

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Division Name: Patrick County Public School

School Name: Patrick Springs Primary School

Date: August 29, 2016

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 *Elementary and Secondary Education Act of 1965* (ESEA). Guidelines for plan development include the following:

- The comprehensive plan should be developed during a one-year period;
- The plan should be developed with the involvement of parents and other members of the community to be served;
- Individuals who will carry out the plan, including teachers, principals, administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school, should be involved in the development of the plan;
- 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, the plan should be developed in coordination with programs under Reading First, Early Reading First, Even Start, the *Carl D. Perkins Vocational and Technical Education Act of 1998*, and the *Head Start Act*.

The ESEA requires ten 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 possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, if the existing plan was based on a

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

comprehensive needs assessment and can be revised to include the ten 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 ten components by following these steps:

Using Indistar® (available fall 2014):

- 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
http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml,
- 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 a *Schoolwide Plan Peer Review Rating Rubric*, United States Department of Education (USED) guidance on *Designing Schoolwide Programs*, and USED guidance on *Title I Fiscal Issues* (including supplement/supplant and consolidating funds in schoolwide programs), can be accessed at the following Web site:

http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml.

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.

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Component 1 - §1114(b)(1)(A): A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in §1309(2)) that is based on the information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in §1111(b)(1).

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 summary of data analyses must be included. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative:

Patrick Springs Primary is Title One Schoolwide rural elementary school serving 257 students in grades Pre-Kindergarten to 3rd. 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 61.3 %. HeadStart is based in our school as well and has 18 students not included in the totals above. We have 86 students that also have 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. The average class size in our PreK-3 classes is 18.

Patrick Springs Primary School has approximately 48 staff members. Our reading staff consists of one Title One teachers and two instructional assistants, and one full time and one part-time PALS tutors. At our school, all students have access to iPad, laptop computers, educational software programs, and two computer labs. We are currently learning about “Daily Five” to guide our reading programs in grades K to 3. PSPS will implement the CIP pacing guide and resources for this school year. 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 33 children. The school provides a part-time counselor to assist students, parents, and staff. We will begin after-school tutoring in the fall for 2nd and 3rd graders for additional reading and math instruction.

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Patrick Springs Primary School faculty and staff started during the summer of 2016 looking at spring SOL test data in order to prepare for the 2016-2017 school term. The team used school reports from Pearson and all certified teachers 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. Our staff also looked at our MAP, which stands for Measures of Academic Progress data and IA, Interactive Achievement data to gain an overall picture of strengths and weaknesses for our PreK-third grade students. The SOL spring data, MAP 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 and comprehension of nonfiction and fiction text passages. Specific areas to focus on for reading include 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 in history and science also showed students need to work on cause and effect, making inferences, making prediction and overall understanding of vocabulary terms. Our school and division are focusing on both reading and writing in the content areas. Grade level teams meet weekly and work together to focus on reading in the content areas.

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

Students at Patrick Springs Primary take MAP assessments two to three times a year to measure student growth. Teachers use the MAP data to establish their classroom goals 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.

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

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 and Express is an online program used by our PreK-3 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.

Teachers use their observations of students in addition to formative and summative data to guide instruction and to plan for differentiation. By using the Daily 5 framework 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.

Assessments used include the VA Standard of Learning tests, Interactive Achievement benchmarks, MAP, and classroom formative and summative assessments. Intervention programs used include Reading Eggs, IXL and Study Island.

Professional development opportunities are offered throughout the year including workshops, in-service trainings, grade level and content area meetings, VDOE institutes, and professional conferences.

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.

Patrick Springs Primary School is currently fully accredited. Based on testing data from Spring 2015, all SOL scores were met for the 2015-2016 academic year.

Virginia Department of Education
Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

- Preliminary Data for Patrick Springs Primary School shows we are fully accredited, using a one-year average for both reading and math for 2015-2016:

Area	Current	3 Year Average
English	88%	79%
Math	92%	87%

- The AMO/VA Accreditation Detail Report shows our data from 2014-2015 as:

Area	Current	3 Year Average
English	82.97%	71.97%
Math	91.30	77.21%

- Math SOL scores rose 10 percentage points from 81.03% to 91.30%.
- Reading SOL scores rose 15 percentage points from 67.85% to 82.97%.
- VDOE Passing Rates School Years 2012-2015

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

AREAS OF STRENGTH

Refer to your Data & Key Capacity Analysis Worksheets to develop the description of trends and patterns in student achievement.
If your school does not clearly show strength based upon the data reviewed by your team, explain that no observable strengths can be identified.

MAP Reading:

The percentage of students achieving their projected growth score on the spring 2016 MAP assessment in reading K-53%, 1st 72%, 2nd 71%, 3rd 57%. All these percentages were significantly higher than the division with the exception of Kindergarten which was 12% lower; however, all grades scored much higher than their 2015 projected growth scores.

The percentage of students achieving their projected growth score on the spring 2015 MAP assessment in reading K-19%, 1st 7%, 2nd 30%, 3rd 27%. From Spring 2015 to Spring 2016, there was an increase in students that met projected growth for all grades K to 3.1

Math MAP: The percentage of students achieving their projected growth score on the spring 2016 MAP assessment in mathematics was K-30%, 1st 42%, 2nd 38%, 3rd 42%. All grades increased from the previous year.

SOL Scores

1. From 2014 to 2016, Math SOL scores have improved from an 80% to 91% to 92%.
2. From 2014 to 2016, English SOL scores have improved from 65% to 85% to 88%
3. PSPS performed better than the district average in 2015 and 2016 in Math and Reading.

We are above the division average for percent proficient for the past three years: 2014 82.15 which is 11.68% above the division, 2015 81.49 % which is 7.64% above the division, 2016 91% which is 7.48% above the division. There was a 3-year trend of closing an achievement gap (percent proficient) between students in Gap Group 1 by maintaining a 3 to 5-point range when compared with all students in the school.

AREAS OF CONCERN

Refer to your Data & Key Capacity Analysis Worksheets to develop the description of trends and patterns in student achievement.
If your school does not clearly show a concern based upon the data reviewed by your team, explain why.

A deficit is noted in the goal performance strands of Phonetic principles and word analysis for the K grade level in MAP scores

Increase in PALS numbers for the Kindergarten grade level for spring 2016 testing. Large numbers for PALS for second grade for spring of 2016 testing is also a concern.

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Related Indistar® indicators (if applicable): Not applicable

MAP DATA SUMMARY

		Fall Reading	Winter Reading	Spring Reading	Student Growth Increase/Decrease (YEAR)	Fall Math	Winter Math	Spring Math	Student Growth Increase/Decrease (YEAR)	
3										
4		Grade - K	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Mean RIT	Mean RIT	
5	PSPS	Class 1	138.9	144.8	155.8	16.9	132.9	142.4	151.3	18.4
6		Class 2	139.4	147.7	157.5	18.1	137.4	143.3	154.9	17.5
7		Class 3	139.8	145.6	155.8	16	133.8	142.9	150.8	17
8		Class 4	139.3	145.1	155.4	16.1	138.1	141.7	151.1	13
9		Grade 1								
10		Class 1	159.9	170.6	182.1	22.2	159.9	169.7	177	17.1
11		Class 2	158.6	169.4	177.3	18.7	157.6	169.2	177.3	19.7
12		Class 3	157.9	161.9	174.5	16.6	157.6	164	174.5	16.9
13		Grade 2								
14		Class 1	167.1	182.8	192.2	25.1	170.3	183.9	192.6	22.3
15		Class 2	165.8	176	182.7	16.9	168.8	182.4	190.5	21.7
16		Class 3	164.9	178	188.1	23.2	169	187.4	194.5	25.5
17		Grade 3								
18		Class 1	167.1	182.8	192.2	25.1	170.3	183.9	192.6	22.3
19		Class 2	165.8	176	182.7	16.9	168.8	182.4	190.5	21.7
20		Class 3	164.9	178	188.1	23.2	169	187.4	194.5	25.5

Measures of Academic Progress (MAP) assessments are administered in the fall, winter, and spring. This is a self-leveling assessment that is computer differentiated for each individual student. The Spring 2016 data indicates that overall Reading and Math skills increased from Fall 2015 to Spring 2016.

Measures of Academic Progress (MAP) Summary

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

MAP Reading: The percentage of students achieving their projected growth score on the spring 2016 MAP assessment in reading K-53%, 1st 72%, 2nd, 71%, 3rd -57%. All these percentages were significantly higher than the division with the exception of Kindergarten, which was 12% lower; however, all grades scored much higher than their 2015 projected growth scores.

The percentage of students achieving their projected growth score on the spring 2015 MAP assessment in reading K-19%, 1st 7%, 2nd -30% 3rd -27%. From Spring 2015 to Spring 2016, there was an increase in students that met projected growth for all grades K to 3.1

Math MAP: The percentage of students achieving their projected growth score on the spring 2016 MAP assessment in mathematics was K-30%, 1st-42, 2nd -88% 3rd-42%. All grades increased from the previous year.

PALS Summary

All prekindergarten through second grade students are given the Phonological Awareness Literacy Screening (PALS) three times per year. Third grade students may be given the screening at the beginning of the third grade year if they are new to the school or did not meet the PALS benchmark score at the end of second grade. In addition, they are screened again before exiting third grade. Any identified student receives thirty minutes of additional reading interventions daily. PALS tutors collaborate with classroom teachers to differentiate instruction based on the needs of those identified students.

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Grade Level	Number of students tested	Number of students identified	Percentage of students identified
Kindergarten	70	15	21%
First	46	5	11%
Second	45	14	31%
Third	13	10	77%

2016-2017 Accreditation Report

School Division: 070 - Patrick County Public Schools
 School: 0680 - Patrick Springs Elementary
 Grade Range: PK to 03
 Title1 Status: Title I -SchWide

Preliminary Accreditation Status this Year: Fully Accredited
 Accreditation Status Last Year: Fully Accredited

Subject	Data Source	Number of Students		Score	Benchmark	Met Benchmark?
		Students Passing	Students Taking			
English	Current Year	53	60	88 %	75 %	Yes
	Previous Year	39	46	85 %		
	3-year average	130	165	79 %		
Mathematics	Current Year	55	60	92 %	70 %	Yes
	Previous Year	42	46	91 %		
	3-year average	144	165	87 %		
History	Missing	0	0	0 %	0 %	NS
Science	Missing	0	0	0 %	0 %	NS

Number of Benchmarks Met: 2 of 2

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Component 2 - §1114(b) (1) (B): Schoolwide reform strategies that—

1. Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in §1111(b)(1)(D);
2. Use effective methods and instructional strategies that are based on scientifically-based research that—
 - a. Strengthen the core academic program in the school;
 - b. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
 - c. Include strategies for meeting the educational needs of historically underserved populations;
 - d. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - i. Counseling, pupil services, and mentoring services;
 - ii. College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - iii. The integration of vocational and technical education programs; and
 - e. Address how the school will determine if such needs have been met; and
 - f. Are consistent with, and are designed to implement, the state and local improvement plans, if any.

Evidence: Scientifically based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative: The School Improvement Plan for the 2016-2017 school year will include interventions and strategies to improve student performance in the areas of reading and math. Our student needs assessment data are reviewed and monitored regularly through professional learning community (PLC’s) meetings every week. In addition, data is also tracked to ensure proficient and advanced levels of performance using the following:

Unit tests / Common Assessments	Throughout the year – data meetings with principal bi- monthly
PALS (K-3)	Fall, Midyear, Spring

Virginia Department of Education Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Reading Eggs and Reading Express	Weekly
Study Island	Fall, Midyear, Spring
Attendance	Monthly
Fluency K-2	Weekly
Dolch Words K-1	Weekly
Writing Prompts	Weekly
MAP Assessments (Reading and Math)	Fall, Winter, Spring
ELL monitor forms completed by teachers	Fall, Spring
After School Tutoring formative and summative assessments	Weekly

Multiple strategies based on scientific research are used to provide additional assistance to students failing or at-risk of failing core subject areas or SOL assessments as well as moving students toward advanced levels of performance. These include:

- Daily Five and Fostering Literacy Independence in the K-3 classrooms introduced for 15/16, continue 16/17
- After school tutoring twice per week for students who need remediation in identified skills. (3 hours each week)
- Intervention / enrichment blocks for all K-3 classrooms. 30 minutes daily.
- Small group instruction. Math and Reading. Daily with paraprofessional support for reading.
- Alignment and development of lessons with the Curriculum Framework.
- ELL services for identified students (Service time based on student individual plans).
- Reading Eggs, Reading Express (During weekly computer lab time and in classrooms)
- Learning.com (During weekly computer lab times)
- IXL Math
- PALS tutoring, grades K-3, for identified students 30 minutes per day outside of reading or math classroom instruction.
- Parent Involvement Nights for Math and Reading integrated with PTO nights
- Learning Continuum from Map used to develop lessons for students based on needed identified skills from the MAP

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Assessment.

- Marzano's strategies (non-linguistic representations, setting objectives and providing feedback, identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, cooperative learning, generating and testing hypotheses, cues, questions, and advance organizers) integrated into every classroom during reading and math instruction.
 - Differentiation of Instruction, reading and math instruction professional development 3 times per year.
 - Child Study
 - Use VDOE Lesson Plan format based on the 5 Essential Elements
 - Math and Reading have extended instructional time in the master schedule
 - Weekly collaborative meetings
 - Monthly K-1 and K-2 vertical collaboration meetings focused on reading strategies
 - Grade level teachers, ELL tutor, SPED teacher, and Reading Specialist, attend vertical meetings to align and discuss effective methods of instruction.
 - Utilize curriculum framework and the new curriculum for lesson design and implementation
 - Unpack Reading and Math SOL's to develop strategies based on the DOK (Depth of Knowledge) levels
 - Guidance Support in individual or small groups based on needs
 - Summer School is determined as MAP, teacher/parent referral, summative assessments
 - Parent Reading Nights to assist parents with helping students with homework and reading comprehension

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 pull-out 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.

Virginia Department of Education Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Related Indistar® indicators (if applicable): N/A

Component 3 - §1114(b) (1) (C): Instruction by highly qualified teachers.

Evidence: Efforts to retain highly qualified staff to better meet the individual needs of all students.

Narrative: **88.46%** of teachers at Patrick Springs Primary School are endorsed in the area of their assignment and are highly qualified as defined by No Child Left Behind of 2001 (NCLB).

The chart below shows teacher licensure:

NAME	ENDORSEMENTS	DEGREE
Lori Belcher	Specific Learning Disabilities K-12	Masters
Tiffany Bowman	Elementary Education PK-6	Bachelors
Vicky Brammer	Early Education NK-4 Library Media PK-12	Bachelors
Amy Burnette	Early Education NK-4 Middle Education Grades 4-8	Bachelors
Michelle Church	Bachelor of Psychology	Bachelors
Jacinda Clifton	Early Education NK-4	Masters
Beverly Cooper	Early Education NK-4	Masters

**Virginia Department of Education
Patrick Springs Primary School Title I Schoolwide Plan 2016-2017**

Sara Dollarhite	Elementary Education PK-6	Bachelors
Deanna Eastridge	Elementary Education PK-6	Bachelors
Maria Fain	Early Education NK-4	Bachelors
Christy Foley	Elementary Education PK-6	Bachelors
Revonda Gilbert	Early Education NK-4 Middle Education Grades 4-8	Masters
Ashlee Hall	Elementary Education PK-6	Bachelors
Jeannie King	Administration & Supervision PK-12 Early Education NK-4	Masters
Jessica Kruse	Special Education-General Curriculum-K-12	Bachelors
Lindsey Letchworth	Elementary Education PK-6 Early Childhood Special Education	Bachelors
Virginia Nutter	Elementary Education K-5	Masters
Deborah Roberts	Specific Learning Disabilities K-12 Early Education NK-4	Masters
Susan Service	Visual Arts PK-12	Masters
Donna Stowe	Administration & Supervision PK-12 Early/Primary Education PK-3	Masters
Nicole Stowe-Holt	Special Education-General Curriculum-K-12	Masters
Deborah Taylor	Developmental Reading Early Education NK-4	Bachelors
Marci Vernon	Early Education NK-4	Bachelors

**Virginia Department of Education
Patrick Springs Primary School Title I Schoolwide Plan 2016-2017**

Lisa Wilkinson	Early Education NK-4 Middle Education Grades 4-8	Bachelors
Wendy Wilson	Special Education-Adaptive Curriculum-K-12	Bachelors
<p>As a retention measure, Patrick County Public Schools is working on expanding and improving existing new teacher orientation, mentoring and development programs. Mentoring and development programs will focus on effective instructional strategies, teacher collaboration, and professional learning. PCPS will collaborate with higher education institutions, businesses and industries to provide opportunities for teachers to obtain advanced degrees, certifications, and recertification points. PCPS will also provide job-embedded, relevant professional development for instructional staff. PCPS will identify professional development needs for each support staff employee classification and provide appropriate training.</p> <p>Patrick Springs Primary School utilizes student teachers and practicum students from Longwood University, Radford University, Patrick Henry Community College, and Patrick County High School.</p> <p>Patrick Springs Primary uses a formal mentoring program for all first year teachers and any teachers new to the building.</p>		
<p>Related Indistar® indicators (if applicable): N/A</p>		

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Component 4 – §1114(b) (1) (D): In accordance with §1119 and subsection (a) (4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

Evidence: Ongoing professional development planning that supports administration, teachers, and paraprofessionals to serve students and their needs.

Narrative: Ongoing professional development includes administrators, instructional facilitators, teachers, paraprofessionals, and guidance counselors. Conferences, trainings, and workshops are determined based off staff needs and overall needs of students. Improving instructional methods and strategies are always at the core of professional development.

In the 2016-2017 school year, we will provide professional development in our monthly faculty meeting, led by administration and/or instructional facilitators. 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.

The two charts below summarizes the approved professional development plan for 2016-2017.

Month	Topic/Description	Outcome/Follow-up
August/September	<ul style="list-style-type: none"> Assessing students’ prior knowledge using pre-assessment to set up tier groups based on 	<ul style="list-style-type: none"> Visited with every grade level in August/Sept. to review their baseline data for various subject levels; reviewed forms and discussed reading

Virginia Department of Education Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

	<p>data collected ; data forms, and reading protocol; emphasis on MAP and PALS</p> <ul style="list-style-type: none"> ● Review understanding MAP Results-Staff will understand how to read the MAP results for all students; and how to best use this information for intervention and remediation ● Analyze Map Performance data and set goals for student growth ● Ron Nash: Student Engagement ● K-3 Writing with Dr. Holly Robbins ● 6 Traits-Writing training ● Guided Reading ● Grade Level Division Meeting ● CIP Pacing Guide/Website/Lesson Plans ● Colleague Visits ● Grade 3 Re-test for sol plan (Establish folders all year) ● TTAC behavior management strategies ● Ontrac/Achievement Records & Interventions: <ul style="list-style-type: none"> ● Gradebook Training ● Grading Scales/9 weeks ● Innovative Ideas/Flexible Seating Ideas ● After-School Tutoring Plans and Expectations 	<p>protocol expectations-grade level meeting notes compiled</p> <ul style="list-style-type: none"> ● Grade Level follow up held on MAP & PALS data and other PALS & MAP resources; set up and monitor PALS instruction- walk-throughs and view schedules ● Meet with all grade level members to answer questions and to determine how to use the map results in reference to intervention and remediation; ● Grade Level follow up held on grading scale, 9 weeks, writing expectations, leveled libraries, Project Based Assessments, lesson plans, planbook.com, learning targets, and colleague visits ● Instructional Facilitators (Brammer and Burnette trained on Ontrac/Achievement records)
October	<ul style="list-style-type: none"> ● Continue Writing Traits, Project Based Assessments and Task Elements – ● Continue to monitor tier groups and data 	<p>MAP assessment follow up with grade levels Continue to discuss project based assessments ; do walk-throughs and view lesson plans to see the small</p>

Virginia Department of Education
Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

	<ul style="list-style-type: none"> Grade Level Dept. Planning and CIP Curriculum Guide & Assessment focus meeting Pacing guide follow up and review for all grades Literacy Plan Outlined by Instructional facilitators CIP Curriculum guide Discussion 	<p>group plans- discuss and give feedback to make the small groups more effective</p> <p>Look at pacing guides and adjust, change, add more details</p> <p>All staff gave Mrs. Burnette Instructional facilitator follow up from the PCPS Literacy Plan</p>
November	<ul style="list-style-type: none"> Review tests to make sure Blooms ensure assessments are aligned to the CIP Curriculum framework in content and cognitive levels Formative and summative assessment reminder discussion CIP Benchmarks 	<ul style="list-style-type: none"> Each grade level brought reading and math tests to review Teachers shared and reviewed formative and summative assessments Review results for CIP benchmarks-grades 2 and 3
December	<ul style="list-style-type: none"> Small group instruction focus; planning for reading and math Continue with table of specification for assessments 	<p>View lesson plans to determine whether teachers are differentiating by objective; meet with those who may need more training in this area</p> <p>Staff attended a meeting to discuss Whole School Title One Plan, table of specifications and assessments</p>
January/ February	<ul style="list-style-type: none"> CIP Benchmark/Grade 2/3 <p>What are we expecting? How will the results drive our instruction for the rest of the year?</p> <ul style="list-style-type: none"> Update Curriculum & Pacing Guides Review Table of Specifications & Assessments 	<ul style="list-style-type: none"> Visit a planning session with every grade to go over results and to make effective remediation plans and strategies to improve students' performance. Teachers will begin to upload PBA's in the division folders, also make sure all are on track with their PBA

Virginia Department of Education
Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

	<ul style="list-style-type: none"> ● PBA's Follow up ● Retention Reminders ● Mid-Year Teacher Goal Reviews ● PALS testing and results for mid-year ● CIP Benchmarks 	<ul style="list-style-type: none"> ● Staff discussion on whole school Title One plan ● First Retention letters are sent with report cards ● PALS tests for students who qualified for mid-year testing ● Mid-year Goal review for all teachers/admin to go over current data to target areas of concern and/or strength to aide our instructional program ● Training for all K-3 English teachers on implementing guided reading
March	<ul style="list-style-type: none"> ● Re-visit past SOL results and the vertical alignment in reading and math with an emphasis on what the MAP/Reading Eggs/PALS results found for the school. Discuss effective remediation strategies for struggling students. ● All K-3 classes will give end of the year MAP tests for reading and math ● SOL Preparation-Review SOL test taking strategies for with grade 3, go over testing calendar with all staff ● Re-test plan for sol tests 	<p>Visit a planning session with every grade to make sure the vertical alignment for math and reading is being followed; revisit past SOL results to look for trends also found in the map results-record the finding and develop a plan to address the weak areas. Share and implement the plan with all stakeholders.</p> <p>All grades are giving end of year MAP tests online Review test-taking strategies, testing calendar, and testing administration with all faculty and staff</p>
April	<ul style="list-style-type: none"> ● Goals and Summative Assessments: How do we know if our students "know it"? Review goal expectation and the data log collection and how we can make improvements for next year 	<ul style="list-style-type: none"> ● Visit with all teachers to review summative and goal expectations and how to use data to make instructional decisions.

Virginia Department of Education Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

	<ul style="list-style-type: none"> Title One School Wide Plan Discussion 	
May /June	<ul style="list-style-type: none"> End of year reflection on SOL Results PBA's are due for all teachers Title One Whole School Discussion for 2017-2018 <p>How did our year go? Changes? New Ideas/Programs?</p>	<p>How did the school do? What were our strong areas? What were the areas that we can do better in next year? All teachers will submit the performance based assessment they created and implemented; Documentation spreadsheet submitted for eliminated SOL tests</p>
<p>Related Indistar® indicators (if applicable): N/A</p>		

Component 5 - §1114(b) (1) (E): Strategies to attract high-quality highly qualified teachers to high-needs schools.

Evidence: Efforts to recruit highly qualified staff to better meet the individual needs of all students.

Narrative:

Patrick County Public Schools administrators will continue efforts to recruit highly qualified staff. PCPS seeks to offer competitive salary and benefits to prospective employees. Each year the division prepares brochures and packets detailing the highlights of working for Patrick County Public Schools. Recruiting teams consisting of school and division administrators represent PCPS at job and career fairs throughout the region including WVPEC, Lynchburg College, Virginia Tech, Radford University, and Longwood University. Patrick Springs Primary School has a formal mentoring program for all first year teachers and any teachers new to the building. Master teachers are assigned as mentors to new teachers based on subject or grade level. In addition, a central office administrator is also assigned to mentor and observe new teachers.

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Related Indistar® indicators (if applicable): N/A

Component 6 - §1114(b) (1) (F): Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

Evidence: Parent/community involvement; compact development and implementation; parent policy and other required activities to involve parents.

Narrative: Patrick Springs Primary School seeks to cultivate and support active parent involvement in student learning by implementing strategies to involve parents in the educational process including:

- Keep families informed of opportunities for involvement and encourage participation in various programs
- Provide access to educational resources for parents and families to use with their children
- Keep families informed of the objectives of division educational programs as well as of their child's participation and progress
- Enable families to participate in the education of the children through a variety of roles
- Volunteer time within the classroom and school program
- Provide information in a language understandable to parents, where practical
- Inform parents how they can be active participants in assisting their children in learning English; achieve at high levels in core academic subjects and meet the same challenging achievement standards as all students

Parental Involvement in Title I:

- Patrick Springs Primary School encourages parents of children eligible to participate in Title I, Part A, programs to be involved in the development of the school's Title I plan. Parents may participate by attending an annual Title I meeting held at the school. The annual meeting provides multiple opportunities for parents to participate in reviewing school data and school and division strategic goals. In addition, the school holds quarterly PTO meetings where parents have an opportunity to participate in school improvement efforts.

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Patrick Springs Primary School will provide parents of participating children:

- Timely information about Title I, Part A, programs
- Description and explanation of the curriculum in use at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet; and
- Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and responding to any such suggestions as soon as practicably possible

The principal informed parents of the schoolwide Title I plan process at a Parent Teacher Organization meeting. Updates were provided at each PTO meeting. A parent representative serves as a member of the Schoolwide Title I team. The school also has a Title I Parent Involvement committee that meets throughout the school year to address the Title I program.

Parent involvement activities include:

- Annual School Meeting/Back to School Night: Introduction of faculty and staff, orientation to building, and information on instructional programs provided to all parents.
- Volunteer Training: All parents are invited to receive information about opportunities to volunteer in the school and school policies regarding volunteering.
- Parent Involvement Meeting: All parents of Title I students are invited to learn more about the Title I program and how to be involved in your child's education.
- Parent Teacher Conferences: All parents are invited to meet with their child's teacher(s) after the first and third six weeks to discuss their child's progress.
- PTO Meetings: PTO meetings are scheduled for September, December, February and April and are open to all parents. Updates regarding school programs and events are given along with a program hosted by two grade levels.
- Family Reading Night: All families are invited to learn strategies to improve reading. Students receive a free book and a goodie bag with tools to facilitate reading.
- Family Math Night: All families were invited to learn strategies to improve math skills.
- 3rd Grade SOL Night: Third grade families were invited to an informative session about the upcoming SOL tests.

Virginia Department of Education
Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Parents have access to their child’s grades through Parent Portal in PowerSchool. Teachers update this online gradebook at least weekly so parents always have current information. Report cards are sent home four times per academic year. Parent conferences are scheduled twice yearly and on an as-needed basis. Results of benchmark and MAP assessments are reported to parents after each administration. An automated message system is used to keep parents informed of upcoming events and important school information. The school maintains a website that provides information and resources of interest to parents, such as VDOE school report cards, Title I Parent Compact, and Parental Involvement Policy. Students and parents are given a handbook each year that details specific policies and procedures for the school. Monthly newsletters are sent home through School Messenger to inform parents of events and to provide instructional strategies to help students at home and school.

Related Indistar® indicators (if applicable): N/A

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Component 7 - §1114(b)(1)(G): Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Evidence: The school assists and supports children in their transition from early childhood programs to elementary school through activities that are planned, implemented, and assessed. If the school is a middle school, address how the school will assist students in their transition to high school.

Narrative:

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 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 4th 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.

Related Indistar® indicators (if applicable): N/A

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Component 8 - §1114(b) (1) (H): Measures to include teachers in the decisions regarding the use of academic assessments described in §1111(b) (3) in order to provide information on, and to improve, the overall instructional program.

Evidence: The role and activities of teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Narrative:

MAP (Measures of Academic Progress) is an assessment that is administered district-wide. Teachers utilize the data from these assessments to target students' strengths and weaknesses, as well as track growth of individual students. From this data, teachers can pinpoint areas that need remediation or enrichment and tier students accordingly. Once MAP data is analyzed, teachers can use their Learning Continuum (also district-wide) for assessments and instruction for a specific strand in reading and mathematics. These assessments allow teachers to test those areas of weakness and find the specific content within that strand that each individual student may need to be remediated. The Learning Continuum also provides lesson ideas to assist with each of these skills. Within our building, teachers are utilizing the Understanding By Design framework to assist in planning each unit. Therefore, assessments, formative and summative, are created before any teaching takes place. Teachers use the curriculum framework to "unpack the SOL" and provide appropriate grade level questions, which reach all tiers of the Depth of Knowledge. These assessments are designed collaboratively among teachers to ensure common assessments are in place. Teachers administer these assessments during and after instruction to group students according to need. Student needs are met during daily built-in remediation blocks.

Phonological Awareness Literacy Screening (PALS) is given to students in grades PreK-3. This assessment is administered in the fall, winter and spring and assesses students' strengths and weaknesses in phonemic awareness, alphabet recognition, phonemic awareness, and letter sounds, concept of word, spelling, decoding, and Dolch sight word recognition in isolation, oral reading and comprehension. Students not meeting a specified benchmark score are provided 30 additional minutes of reading instruction by the PALS tutors each day.

Virginia Department of Education Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Students in 6th and 7th grades are administered the Algebra Readiness Diagnostic Test in the fall and spring. Students who do not meet the benchmark are provided additional services weekly by the Algebra Readiness tutor. Additional strand tests may be given throughout the year at the discretion of the classroom teacher and Algebra Readiness tutor.

- Formative assessments include: exit cards, rubrics, checklist, running records, anecdotal notes, Quick checkpoints from daily instruction

- Summative assessments include: MAP, IA, and teacher made unit tests

The Virginia Standards of Learning (SOL) tests are administered in the spring. The staff disaggregate the data from various tests and Student, Performance by Question (SPBQ) is used to determine areas of weakness by subject area.

	Development of Assessments
State	SOL tests with input from the public and educators
Division	Performance Assessments in Grades K-3 with teacher input
Principal	Monitors testing development at all levels
Teachers	Development of formative and summative assessments
Parents	Parents are made aware of the types of assessments that are given specific to each grade level. Parent meetings are held on test-taking strategies for SOL content.

Based on assessment data, students are tiered as to the intensity of interventions needed. Grade level teams (including General Ed. Teacher, SPED Teacher, Teacher Assistants and as needed LA/Math Instructional Facilitator, ESL Teacher, Speech Therapist, and Guidance Counselor) meet on a weekly basis in PLC meetings to review data, monitor student progress, hold professional development as needed based on the specific grade levels and plan next steps. This school year we will monitor progress from the PowerSchool Analytics Data System and analyze the interventions for student success. If it is determined that interventions are being fully implemented, yet not showing student success, then new interventions may be selected for the student, or student may be re-tiered for more intensive

Virginia Department of Education
Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

interventions, or be referred for Child Study based on the current level of the student. During the grade level team meetings, members will decide who is responsible for providing the intervention and who will monitor the progress.

Related Indistar® indicators (if applicable): N/A

Component 9 - §1114(b) (1) (I): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by §1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Evidence: A process for identifying students needing additional support to meet academic achievement standards, which includes timely identification, implementation, and monitoring of interventions.

Narrative:

Teachers use SOL data, student data folders, MAP assessment data, PALS data, classroom formative and summative assessments, and teacher observation to identify students in the need of interventions. Students are tiered as to the level of interventions needed. Students are tiered and monitored weekly. Students are monitored and specific weaknesses receive interventions and are progress monitored.

Based on assessment data, students are tiered as to the intensity of interventions needed. Student support teams meet on a monthly basis to review data and progress-monitoring data based on research based interventions. If the interventions are not working, teams determine if the intervention was provided with fidelity. If the interventions were provided with fidelity and are not working for the student, a new intervention is selected or a student may be re-tiered for more intensive interventions (i.e. child study).

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Grade level teams meet weekly to discuss student progress and to select needed interventions. The grade level team works with the paraprofessional to make sure the interventions are given and monitored. In reading, students in the K-3 who do not meet a specified benchmark score on the PALS assessment receive 30 minutes of reading instruction daily and are also paired with a “study buddy” volunteer weekly.

To implement strategies for intervention, the classroom teachers to differentiate lessons according to students’ needs use the Learning Continuum for MAP. The Learning Continuum from MAP, PALS services, daily individual and small group remediation, IXL math, and after school tutoring are interventions used to address student weaknesses.

Classroom teacher, ELL staff, special education staff, and administration on a regular basis monitor students’ progress. If the interventions currently in place are not productive, the child study team will meet with the parents to review the data of students being monitored. Intervention plans, progress charts, and other student data will be reviewed and shared. Goals and student progress will be reviewed and changed as necessary. Students not making expected growth will be moved to Tier 3 interventions.

High achieving students will be engaged in more choice, problem solving, and project base learning to enhance their learning.

Related Indistar® indicators (if applicable): N/A

Virginia Department of Education

Patrick Springs Primary School Title I Schoolwide Plan 2016-2017

Component 10 - §1114(b)(1)(J): Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Evidence: Federal, state, and local funding sources are used to support and implement the plan. Resources, such as programs and materials, human resources, time, and community are used to meet the needs of staff and students.

Narrative: Patrick County Public Schools utilize multiple sources of funding to support At-Risk students and enhance programs.	
Local Sources	Support Details
Piedmont Community Services Family Preservation Services	Assists with specific students that qualify with home and behavior issues
Rescue Squads VFW Ruritan Club Fire Departments Sheriff's Department	Presents safety programs at schools Allow students to visit and share service roles Provide supplemental instructional materials (DARE, Eddie Eagle) Support services from SRO
Mobile Dentists	Provides dental services to qualified students
PCHS Teachers for Tomorrow	Local high school students volunteer to tutor and assist at risk students
VT Cooperative Extension Services	Presents nutrition programs to support healthy lifestyles
Rotary Club	Provides literacy materials such as dictionaries and thesauruses

**Virginia Department of Education
Patrick Springs Primary School Title I Schoolwide Plan 2016-2017**

State Sources	Support Details
Gifted	Differentiation/enrichment
Virginia Preschool Initiative	Preschool services for approved 4 year olds
PALS	K-3 literacy support
ARDT	Math intervention services
Federal Sources	Support Details
Title I	Provides supplemental resources such as personnel, programs, and instructional materials for at-risk children. Qualifying students are based on disaggregated data from VA SOL reports, MAP growth data, and IA student growth assessments. Supplemental materials for Title I students include: guided reading materials, writing units, leveled library materials, math manipulatives, comprehension materials, parent involvement activity materials, family reading nights supplies, and supplemental technology items.
Title I, Part C	Migrant funds to improve education for migrant students
Title II	Teacher and principal professional development Recruitment and maintenance of Highly Qualified Instructional Staff
Title III	Language instruction for limited English proficient
Title VIB	Special Education services provided for qualifying students
Title VI, Part B, Subpart 2	Supplemental rural education support for Title I students including small group literacy stations for Title I students
Related Indistar® indicators (if applicable): N/A	