchool Analytics tests – ongoing and weekly formative IA assessments
- Teacher-created formative and summative assessments - ongoing
- SOL mastery checklists & Achievement Record
- TOPA - as a diagnostic tool to plan instruction that is individualized for students

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- VKRP for Kindergarten 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-4. Use of strategies and frameworks including Daily 5, Daily 3, word study, Number Talks, GoMath, and Writing Resources
- Full implementation of the new VDOE Math SOLs will begin in the fall of 2018. Updated instructional materials including textbooks, teacher resources, math manipulative labs, and online personalized math tutor software have been secured to support rigorous math instruction and the alignment of lesson plans, instructional practices, and assessments
- Use of Title I, ELL, and Special Education teachers for small group instruction
- PALS remediation and quick checks
- VA Kindergarten Readiness Assessment
- Reading Eggs/Eggspress online supplemental program for remediation and/or enrichment
- Study Island online supplemental program for reading and math remediation and/or enrichment
- IXL online math remediation/enrichment
- Alignment of Curriculum Framework to the written, taught, and assessed curriculum
- Utilize Table of Specifications to ensure alignment of assessments to Curriculum Framework
- Guidance support in individual and/or small groups based on need
- Remediation block built into the master schedule
- After school tutoring weekly for at-risk 3rd – 7th grade students
- In school tutoring for at risk 3rd--7th grade students
- Adjust Title I support schedule to allow for Tier III Intervention services in reading for our Tier III students 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 in grades 1-6.

- Use VDOE resources for lessons and assessments

- Therapeutic Day Treatment provided through Family Preservation Services and Piedmont Community Services for individual students in need
- Parent Reading & Math Nights to help parents support student learning at home
- Incorporation of scaffolding in lesson plans
- Adjust Primary TAs, special education TA and Title I TA schedule to ensure that classes containing at risk students are provided additional teaching support to allow for small group instruction/remediation as a Tier II support during in-class sessions.
- Enrichment summer camp for advanced students (STEM)

Students identified as being in need of assistance are discussed each week at grade level data meetings. Specific students' strengths and weaknesses are identified and a plan is developed for reteaching, remediation, and intervention. A combination of inclusion and push-in assistance is used in the form of individual or small group remediation, differentiation strategies, and computer-based intervention programs. At each week's meeting, teachers and instructional staff create a schedule to provide the needed assistance for each student. This data is maintained on a data wall and support staff can access this data and target their remediation services and support to specific SOL strands.

Budget Implications:

- 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):

- ToPA
- PAST
- Weekly PowerSchool Analytics assessments
- SGA
- DSA & Word Their Way

- PALS quick checks

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:

Stuart Elementary has built in a 30 minute remediation block at the end of the day for 5-7 grades. Students are given the opportunity to work in small groups or individually with a teacher, specific support staff, and/or an interventionist on academic areas in math and reading or specific subject area as needed. 8th period allows for our core area teachers, Title I support, special education teachers, and support staff to work with our students in the areas of math and reading.

To address these issues Stuart Elementary School plans to:

- Continue to follow the CIP pacing guide for all subject areas
- SES K-2 grades will continue to follow the PCPS literacy pacing guide.

- Continue the guided reading library which allows all ELA teacher to use nonfiction text to incorporate content into small group reading instruction.
- Continue to improve upon the 8th period remediation time by adding clubs and enrichment activities to allow for greater flexibility for teachers in order to offer remediation sessions for students in small groups and/or 1:1.
- Continue to shift funds from after-school tutoring program to in-school Reading and Math tutors to provide support for Tier II and Tier III students.
- Guided reading library allows all ELA teachers to use nonfiction text to incorporate content into small group reading instruction

Budget Implications:

- Increasing the leveled libraries with math manipulatives
- 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):

- Running records
- Quarterly benchmark assessments
- 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 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:

Stuart 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
- During the 2018-2019 school year, we plan to implement the career exploration tool, 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, skill, and educational goals.
- Guidance Counselor on site for 4 out of 5 days per week
- Attendance Incentives such as semester drawings for Kindle Fire and bicycle and perfect attendance awards assemblies are used to encourage student attendance
- PBIS Program will be used to improve citizenship and recognize students for positive behavior.
- PBIS committee will develop ideas for school wide bullying awareness and PBIS incentives.
- Character Messages will be discussed daily on morning announcements.

Patrick County Public Schools and Stuart 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 from the division level and at the school building level. Professional development opportunities have included the following topics: Small group reading instruction, RTI training, Behavior Interventions, Twitter for Educators, EL Strategies, Thinking and Writing Techniques, Google, Flipped Classroom, Leveled Library, Guided Reading, Objective Writing, and Formative vs. Summative Assessment. These professional development opportunities were presented throughout the school year and summer 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.

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.

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.

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.

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

In the 2018-2019 school year, we will continue to provide professional development in our monthly faculty meeting, led by

administration, instructional facilitators or instructional coaches. Based on the identified needs, administration determines those teachers that would benefit from individual professional development utilizing other resources. Instructional facilitators and administration plan and implement group or grade level professional development based on a consensus of needs established from self-assessments. Based on teacher and classroom observations, professional development will be provided to both individual teaches and/or grade levels. The Look Fors as determined by the PCPS division and aligned with the Teacher Performance Evaluation are used to guide area of professional development. Documentation for both individual and group professional development is documented and kept on file. Feedback on growth is provided to teachers. Continued use of Quarterly Data meetings with Central Office Administrators for division support & team reflection will be utilized.

Instructional facilitators, instructional coaches and administration will provide follow up professional development on Objective writing and Guided Reading ideas utilizing new classroom leveled libraries. Based on classroom observations, instructional facilitators and administration will ask Grade Level Teams to present at faculty meetings best practices that are working well in their classrooms.

Budget Implications:

- Money for continued professional development
- Money for PBIS incentives
- Decreased in state funding for Virginia Preschool Initiative (at risk 4 year old program)
- Small group reading resources provided with sustainability training sessions
- Sustainability of Digital learning labs for enrichment/remediation

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

Professional Development will be evaluated by:

- MAP Fall and Spring testing for grade 2: August and April
- Running Record Assessment for Tier III Reading students at the beginning of the Fall and Spring Semester
- Developmental Spelling Assessment (DSA) for Tier III readers at the end of the first semester and end of the school year: January, May
- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- Staff Surveys

Student social and emotional needs will be evaluated by:

- VKRP-Checklist for Kindergarten
- Counselor-student self assessment
- Student discipline data and threat assessment data
- Behavior surveys
- Ongoing analysis of guidance referrals

- Piedmont Community Services Support