

Schoolwide Plan Executive Summary for Blue Ridge Elementary

PRINCIPAL:	Jessica Horton	WEBSITE:	Blue Ridge Elementary
ADDRESS:	5135 Ararat Hwy, Ararat VA 24053	PHONE:	(276) 251-5271

SCHOOL SUMMARY

Blue Ridge Elementary is a rural, school- wide Title 1 Pre-K through 7 schools with an enrollment of 226 students. Within the student population, 55% of the students are on a reduced or free meal program based on their family financial status. 24% of students are in the special education program including students with an Individualized Education Plan and students with a 504 Plan, 4% are identified as EL students although 5.7% are identified as Hispanic American students, 0.8% are identified as African American students, 0.4% are identified as Native American students, 0% are identified as Asian American students, and 5.3% are identified as students with more than one ethnicity.

BRES has fifteen regular education classroom teachers, two special education teachers, and one Title I teacher. There are five part-time support teachers: a school counselor, an EL teacher, an academic coach, a literacy coach and a special education coach. BRES also has a full-time technology assistant and five part-time enrichment teachers: an art teacher, a media specialist, a primary music teacher, a choir teacher, and an elementary band teacher. Additionally, there is one special education teacher assistant, an algebra readiness diagnostic tutor, a VALLS tutor, a teacher assistant for grades 4-7, one full-time teacher assistant in grades K-2, and one Ameri Corp Assistant. The Patrick County Sheriff's Office provides a full-time School Resource Officer (SRO).

STUDENT INFORMATION

Grade Range:	PreK-7	Percentage Hispanic:	5.7%	EL Percentage:	4%
		Percentage Undefined:	22.5%		
Total Enrollment:	226	Percentage Black:	0.8%	Students with Disabilities Percentage:	24%
Percent of Students Identified as Economically Disadvantaged:	55%	Percentage White:	70%	Attendance Rate:	93.4%
		Percentage Asian:	0%	Graduation Rate:	N/A

Federal Accountability Status: Accredited	Title I	Percentage Native American: Percentage More than one Ethnicity:	0.4% 5%	Dropout Rate:	N/A
----------------------------------------------	---------	-----------------------------------------------------------------------	----------------	---------------	-----

SCHOOL FACULTY AND ADMINISTRATION

Number and Type of Administrators:	1 principal
Number of General Education Teaching Faculty:	15
Number of Special Education Teaching:	2
Number and Type of Itinerant Faculty:	1 art; 1 school counselor; 1 primary music; 1 choir; 1 band; 1 media specialist; 1 ELL teacher; 1 part time academic coach, 1 part time literacy coach, 1 part time special education coach - all itinerant faculty are part-time.
Number and Type of Coaches:	N/A
Number of Teacher Assistants:	9
Number and Type of Specialized Teaching Staff:	1 Title I Teacher
Number and Type of Resource Staff:	1 administrative assistant; 1 nurse; 1 SRO; 2 custodians; 4 cafeteria staff; 9 bus drivers
Other Faculty Support:	1 student success coach; 1 case manager; 1 computer tech

CURRICULUM OVERVIEW

Provide a simple descriptive list of the instructional programs your school offers in the core academic areas, by grade level and student type. If your school offers intervention programs or other additional academic programs, include them in the appropriate section. Do not include after school programs or informal academic enrichment programs that aren't a formalized part of your curriculum.

Blue Ridge Elementary School teachers use the Student Performance by Question to identify strengths and weaknesses of SOL test results by subject area. At the beginning of the year teachers analyze the prior year's data and throughout the year they continually analyze CIP benchmark data, as well as other formative and summative assessment data. This data is used to identify

areas of strengths and weaknesses and to determine intervention needs. Teachers meet in both grade level and content area PLC meetings to analyze data, re-tier students, and have vertical alignment discussions. Grade level teams include the general education teachers, the Title I teacher, the special education teachers, and other interventionists as possible. These teams collaborated to discuss ideas and strategies to support struggling students. PLC teams will continue to meet and work together to analyze student assessments, uncover learning gaps, and meet the needs of each student individually.

During the 2024-2025 school year remediation time is set aside in grades Kindergarten through seventh that allows Title One and other support staff to target areas of weakness. Additionally, the special education teachers provide inclusion or resource time for targeted students in reading and math. The general classroom teacher, as well as interventionists, such as the Title I teacher, the ARDT tutor, PALS tutor, and teacher assistants also provide intentional math and reading remedial sessions for students. During remediation as well as assessing students' growth, BRES will use a variety of resources such as IXL, Study Island, Zearn Math, Lexia, Reading Eggs, SeeSaw, and SOL Pass. Students who are not receiving remediation services will have extension opportunities, including those available on these same programs and resources, which tailor learning to the student's ability level.

To provide mastery and intervention of the curriculum, teachers will differentiate lessons to meet students' needs. They will continue to use small group instruction (both for reading and math), guided reading lessons, VALLS instruction, Title I interventions, Algebra Readiness support, and both in-school and after-school tutoring services. Teachers will also utilize Comprehensive Instructional Program (CIP) for the pacing guide as well as a bank of lesson plans, resources, and benchmark assessments for data analysis. BRES will continue to use a variety of formative assessments including benchmarks, CKLA assessment, running records, VALLS, VKRP, teacher-created assessments, and other valuable resources to measure learning gaps and needs.

EXTENDED LEARNING OPPORTUNITIES

Students and families will be invited to participate in multiple parent involvement activities throughout the year. Each of the four PTO meetings will have a program featuring Blue Ridge students. Additional programs will include the Title I Annual Meeting and Meet the Teacher Night in early August, Title I Reading Night, Title I Math Night, SOL Test Preparation Night, Parent/Teacher Conferences, and Kindergarten Orientation. These programs allow the school to highlight strategies parents can use at home to improve student achievement as well as provide opportunities for the students to display their learning.

Professional Development at Blue Ridge Elementary is offered on a regular basis and focuses on improving instruction and staff/student relationships. Professional development opportunities include the administrator, instructional facilitators, teachers, paraprofessionals, and guidance counselors. Conferences, training, and learning sessions are identified based on teacher self-assessment, student needs, and administrative evaluations and observations.

The current focus of professional development includes the following topics: Social Emotional Learning (SEL), small group reading and math instruction, writing instruction, technology used for remote learning such as Google Classroom, providing equity, and diversity. Professional development will be provided at the monthly faculty meeting and at PLC meetings. The administrator, instructional facilitators, Academic Coach, literacy coach, special education coach, and/or classroom teachers may provide professional development sessions. Teachers will have the opportunity to share new instructional strategies during either the faculty meeting or applicable PLC meetings. The administrator will document all professional development opportunities.

Teachers are also encouraged to attend and present at division level learning sessions. These sessions, offered each semester and during the summer, provide short professional development opportunities on a voluntary basis. The division conducts a survey to identify topics of interest.

We continue to see significant academic learning gaps in all content areas in 2nd-7th grades. We plan to address this by giving pre-assessments at the beginning of the school year to see where each student needs additional support and remediation. Remediation will take place during school hours as well as after school in order to meet students' needs and close learning gaps. A full-time assistant will be assigned to kindergarten, first grade, and second grade. These grades will also have a VALLS tutor working with students who identify for this need. Students in grades three-seven will have services provided by our Title I teacher, teacher assistants, America Corps Tutor, and an Algebra Readiness Tutor. In addition, we have two Special Education teachers and an instructional assistant working with students who qualify for the special education program. All of these individuals will provide support and remediation to students as needed. After school tutoring will begin in September, after all pre-assessments are given to determine needs and letters are sent to parents to obtain permission for students to stay after school.

AREAS OF STRENGTH

- High academic achievement in all four subject areas. EL student performance is an area of strength.

2023 - 2024 SOL Scores: (Unofficial)

Subject	2023-2024	Subject	2023-2024
English	84.8	History	78.8
Math	87.1	Science	61.3

English, Math, and History of the 2023-2024 scores were above the state benchmarks.

Science fell below the 2023-2024 state benchmarks. A plan for improving science scores include:

- Additionally student practice with programs such as Study Island and SOL Plass
- Weekly walkthroughs and feedback on student and teacher performance
- Spiral Reviews

Blue Ridge Elementary Performance Trends:

Subject	State Accreditation Benchmark	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
English	75	88	89	88	N/A	80	93.2	89.4	84.8
Math	70	94	91	97	N/A	74	93.5	87.6	87.1
History	70	98	90	84	N/A	86	83.3	81.4	78.8
Science	70	94	100	96	N/A	51	69	84.6	61.3

EL: Analysis of EL performance for 2024-2025 shows a drop in proficiency in EL Students in all subjects except History.

Subject	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
English	83	33	100	N/A	100	100	100	75
Math	100	60	100	N/A	100	100	100	88.9
Science	100	100	N/A	N/A	N/A	100	N/A	50
History	100	50	N/A	N/A	N/A	100	100	100

SWD: Analysis of the SWD subgroup performance for 2024-2025 indicates an decrease in success in all subjects for students in this subgroup. This is a concern for this subgroup and daily remediation is in place to improve proficiency.

Subject	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
English	36	70	64	N/A	52	80	72.7	65.4
Math	59	63	84	N/A	50	85.7	71.4	57.7
Science	92	100	100	N/A	0	75	60	25
History	100	75	44	N/A	66	60	62.5	44.4

Economically disadvantaged: Analysis of our largest subgroup, Economically Disadvantaged (ED), shows proficiency in all academic areas except Science.

Subject	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
English	82	83	83	N/A	75	90	85.9	80.5
Math	91	87	94	N/A	65	90.3	81.8	78.4
Science	92	100	95	N/A	44	60	80	55
History	97	84	80	N/A	82	75.7	73.7	72.7

AREAS OF CONCERN

The SWD subgroup for the 2023-2024 SOL pass rates decreased in all subject areas.

PALS:

2023-2024 PALS testing completed for Spring 2024 indicated the following:

- In Pre-K, ten students were assessed with the following subtests: Letter names, Letter sounds, Syllable segmenting, beginning sounds expressive, and phonemen blending.
 - Letter names: 2 students - strong; 7 students - growing; 1 student - beginning
 - Letter sounds: 2 students - strong; 5 students - growing; 3 students - beginning
 - Syllable segmenting: 9 students - strong; 1 students - growing; 0 students - beginning

-
- Beginning sounds expressive: 3 students - strong; 1 students - growing; 6 students - beginning
 - Phoneme blending: 1 student - strong; 1 student - growing; 8 students - beginning
 - In kindergarten, 21 students were assessed. Two students fell below benchmark in kindergarten. The remaining 19 students (90%) fell within benchmark range.
 - In first grade, 26 students were assessed. All students met the benchmark in first grade.
 - In second grade, 29 students were assessed. Eight students fell below benchmark in second grade. The remaining 21 (72%) fell within benchmark range.
 - In third grade, 31 students were assessed. Seven fell below the benchmark. The remaining 24 (77%) fell within benchmark range.

The students who fell below benchmark will receive extra instruction and remediation from our VALLS tutor, Title I teacher, and Title I assistants. By identifying in PALS, they qualify for 2.5 additional hours of instruction per week. Additionally, some are being served in Student Assistance Teams (SAT) which determine additional supports that may need to be put in place for each individual child, in order for that child to experience success.