

## Schoolwide Plan Executive Summary for **Woolwine Elementary School**

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### SCHOOL SUMMARY

Woolwine Elementary School, a rural institution, educates 155 students from Pre-Kindergarten through 7th grade. As one of six feeder schools for Patrick County High School, Woolwine has a student body that is 46.7% male and 52.5% female. The school supports 32 students with disabilities, categorized as follows: 12.8% with Specific Learning Disabilities (SLD), 1% , 7% with Speech or Language Impairments (SLI), less than 1% with Other Health Impairments (OHI), less than 1% with Autism (Aut), less than 1% with Intellectual Disability (ID), and and less than 2% under a 504 Plan. Woolwine Elementary School currently has 31 instructional and support staff members. Woolwine has one teacher per grade level. For the upcoming school year, -teachers will continue the use of the Knowledge strand of Amplify CKLA in grades K-2. This program exposes students to a wide variety of topics to deepen content knowledge, expand vocabulary, and build reading comprehension. It aims to build culturally literate students who understand the world we live in. Additional student demographic information is provided below.

### STUDENT INFORMATION

Grade Range:	PreK-7	Percentage Hispanic:	8%	ELL Percentage:	5 %
Total Enrollment:	155			Students with Disabilities	32.41 %
		Percentage Black:	1%	Percentage Attendance Rate:	94.47%
Percent Of students Identified as Economically Disadvantaged:	69.18%	Percentage White:	86.1%	Graduation Rate:	N/A
		Percentage Asian:	0	Dropout Rate:	N/A
Federal Accountability Status:	Title One	Percentage Native American:	0%		

## SCHOOL FACULTY AND ADMINISTRATION

Number and Type of Administrators:	1 Principal
Number of General Education Teaching Faculty:	12
Number of Special Education Teaching:	1
Number and Type of Itinerant Faculty:	1/Guidance, 1/Librarian, 1/Speech Therapist, 1/Art, 3/Music, 1/ESL,
Number and Type of Coaches:	0
Number of Teacher Assistants:	5
Number and Type of Specialized Teaching Staff:	1 Title One
Number and Type of Resource Staff:	1/Administrative Asst., 1/Nurse, 1/SRO, 2/Custodians, 2/Cafeteria, 8.5 Bus Drivers
Other Faculty Support:	1/Day Counselors p/t

## CURRICULUM OVERVIEW

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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.

At Woolwine Elementary School (WES), we believe that our students and teachers deserve an environment that inspires and empowers them to become productive citizens. Our teachers employ backward design for planning instruction, utilizing the Virginia Department of Education (VDOE) curriculum framework and division pacing guides. This school year, teachers will continue to follow the Comprehensive Instructional Program for pacing, as well as using a bank of lesson plans, resources, and benchmark assessments for data analysis and planning based on student needs, in line with VDOE and local division guidance for 2024-2025.

WES will maintain a variety of formative assessments, including CIP early benchmarks, running records, Brigance, VALLSS,PALS, VKRP, teacher-created assessments, and other valuable tools to identify learning gaps and needs. Professional development will be provided to address instructional needs, and remediation will be delivered through small group instruction, one-on-one teaching, and online interventions.

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Social-emotional learning is essential for re-engaging students, rebuilding relationships and school communities, and creating equitable learning environments for all students. Training will be provided to all instructional staff in the areas of mental health and well-being. School counselors will have dedicated time to offer social-emotional learning support. Patrick County Public Schools will continue to use existing Positive Behavioral Interventions and Supports (PBIS) strategies to enhance social-emotional learning and boost student confidence and competence. Strategies may include morning meetings, advisory periods, PBIS strategies, counseling sessions, and more.

Teachers will use data from both formative and social-emotional assessments to revise curricula and pacing, addressing content gaps. Special consideration will be given to missing content from previous years, identifying connections between grade levels, and ensuring student progression toward learning goals. Vertical planning within schools will enable teams to identify and present missing content to students through various formats.

At the end of the previous school term and 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. This school year the SOL tests were given in the fall, winter and spring. Students will be able to make growth or show a pass score based on the vertical scaled progress tables. Instructional staff spent two days in May reviewing and analyzing SOL data from the Fall 2023, Winter 2023 assessments for reading and math, Spring 2024 core area SOL tests, end of grade classroom assessments, and CIP, MAP, VKRP, and PALS assessment 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 intervention needed. The vertical grade level teams and leadership team met during the May workdays and began to determine interventions for both tier 2 and tier 3 students. Administration and the leadership are currently working on a remediation checklist to include areas that are weak. The list will contain grade level skills overall and weekly skills to focus on. This database will serve as a learning progression and as a communication tool for the current level of students in grades PreK to 7. The VALS/PALS database will show next steps and documentation for interventions and remediation, as needed. This information will also assist teachers, teacher assistants, students and parents in conferencing and working together for student success. A part-time Piedmont based mental health coach was added to our school last year and worked with high need students two days a week to address social, emotional and mental health needs. This year teachers will be Continuing the Knowledge strand of Amplify CKLA in grades K-2. It exposes students to a wide variety of topics to deepen their content knowledge, expand their vocabulary, and build reading comprehension. It aims to build culturally literate students who understand the world we live in. Our staff will also be utilizing Lexia and UFLI for additional aid for students. UFLI (University of Florida's Literacy Institute) Foundations is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention

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with students struggling in any grade. Lexia provides science of reading-based professional learning and curriculum solutions for students with literacy needs. The addition of a reading coach for the division and the addition of reading plans for students will enhance our reading programs already in place.

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 School Counselor) meet on a weekly basis in PLC meetings to review data, monitor student progress, and hold professional development as needed based on the specific grade levels and plan next steps. This school year we will continue to monitor progress from the Mastery Connect 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 the student may be re-tiered for more intensive interventions, or be referred for SAT/ 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 will monitor the progress.

For the past eight school terms, an 8th period remediation block has been implemented with success. For our new year 2024-2025, teachers and administration will continue the 8th period remediation block and will expand on this effort 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 in both reading and math areas. During the CKLA small groups, tiered students will continue to receive additional 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 new including information from CIP Benchmarks at the end of each 9-week period, through unit assessments, daily assignments, and observation on a daily basis. Once weaknesses in math are determined, remediation of skills will begin in the form of small group instruction, 1:1 remediation, and computerized assisted instruction with IXL math or in school/ after-school tutoring. To implement strategies for intervention, the classroom teachers differentiate lessons according to students' needs using the Learning Continuum from MAP (grade 2), guided reading level assessment, VALLSS/PALS services, Title 1 Services, Study Island, Reading Eggs/Eggspress, Lexia, Zearn, UFLI lessons, 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 again 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

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Therapist, School Counselor, and other professionals as needed), who will meet to review data. Goals and student progress will be reviewed and changed as necessary according to individual need.

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## **EXTENDED LEARNING OPPORTUNITIES**

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Provide a description of the opportunities for teachers, students, parents, and community partners to engage in or provide extended learning opportunities (Professional Development, workshops, afterschool programs, etc.)

Provide a simple description of the frequency, duration and primary use of collaborative time. List teachers that meet together, by type, during collaborative time (i.e., grade level teams, departments, etc.).

At Woolwine Elementary, ongoing professional development includes administrators, instructional facilitators, teachers, paraprofessionals, and school counselors. Conferences, training, and workshops are determined based on staff needs and overall needs of students. Improving instructional methods and strategies are always at the core of professional development.

Currently we are focusing on professional development in the following areas: LETRS, Multisensory Structured Literacy Instruction Training, virtual and social distance learning methods (as needed), PBIS (Positive Behavior Intervention Systems) and Classroom Management Practices using a leveled approach for consequences, Universal School practices, Backward Planning, small group reading and math resources, Whole School Leveled Library Addition, DSA spelling inventory, Lexia, UFLI, Zearn Math groups, Lucy Calkins Writing, MAP Learning Continuum, Innovative Strategies and Planning, CIP Website, and Mastery Connect. Teachers will implement explicit language and literacy instruction including foundational skills in systematic and sequential order while providing individualized interventions and support as outlined in the Amplify CKLA curriculum adopted by PCPS two years ago and continue with CKLA Knowledge in 24/25. Teachers will participate in professional development accompanied by the adoption of the new curriculum and collaborate with colleagues to assess students, place students, and monitor student progress. Teachers will collect and analyze multiple data points of student data from screeners, progress monitoring, diagnostic assessments, and formative and summative assessments.

Student data will be collected using the following:

- VALLS/PALs(K-3)
- VKRP(K)
- DSA
- Placement tests for unit

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- CKLA BOY, MOY, and EOY assessments
  - Check-ups throughout the Unit
  - Zearn data
  - Lexia data

Teachers will execute writing lessons daily in an effective fashion that provides an opportunity for students to engage in the writing process outlined in the Units of Study curriculum. This includes:

- Administration of pre and post on-demand assessment for at least two units of study.
- Completed published piece of writing for at least one unit of study.
- Writing pieces are graded using the appropriate rubric and entered on the datasheet.

Additional professional development will be provided in areas of needed growth throughout the 2024-2025 school year as determined by teacher self-assessments, administrative observations/evaluations, and walkthroughs.

Professional development will be presented monthly at faculty meetings by administrators, academic coaches, instructional facilitators, teacher leaders, grade level teachers, and/or district curriculum staff. Priority areas for professional development are: Virtual and social distance learning, Google Classroom, CIP Website, Interactive Achievement Data System, Study Island, MAP Learning Continuum, and Lucy Calkins Writing follow up. Documentation of all professional development will be kept on file by the administrator.

During the 2024-2025 school year, we will continue to provide professional development in the summer months by in person and Google classroom, zoom meetings, and monthly faculty meetings 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, is used to guide areas 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 Lexia, Zearn, UFLI, LETRS, Lucy Calkins Writing, Classwize, and differentiated Reading ideas utilizing the Reading coaches suggestions. Based on classroom observations, instructional facilitators and administration will ask Grade Level Teams to present at faculty meetings elements that are working well in their classrooms on Lucy Calkins Writing, , remediation, and other RTI strategies.

## AREAS OF STRENGTH

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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.

Attendance for this year is 94.47% with boys at 94.94% and girls at 94.09%. This is again lower than 2023's 94.83% with boys at 94.62% and girls at 95.1%. This is also lower than 2022's score of 95.34% and 2021's score of 97.72%. It is noted that many students had covid and the average stay out of school was five days by local medical providers. Attendance improvements will be a focus for 2024-25.

Typically math is a strength and our score for 2024 was 94.57% (with growth). Last year, 2023, math was 96.74% (with growth). All three scores are in the high range and are considerably higher than the 77.17% from three years ago. History is also typically a strength and this year's SOL score was 84.62% and it is higher than 2023's, 83.3% and shows improvement from, 2022's, 81.48% and 6 points higher than two years ago (76.74%). Science for 2024 was 90% which is 4 points higher than 2023's 86.6% which was higher than 2022's, 85.1% and much higher than 2021's, 50%. Overall, gains are being made in the above mentioned areas.

## AREAS OF CONCERN

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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.

**The following are the results for the 2023-2024 school term with previous years listed:**

Subject: <b>2023-24</b>	2022-23	Accreditation Benchmark:	2021-2022	2020-2021	2019-2020	2018-2019
English <b>89.36 %</b>	93.62%	75%	92.55%	72%	not given	89.7%
Math <b>91.49 %</b>	94.57%	70%	96.74%	77.1%		96.1%
History <b>84.62 %</b>	83.3%	70%	81.48%	76.0%		94.2%
Science <b>90.91 %</b>	86.6%	70%	85%	50%		92.8%

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***Our 5-year trend is listed above and below:***

English	2012-2013	78%	2013-2014	74%	2014-2015	85%	2015-2016	84%	2016-2017	86%	2017-2018	90.38%
Math	2012-2013	85%	2013-2014	83%	2014-2015	95%	2015-2016	96%	2016-2017	98%	2017-2018	93.20%
History	2012-2013	92%	2013-2014	82%	2014-2015	98%	2015-2016	95%	2016-2017	100%	2017-2018	92.16%
Science	2012-2013	92%	2013-2014	87%	2014-2015	88%	2015-2016	93%	2016-2017	92%	2017-2018	93.75%

In looking at trend data we see that :

Reading for 2024 ended with an 82.98 % before growth and an 89.36 % after growth. Reading ended last year with 93.62% with growth and 87.23% before growth. In 2022 English was 92.55% with growth and 86.1% before growth. In the spring of 2021, scores did not count for accreditation and re-tests were not given; English score was 72.34%. The resource special education score for 2024 was 63.16% with growth and 47.37% before. The special education subgroup's ending score for May 2023 was 75% with growth and 54.1% without growth. In May of 2022 the special education subgroup for reading was 81.48% with growth and 62.96% without growth. In May of 2021 the subgroup's score was 48.28%. The disadvantaged score for 2024 was 85.42% before growth and an 87.50% after growth. Our disadvantaged score for 2023 was 93.75% and 87.50% before growth. In May of 2022 the disadvantaged score for English was 92% (84% before growth) and the Spring of 2021 was 68.63%. The white group for May of 2024 was 81.71% before growth and an 89.02% after growth. The white group in May 2023 was 92.41% with 84.81% before growth. In May 2022 the white group score was 92.68 and 85.37% before growth. The spring of 2021 the score was 71.08%. Therefore, our lowest area, the special education sub-group in English will still remain an area of concern to maintain and continue to show growth in.

For 2024, Science ended with a 90.91% and a 75% in the special population (only 4 students) Science ended the year in 2023 with 86% while the 2022 score was 85%; the spring of 2021 was 50%. Since it is a new curriculum, we will continue to treat this as an area of concern though gains did occur this year.

Math special ed subgroups are also a concern: For 2024, math overall was a 91.49% with growth and an 87.23% before growth. This year for special education we had a 52.63% before growth and a 63.16% after growth. Last year 2023, the special education score for math was 79.17% with growth and 58.33 before growth. 2022 scores were 88.46% with growth and 65.38% before growth. Spring 2021 score was 51.72%. Our vertical grade level teams have met and are making plans to address the deficits in these areas. The addition of more targeted services to individuals and small groups was added for the 2023-2024 school term and will again be a concern and priority for 2024-2025.

Our instructional coach has worked with both teachers and teacher assistants to make sure that students are benefitting from targeted and explicit instruction. The instructional coach, teachers, and instructional staff use the VLP website for access to resources to aid the use and interpretation of PALS data to guide decisions pertaining to students' literacy needs.

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Here is our end of the year PALS data for 2023-2024

Here is a snapshot of students below the benchmark in Kindergarten to third grade for Spring 2024 and fall 2023.

PreKindergarten

## 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.

PreKindergarten

School: Woolwine Elem.

Alphabet Knowledge		Phonological Awareness			Language Comprehension			Emergent Writing
Letter Names	Letter Sounds	Syllable Segmenting	Beginning Sounds Expressive	Phoneme Blending	Passage Comprehension: Passage Retell	Passage Comprehension: Expressive Comprehension Questions	Passage Comprehension: Receptive Comprehension Questions	Name Writing
52	25	10	10	10	6	5	4	5

38% Strong 61% Growing band	23% in the strong band 31% in the beginning band 46% in the growing band	100 % Strong	76% Strong 13% Growing	6 % Strong 33% Growing 61% in the beginning	3 students scored a 4 or 5.  9 students scored a 2.5 to 3.  1 student scored a 6	1 student scored a 4 or 5.  11 students scored a 2.5 to 3.5  1 student scored a 2.	7 students scored a 4.  5 students scored a 3.  1 student scored 0 to 2.	13/13 students scored a 5.
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PreK data shows: Eight students were in the growing Spring Developmental band ranges in letter names. Seven students were in the growing band for letter sounds. Three students were in the growing band for beginning sounds. Areas of strength are in syllable segmenting, beginning sounds and name writing. Areas to grow in are letter names, letter sounds, phoneme blending, and passage comprehension and retell. Summer fun learning packets for both reading and math were sent home to aid students and parents in the continuation of learning to write their name, recognizing lower and uppercase alphabet and sound awareness.

#### Kindergarten PALS

Phonological Awareness		ABC Know	Letter Sounds Known.		COW
Group Rhyme (9-10) 86%	Group Beg Sounds (9-10) 86%	Alphabet Rec (23-26) 80%	Letter Sounds (17-26) 80%	Spelling (10-20) 80%	COW Word List (3-10) 100%

Twelve of fifteen or 80% of Kindergarten students met all benchmarks. Three students did ID for services. There were two students in two of the phonological awareness categories. Two students did not meet the score of 9 or better on group sounds and beginning rhyme. Three students did not meet the benchmark of 24 for alphabet recognition, letter sounds, or spelling. Summer fun learning packets for both reading and math were sent home to aid students and parents in the continuation of working on letters, sounds, spelling and phonics skills.

#### First Grade: Word Knowledge Areas

Spelling (24-52)  21 of 24 or 87.5 % met benchmarks. 3/24 students or 12.5% need to work on this area	PrePrimer (19-20) 24/24 met this benchmark	Primer (15-20) 24/24 met this benchmark	First Grade (7-20) 13/24 or 54% need to work in this area	Second or Higher 11/24 or 45% need to work in this area
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Four students in first grade did not meet benchmarks. One student was just found eligible for the LD program in April. Specific areas to address for spelling include digraphs, blends, short vowels, nasals, cvce, long vowels, r and l influenced, ambiguous vowels, syllable juncture, affixes and derivations. Summer fun learning packets for both reading and math were sent home to aid students and parents in the continuation of learning grade level material for spelling and reading skills.

Second Grade Word Knowledge

Spelling (28-56) 7/18 or 38% of students need to work in this area to make gains	Primer	First Grade (16-20) 2 of 18 or 11% of students are in this area	Second Grade (15-20)	3rd or higher 16 of 18 or 88 % students in this area
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Students in grades one and two need to address their spelling. Second graders need to work on digraphs, blends, short vowels, nasals, cvce, long vowels, r and l influenced, ambiguous vowels, syllable juncture, affixes and derivations. Word knowledge and oral reading is on track for second graders entering third grade with the exception of two students and plans for gains have already started.

**Summary**

Our Reading performance remains lower than our Math. Our percentage of students eligible for PALS has increased or remained about the same in grades K to 3 for the past three years. For 24/25 the number of students qualifying for PALS has improved but we would still like to see increases in the category of spelling and reading levels in the oral reading ranges.

**MAP Math Weaknesses by grade level 2 for Spring 2024**

Weak areas according to the map scores were: Computation and estimation were 56% with 10 of 18 students scoring in the low to low average range. Other areas to watch include patterns, functions, and algebra and probability and statistics with 27 % or 5 of 18 students needing more remediations in these areas.

**MAP Reading Weaknesses by grade level 2 for Spring 2024**

Grade 2's low area was comprehension of nonfiction texts with 8 of 18 students scoring in the low to low average range, followed by 7 of 18 students scoring in the low to low average range in comprehension of literary texts, word origins, semantics and vocabulary acquisition.

**VKRP (PreKindergarten) Areas for Spring 2024: Students will be in Kindergarten in Fall 2024**

11 students are in the strong band with 2 growing and none at the beginning level for math.

Total number of students	Mathematics					
	Beginning		Growing		Strong	
	Number of students	% of assessed students	Number of students	% of assessed students	Number of students	% of assessed students
13	0	0.00%	2	15.38%	11	84.62%

13	0	0.00%	2	15.38%	11	84.62%
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Self-Regulation					
Beginning		Growing		Strong	
Number of students	% of assessed students	Number of students	% of assessed students	Number of students	% of assessed students
2	15.38%	11	84.62%	0	0.00%

2	15.38%	11	84.62%	0	0.00%
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Nine students are at the growing stage of self regulation and 2 students are at the beginning level.

Social Skills					
Beginning		Growing		Strong	
Number of students	% of assessed students	Number of students	% of assessed students	Number of students	% of assessed students
2	15.38%	10	76.92%	1	7.69%

2	15.38%	10	76.92%	1	7.69%
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One student has a strong range of social skills, Ten are at the growing stage and two are at the beginning level.

**PALS Grade Level Areas to focus on:**

Grade K students need to work on alphabet recognition, letter sounds and spelling; however, the number of students identifying for PALS in the spring has decreased.

Grade 1 students need to work on spelling, word ID and oral reading for the first grade level.

Grade 2 students need to work on spelling with emphasis on specific features.

Grade 3 students need to work on spelling, the third-grade word lists, and oral reading.

**VKRP (Kindergarten) Areas to watch for 24/25 based on the Spring 2024 Assessments (Students will be in first grade.)**

Percent of Students:	
Meeting Benchmark	Below Benchmark
87%	13%
87%	13%

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87% of students in Kindergarten were at or above the benchmark for Math. 100% of students met expectations for geometry performance and 93% for patterning performance. 80% of students met expectations for numeracy performance. 87% of students met expectations for computation performance.

93% of students in Kindergarten were at or above the benchmark for self-regulation.

100% of students in Kindergarten were at or above the benchmark for social skills.

80% of students in Kindergarten were at or above the benchmark for literacy (PALS).

**Reading New Key Points** Teachers will be continuing the Knowledge strand of Amplify CKLA in grades K-2. This program exposes students to a wide variety of topics to deepen their content knowledge, expand their vocabulary, and build reading comprehension. It aims to build culturally literate students who understand the world we live in. Teachers will also be utilizing the Lexia Core 5 program. Accelerate Literacy for Virginia Students Lexia® Core5® Reading has been recommended by the Virginia Department of Education for supplemental and intervention programs to fulfill the components of the Virginia Literacy Act. This is an individualized application that strengthens foundational skills in reading using pre and post tests along with individualized interventions. Students will be placed on individual learning paths to help them become proficient readers.

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