

Virginia Department of Education

Woolwine Elementary Title I Schoolwide Plan 2016-2017

Division Name: Patrick County Public Schools

School Name: Woolwine Elementary School

Date: 08/29/16

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 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

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was based on a 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.

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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)(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:

Woolwine Elementary School is a rural school serving 210 students in grades PK-7. Woolwine is one of six feeder schools to Patrick County High School. Our student body is one student away from being 50% male and 50% female. Woolwine serves 58 Students with Disabilities, broken down in the categories: 8% SLD, 1% ED, 16% SLI, 3% OHI, .5% Aut, .5% ID and 1% 504.

Woolwine Elementary currently has 41 staff members. Our reading staff consists of one Title 1 Teacher/Reading Instructional Facilitator, two Title 1 Assistants and 1 PALs Tutor. Woolwine offers a PK classroom for children four years of age. Students have access to ipads, laptop computers, educational software programs, such as Study Island, Reading Eggs/Eggspress (both beginning 2 years ago) and IXL. Woolwine offers MAP Assessments to guide student learning, beginning 2 years ago. Woolwine began implementation of Daily 5/3 last school year and began a school leveled library. PK-1 began implementation of the Letterland Phonics Program last school year. Woolwine will implement the CIP Pacing Guide and Resources next school year. All classrooms will include a computer station of 5 computers and a classroom leveled library this coming school year.

Teachers use the backward design to plan instruction including the division's required 5 elements, utilizing the curriculum framework and pacing guide. This school year teachers will begin using the CIP Website as the pacing guide as well as a bank of lesson plans, resources, and benchmark assessments for data analysis and further planning based on student need.

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At the beginning of the academic year, SOL test data is disaggregated using Student Performance by Question (SPBQ) to determine areas of strength and weakness by core subject area. Teachers begin the year analyzing SOL data from the previous school year, as well as, MAP assessment data, PALS data, ARDT data to tier students. These assessments along with CIP Benchmarks, classroom formative and summative assessments, and teacher observation are utilized to identify students in need of interventions throughout the school year. Students are tiered as to the level of interventions needed. This school year teachers and administration will begin using Interactive Achievement to track students and their interventions. This tracking system will also be utilized to evaluate the interventions in place and student achievement. The leadership team will meet on one of the workdays prior to the start of school to determine interventions for both tier 2 and tier 3 students. Administration is currently working on a skills checklist to include both the PALS and MAP learning progression as a communication tool as to the current level of students, next steps and documentation for interventions and remediation, as needed. This information will also assist teachers, students and parents in conferencing and working together for student success.

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 Interactive Achievement 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 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.

Last school year we implemented an 8th period remediation block. Teachers and administration will expand on this effort this school year to include additional activities to allow the remediation time to be more student specific and intentional. This school year the schedule includes specific remediation times for K-3 as well. During the Daily 5, tiered students will receive further instruction by members of the Title 1 and PALS team. This will allow tier 3 students 30 additional minutes of reading instruction. Tier 2 students will also receive remediation but may or may not need the full 30 minutes. The leadership team will need to look at further remediation opportunities for students in grades 4-7 struggling in reading. Math weaknesses will also be identified through the Interactive Achievement Data System, including information from CIP Benchmarks at the end of each 9 week period, MAP in the fall, winter, and spring and through unit assessments, daily assignments and observation on a daily basis. Once weaknesses in math are determined, remediation of skills begins in the form of small group instruction, 1:1 remediation, computerized assisted instruction with IXL math or after-school tutoring.

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To implement strategies for intervention, the Learning Continuum from MAP is used by the classroom teachers to differentiate lessons according to students' needs. PALS services, Title 1 Services, Study Island, Reading Eggs/Eggspress, IXL Math, small group instruction, 1:1 remediation and/or after-school tutoring are possible interventions that may be implemented to address student weaknesses.

Student progress is monitored during the grade level PLC Meetings on a regular basis and will include the Interactive Achievement Data System this school year. If the interventions currently in place (i.e. PALS services, Title 1 Services, Study Island, Reading Eggs/Eggspress, IXL Math, small group instruction, 1:1 remediation and/or after-school tutoring) are not productive, the grade level team will elicit the help of the Child Study Team (Parent, Administration, Gen. Ed. Teacher, SPED Teacher, Speech Therapist, Guidance Counselor, and other professionals as needed), who will meet to review data. Goals and student progress will be reviewed and changed as necessary.

2015 - 2016 Areas of Strengths

- WES continually achieves in the mid to upper 90% in Math. Grades 5 and 6 are performing at a score of 40 or above in all reporting categories indicating areas of strength.
- 3-year trend of an increasing pass rates among students with disabilities in reading
- WES is above the division average for percent proficient for 3 years in a row in both reading and math
- No reporting categories were noted as an area of weakness on the spring 2016 MAP Assessment in reading

2016 Data Analysis: Areas of Concern

- Reading performance is lower than Math – Our 3rd grade class had an overall low performance pass rate of 71%.
- Percentage of students eligible for PALS has increased over the last 3 years.
- The number of advanced pass rates have declined over the past 3 years in reading.
- MAP Math weaknesses by grade levels
 - K-2 Computation and Estimation
 - 3 Measurement
 - 4 Geometry

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- 5 Probability and Statistics
- 6-7 Patterns, Functions and Algebra

2016-2017 Accreditation Reports

School Division: 070 - Patrick County Public Schools
 School: 0080 - Woolwine Elementary
 Grade Range: PK to 07
 Title I 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	115	134	86 %	75 %	Yes
	Previous Year	118	134	88 %		
	3-year average	378	458	83 %		
Mathematics	Current Year	127	132	96 %	70 %	Yes
	Previous Year	125	131	95 %		
	3-year average	385	421	91 %		
History	Current Year	54	57	95 %	70 %	Yes
	Previous Year	41	42	98 %		
	3-year average	219	243	90 %		
Science	Current Year	25	27	93 %	70 %	Yes
	Previous Year	22	25	88 %		
	3-year average	100	113	89 %		

Number of Benchmarks Met: 4 of 4

Related Indistar® indicators (if applicable): ID10, IE06, TA01, TA02, TA03

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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:

All students at Woolwine Elementary School are provided a rigorous education 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

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data in weekly multidisciplinary grade level Professional Learning Community (PLC) meetings. Students are retested twice per grading period. Based on a collection of data, students who demonstrate deficiencies receive research-based interventions. Data sources include:

- SOL data – Spring
- MAP growth measures – Fall and Spring
- PALS - Fall, Winter, Spring
- ARDT assessment – Fall & Spring
- Performance-based assessments – at least one per year
- Interactive Achievement tests – ongoing
- Comprehensive Instruction Plan (CIP) quarterly benchmarks
- Teacher-created formative and summative assessments - ongoing
- SOL mastery checklists

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

- Implementation of Daily 5 Literacy and Daily 3 Math frameworks
- Use of Title I, ELL, and Special Education teachers for small group instruction
- Reading Eggs/Express 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 built into the master schedule
- After school tutoring weekly for at-risk students

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- Summer school for at-risk students
- Enrichment summer camp for advanced students
- 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 Night to help parents support student reading at home
- Incorporation of scaffolding in lesson plans

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.

Related Indistar® indicators (if applicable): TA01, TA02, TA03

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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:

Patrick County Public Schools is focused on hiring and retaining highly qualified staff. As a retention measure, PCPS provides a new teacher orientation and mentoring program. The mentoring program is designed to help new teachers develop effective instructional strategies, learn division policy and procedures, collaborate with veteran teachers, and participate in professional growth activities. PCPS collaborates with higher education institutions to provide opportunities for teachers to obtain advanced degrees, certifications, and recertification points. Teachers are provided relevant professional development training on an ongoing basis. Teachers are informed of learning opportunities for advanced degrees, endorsements, or coursework related to their expertise from surrounding universities and colleges. PCPS works with higher education institutions to assist students in the education field with observation practicum hours, internships, and student teaching positions in an effort to encourage students in the education field to remain in or return to Patrick County.

100% of staff at Woolwine Elementary School are highly qualified.

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Employee Name	Highest Degree	Endorsements
Amber Scott	Bachelors	Special Education K-12
Anita Elgin	Masters	Early/Primary PK-3 Middle 4-8
Annette Bowers	Masters	General Mathematics Middle 4-8 Physical Education NK-12
Benjamin Coulter		
Beth Purdy	Bachelors	Elementary 4-7 Special Ed.-General Curriculum K-12
Brandon Jones	Bachelors	Spanish PK-12 ESL PK-12
Dee Owens	Masters	Early/Primary PK-3 Health & Physical Education PK-12 Administration & Supervision PK-12
Debra Nolen	Bachelors	Library Media PreK-12 Elementary 4-7
Gentry Turner	Masters	Elementary PK-6
Jodi Barnes	Bachelors	Early/Primary PK-3
Joyce Grooms	Bachelors	Music: Instrumental PK-12 Music: Vocal/Choral PK-12
Julie Brown	Bachelors	Music: Instrumental PK-12 Music: Vocal/Choral PK-12
<u>Katie Slusher</u>	Bachelors	Elementary PK-6
Katina Pettit	Masters	Early NK-5 Administration & Supervision PK-12

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<u>Linda Daumen</u>	Bachelors	Visual Arts PK-12
Linda Dunlap	Bachelors	Early/Primary PK-3 Middle 4-8
Linda Hopkins	Masters	Elementary 4-7 Health and PE 8-12 Drivers Education
<u>Mandy Flaneary</u>	Bachelors	Elementary PK-6
Melissa Kendrick	Bachelors	Elementary PK-6
<u>Ramona Kahle</u>	Bachelors	Early K-5
Randy Gunter	Bachelors	Middle 6-8 History/Social Science Middle 6-8 Mathematics
<u>Rozina Turner</u>	Masters	Elementary NK-8 Reading Specialist
<u>Sarah Merkord</u>		
<u>Shannon Cockram</u>	Masters	Speech-Language Pathologist
Victoria Stephens		

Related Indistar® indicators (if applicable):

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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:

Patrick County Public Schools and Woolwine 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: “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 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.

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Data-Driven Instruction: In order to better use the data available, teachers received training from Dr. Lisa Meyer on implementing data walls. Teachers use data from weekly formative assessments to create flexible tiers based on students' needs. Students are then supported with reteaching, remediation, and intervention.

Writing Across the Content Areas: Dr. Lisa Meyer conducted professional development on the importance of writing across the curriculum. This was identified as a need for all learners in all subject areas to target higher level cognitive skills required by the increased rigor of the Standards of Learning. All teachers incorporate writing components into assignments and assessments.

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.

Study Island: The MAP assessment data is uploaded into Study Island to create an individualized learning path for each student that targets his/her specific needs. Students work in Study Island at their own pace at home and at school to improve areas of weakness. Teachers also make assignments in Study Island to support specific skills being taught in the classroom.

Guided-Reading Workshop: 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.

6 + 1 Writing Traits: Dr. Holly Robbins provided training for teachers on the implementation of the 6 + 1 writing framework. Each trait was explained as it relates to the writing process and the assessment of student writing. The use of mentor text was also explained as a strategy to model appropriate use of each trait.

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.

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Daily Five Reading Routine: Teachers have access to Daily Five website and books. Classroom visits have been made available. A Daily Five class has been offered. Daily Five will be discussed in PLC meetings and in faculty meetings.

Student Engagement Workshop: Dr. Ron Nash provided training for teachers focused on active learning in the classroom based on strategies From Seatwork to Feetwork.

TTAC Behavior Strategies Workshop: TTAC from Virginia Tech provided mini sessions highlighting strategies to support students in the inclusion learning environment such as executive functioning and Autism behavior support.

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 teachers 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.

Instructional facilitators, and/or administration will provide follow up professional development on the 6+1 Traits Writing, Daily 5, 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 elements of the Daily 5 and the Daily 3 that are working well in their classrooms.

Related Indistar® indicators (if applicable): ID10

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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. Woolwine Elementary 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 assigned to observe and mentor all new teachers. Woolwine Elementary School utilizes student teachers and practicum students from Longwood University, Radford University, Patrick Henry Community College, and Patrick County High School.

Related Indistar® indicators (if applicable):

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:

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Woolwine Elementary 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:

- WES 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.

Woolwine Elementary will provide parents:

- 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

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The principal informed parents of the schoolwide Title I plan process at a Parent Teacher Organization meeting. Updates are 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.

Woolwine Elementary School 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.
- High School Transition Night: 7th graders and their families were invited to learn about their child's transition to the high school in the 8th grade.

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

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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): IIB06

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:

Woolwine Elementary School seeks to assist children in the transition from early childhood programs to Kindergarten. Pre-Kindergarten are housed in the same building as K-7. Students will benefit from the PK-2 Letterland Phonics Program. Pre-Kindergarten participates in daily school routines, with high expectations of both behavior and academic success. 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 WES Virginia Preschool Initiative class to determine student's readiness skills. The WES PreK teacher also works to prepare students and parents for Kindergarten by communicating the importance of readiness skills.

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Woolwine Elementary School also seeks to prepare seventh graders for the transition to Patrick County High School in 8th grade. The guidance counselor works with each seventh grade student to prepare an academic and career plan that will follow the students to PCHS. Seventh grade teachers and the guidance counselor work collaboratively with PCHS staff in the spring to provide information for students and parents. Seventh grade teachers take the students to PCHS for a site visit to become familiar with the facility and personnel. The teachers and guidance counselor work with the guidance department at PCHS to help students register for appropriate classes for the fall semester of their 8th grade year. PCHS also conducts a parent night to provide general information about the high school and to allow parents to answer any questions they may have and to tour the school.

Related Indistar[®] indicators (if applicable):

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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:

Student growth is measured throughout the year with a variety of assessments. In the classroom, teachers use pretests and formative assessments to guide instruction and administer common summative assessments or performance-based assessments.

Woolwine Elementary School administers the Measures of Academic Success (MAP) assessment in the fall and spring in Kindergarten through 7th grade to assess student growth. Teachers work with students to set individual learning goals based on the MAP goal-setting report to assist students in monitoring their own academic growth. MAP provides teachers with data to determine gaps in learning and relative strengths and weaknesses. The Learning Continuum assists teachers in tiering students based on specific reading and math skills in order to provide remediation, interventions, and/or enrichment.

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.

Students in grades PreK-3 are administered the Phonological Awareness Literacy Screening (PALS) in the fall, winter, and spring. PALS assesses students in phonemic awareness, alphabet recognition, letter sounds, concept of word, spelling, decoding, sight words, oral reading, and comprehension. Students who do not meet the specified benchmark are identified as needing additional services. Identified students are provided additional reading instruction daily.

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The Virginia Standards of Learning tests are administered to students in grades 4-7 in the spring. Teachers use the student detail report in order to provide remediation on specific skills to students eligible for an expedited retake. Data is disaggregated to determine strengths and weaknesses in each subject and grade level. Overall trends for the school are identified in order to inform instructional programs for the coming school year.

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 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): ID10

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.

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Narrative:

Faculty and administration at Woolwine Elementary School will analyze and use multiple sources of available data to identify students at risk of failure to make appropriate academic progress and will regularly monitor the progress made by at risk students.

Identification of at risk students is an ongoing process based on results from both formal and informal assessments. During weekly grade level PLC meetings, teachers use current data to identify students in need of remediation in reading and/or math. Remediation and/or intervention is scheduled based on deficits in particular skill areas.

Evaluation is an ongoing process. 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 Interactive Achievement 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 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.

Students who are meeting the minimum expectations will be monitored, and teachers will give instruction to these students to differentiate the learning so they are pushed towards more rigorous instruction. High achieving students will be engaged in more choice, problem solving, and project-based learning to enhance their learning.

IDRelated Indistar® indicators (if applicable): TA01, TA02, TA03

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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
State Sources	Support Details
Gifted	Differentiation/enrichment
Virginia Preschool Initiative	Preschool services for approved 4 year olds
PALS	K-3 literacy support

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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):	