

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

Division Name: Patrick County **School Name:** Patrick Springs Primary School

Date: 06/01/2021

Select One: Initial Plan **X Revision-2021**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

The plan should be developed with the involvement of:

- Parents;
- Other members of the community to be served;
- Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
- The local education agency;
- To the extent feasible, tribes and tribal organizations present in the community; and
- If appropriate
 - § Specialized instructional support personnel;
 - § Technical assistance providers;
 - § School staff; and
- If the plan relates to a secondary school, students and other individuals determined by the school;

The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and

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If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that are related to the schoolwide components.

Directions: Complete each of the four components by following these steps:

Access the Title I Schoolwide Plan template on the [Title I web site](#); Provide a narrative response that describes how the school has addressed the requirements for each component; and submit the plan as directed by your LEA Title I Coordinator.

Resources:

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs, Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and *Title I Fiscal Issues*, can be accessed at the [Title I website](#) under Guidelines and Procedures/Federal Guidance.

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Stakeholders:

List the name and title of each stakeholder who participated in developing this plan.

| Name of Stakeholder | Title |
|----------------------------|---|
| Betty Baker | Principal |
| Amy Burnette | Title I Teacher, Reading Interventionists/ ReadingFacilitator |
| Nicole Stowe-Holt | ECSE PreK3 Teacher, Math Instructional Facilitator |
| Ashlee Hall | Classroom Teacher (K) |
| Sarah Dollarhite | Classroom Teacher (2nd Grade) |
| Kristen Welsh | Classroom Teacher (3rd Grade) |
| Mary Martin | PALS & SPED Instructional Assistant |

Component 1 §1114(b)(6):

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A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative:

Patrick Springs Primary is a Title One Target Assisted rural elementary school serving students in grades Pre-Kindergarten to 3rd Grade. 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 69.08%. Head start is based in our school as well and has 18 students not included in the totals above. PSPS has eighty students with 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.

Patrick Springs Primary School is a primary school that houses PreK-3 plus special education programs for DD, ID, Autism, and MH. The current school population is students (118 males and 117 females). The ethnicity of the student population is as follows: White (192) = 81.7%, (17) African American = 7.23%, Hispanic = Less than 1%, (0) Asian = 0%, and (17) Multi-race = 7.23%. PSPS currently has eighty students receiving special education services. 57.69 % students are economically disadvantaged according to the latest records.

Patrick Springs Primary School has approximately 54 staff members. Our reading staff consists of one Title One teacher and two instructional assistants, and three full-time PALS tutors. At our school, all kindergarten, first-grade, second-grade, and third-grade students have 1:1 iPads. Our literacy instruction currently includes small Guided Reading groups and small group word study in grades K to 3. 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 approximately 30 children. The school provides a part-time counselor to assist

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students, parents, and staff. We began after-school tutoring in October for 1st- 3rd graders two days a week. PSPS is a fully accredited school in all subject areas that are measured. The following are the results from the previous three school years including the 2020-2021 school year.

| | Benchmarks | 2018-2019 | 2019-2020 | 2020-2021 |
|---------|-------------------|------------------|------------------|------------------|
| English | 75% | 89% | COVID-19 | 79% |
| Math | 70% | 90% | COVID-19 | 57% |

- Reading and Math subject areas have been our focus for the past three years, and our SOL scores have maintained state standards in both subject areas.
- Test administration was cancelled for the 2019-2020 school year as a result of school closure and COVID-19.

After a Comprehensive Needs Assessment was conducted, Patrick Springs Primary School third grade faculty and staff began looking at spring SOL assessment data in order to prepare for the 2021-2022 school term. The team used school reports from PearsonAccessNext and 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. In addition to the third grade faculty, PreK - 2nd faculty and staff also looked at our MAP (Measures of Academic Progress), PM (Performance Matters), CIP (Comprehensive Instruction Program), DSA (Developmental Spelling Assessment), and PALS (Phonological Awareness Literacy Screening) given in the spring to gain an overall picture of strengths and weaknesses for our PreK-third grade students. The SOL spring data, MAP, CIP, and DSA, and PM 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 found in the standard of learning objective, essential knowledge, and comprehension of nonfiction and fiction text passages. Specific areas to focus on for reading includes: 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 and identifying supporting details. Our local Performance Matters assessments as well as PBA (Performance Based Assessments) in history and science determined students need to work on cause and effect, making inferences, making predictions, paragraph writing, and overall understanding of vocabulary terms. Our school and division are focusing on both reading

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and writing in the content areas and will use the updated pacing guide for writing in grades K to 2. Grade level teams will meet weekly and work together to focus on reading and math content areas.

Math SOL data indicated a weakness in computation and estimation, measurement, geometry, patterns, functions, and algebra, and number and number sense. An overall focus will be placed on multi-step word problems and using more manipulatives i.e.: ten frames, rekenreks, and exploration of different ways to solve math problems using number talks to hear student thinking. For the 2021-2022 school year, math strategy grouping will take place during math intervention time. Students at Patrick Springs Primary take MAP assessments two times a year to measure student growth in 2nd grade. Teachers use MAP data to group students for differentiated instruction and determine strength and weakness. 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 is an online program used by our PreK-2 students. This program aligns students according to their individual reading levels. Students work weekly in the reading eggs program on their individual reading deficient areas. All grades (PreK-3) receive instruction in core areas 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. A push-in/pull-out model will both be used for PALS and Title One small group instruction. Teacher observation of students and formative/summative data assist in guiding instruction and planning for differentiation. Through the use of the Guided Reading, PALS lesson plan frameworks for literacy, teachers are able to tailor literacy instruction for students. Grade level teams work together to tier students in order to determine the level of intervention needed. Grade level teams collaborate weekly to create common assessments in alignment to the expectations of district and state assessments.

Professional development opportunities are offered throughout the year including workshops, in-service trainings, grade level and content area meetings, VDOE institutes, PLC professional development, and professional conferences. PSPS also utilized professional colleague visits in which teachers were asked to see other staff members in a subject area similar to their own, and analyze the instructional practices that would help improve their own performance. Finally, we asked our core area teachers to complete quarterly data assessment analysis sheets that focused on student achievement data using CIP quarterly assessments, PALS benchmarks, PALS quick checks, MAP testing, RTI tiering, weekly Mastery Connect data, and in-class assessments. This information aided in the development of a quarterly data analysis completed by the school principal and discussed at the school and division level.

Patrick Springs Primary School offers various opportunities for parent involvement: Parent/Teacher Organization, Volunteer program, Title I

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Parent Involvement meetings, Back to School Night, Family Reading and Math Nights, and Parent/Teacher Conferences.

Additional Adjustments for 2021-2022 include:

- Adjust the master schedule for all grade levels to receive a half hour enrichment/remediation time.
- Continue to implement the use of student-led conferences along with parent/teacher conferences to improve parental engagement and student accountability.
- Continue literacy instruction for 90 minutes daily and writing instruction for 30 minutes daily with content integration.
- Continue Family SOL Prep Night in March, Reading and Family Math Night in the Fall/Spring to drive parental involvement in this discipline and try to incorporate a STEM science night in March.
- Continue to work with TDT provider, Piedmont Counselor, and Health Counselor to ensure students needing additional social/emotional support are receiving services.
- Continue to utilize colleague observations to drive the sharing of best teaching practices.
- Alter Title I support schedule to allow for Tier III Intervention services in reading for our Tier III students in a 1:3 setting twice a week to focus on improving functional reading ability, and small group instruction with push-in support for Tier II students to focus on SOL skill development.
- Alter PLC Plan to allow for K-3 teams to meet once per semester to focus on vertical alignment and professional development, while meeting in grade level PLC monthly and grade level teams once a week to focus on individual student needs and student data.

Budget Implications: Shift the allocation of tutoring funds to provide more in-school tutoring/remediation opportunities in reading and math as opposed to after-school tutoring sessions.

Benchmark/Evaluation:

- Quarterly CIP Benchmark testing in Grades 2-3. SOL assessment in April/May.
- PALS Beginning, Middle, End of Year testing PK-3, PALS Weekly Quick Checks
- MAP Fall and Spring testing for 2nd grade: August and March
- Formal reading level assessment will be administered at the beginning and end of the year in addition to Running Record Assessments throughout the year to measure student growth. Students that were not on grade level at the beginning of the year reading assessment will be assessed mid-year for growth.
- Developmental Spelling Assessment (DSA) for Tier III readers at the end of the first semester and end of the school year: January, May

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- Teachers and staff will follow the 21-22 PCPS Assessment Schedule.

Component 2 §1114(b)(7)(A)(i):

Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Based on the 2020-2021 SOL testing and end of year assessments in PALS, MAP, PM, and CIP, our students with disabilities in math and reading showed growth at the end of the year. Current state SOL test data for these subgroups show SWD a 50% pass rate for reading. The subgroup SWD had a 33% pass rate in math.

To address these issues Patrick Springs Primary School plans to:

- Update master schedule to allow self-contained classes to go to itinerant classes with grade level peers with inclusion support.
- Tie Fountas and Pinnell level as recorded through Running Records to the IEP goals of Tier III Special Education students in reading.
- Utilize the Developmental Spelling Assessment (DSA) with all students to better address specific needs with below level readers.
- Continue to utilize remediation time to target student needs with our below grade level learners with specific attention to our special needs group.
- Alter PALS, and Title I support schedule to allow for Tier III Intervention services in reading for our Tier III students in a 1:3 or less setting twice a week to focus on improving functional reading ability, and small group instruction with push-in support for Tier II students on SOL skill development.

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- Grade Level Team and IEP case-managers, Administration, Title One, PALS Staff will analyze areas of improvement for each child so their instruction can be tailored to meet the needs of the student. PALS and Title One will partner with the classroom teacher, ESL teacher and special education teacher to evaluate students who are seeing multiple support specialists, discuss services from each support specialist, and ensure the student is being supported in deficient areas. The support specialist will evaluate the services to make certain the services are not repeating and are complementing each other.
- Adjust the master schedule to ensure that classes containing Special Education students are provided additional teaching support to allow for small group instruction/remediation as a Tier II support during in-class sessions.

Budget Implications: Funds were decreased for SPED due to reduced enrollment numbers of SWD.

Benchmark/Evaluation:

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March (3rd grade) and December and April (2nd grade).
- MAP Fall and Spring testing: August and March for 2nd grade only
- PALS- Fall, Winter and Spring tests
- Formal reading level assessment for all students at the beginning of the Fall and Spring Semester and mid-year for students not on grade level at the beginning of the year assessment.
- Developmental Spelling Assessment (DSA) for Tier III readers at the end of the first semester and end of the school year: January, May

Component 3 §1114(b)(7)(ii):

Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

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Evidence: Scientifically-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative: Patrick Springs Primary School has a built in 25-30 minute extended learning time during the instructional school day for grades where students are given the opportunity to work in small groups or individually with the teacher, specific support staff, and specialist on academic areas of math and reading. We aligned pacing guides with content, reading, and math to be able to incorporate reading and math in the content area. Math concepts are addressed in science and reading of nonfiction texts is incorporated in content. We have utilized our Music program to support children in reading, math, science, writing, and history instruction by practicing Concept of Word, Rhyme, SOL content area support based on the grade level. We have also utilized our Art program to support our content area SOL by focusing on shapes, colors, geometric shapes, measuring, and famous people, and events found in history based on the grade level.

Adjusts are also being made to the following :

- PSPS Grade 3 follows the CIP pacing guide for all subject areas.
- PSPS K-2 grades follow the PCPS literacy pacing guide and CIP for Math
- Guided reading library allows all ELA teachers to use nonfiction text to incorporate content into small group reading instruction.
- Digital learning lab for enrichment.

Budget Implications:

Additional funding for non-fiction libraries for K-3, Remediation funding - how to best utilize allotment to reach all students at a time during the school day

Benchmark/Evaluation:

- Running records
- Quarterly benchmark assessments in PALS, MAP, CIP
- Mastery Connect formative and summative assessments

Component 4 §1114(b)(7)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of

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not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative: Patrick Springs Primary School offers the following student support services and reinforcement:

- PBIS - Panda Paws - Positive Behavior Plan throughout the school including all common areas.
- Therapeutic Day Treatment counselors for students that qualify
- Piedmont case management for students that qualify
- Division Health Counselor

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- Student Assistance Teams for both academic and social emotional/behavioral needs
- Attendance incentives offered each semester for students with perfect attendance

Patrick County Public Schools and Patrick Springs Primary School are dedicated to offering high-quality and meaningful professional development opportunities that impact teachers' professional knowledge and practice. Professional development opportunities are offered throughout the school year from the division level and at the school building level. Recent 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, Lucy Calkins 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 development for administrators, teachers, and paraprofessionals is provided on an ongoing basis throughout the school year. Professional growth opportunities include workshops, training, 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. 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. 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 families.

In the upcoming school year, continued professional learning opportunities will focus on: Lucy Calkins Writing, technology support, Daily 3 Math, Jan Richardson Guided Reading.

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: Teachers use data from daily/weekly formative assessments to create flexible tiers based on students' needs. Students are then supported with reteaching, remediation, and intervention.

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 while also tracking growth throughout the year. Teachers use the data from the MAP assessment to drive instruction and to tier students based on need (2-3 grade).

CIP Pacing Guides and Lesson Planning Website: Teachers were introduced to the CIP website. A Google Classroom has been created for continued grade level support in each subject area. Materials will be discussed in PLC meetings and in division grade level meetings.

Small Group Reading Instruction & Word Study: K-2 teachers have access to Beth Estill materials to enhance their small group and word study instruction. Training was provided to teachers on the implementation of a guided-reading program. Information was shared on how to effectively utilize running-records to assess student reading level, and how to effectively implement leveled literacy intervention to increase students' reading levels.

Quarterly Data Meetings: Grade level teachers complete quarterly data assessment analysis forms focused on student achievement data using Comprehensive Instructional Plan(CIP) quarterly assessments, Measure of Academic Progress (MAP) testing, Response to Intervention(RTI) tiering, weekly Performance Matters testing data, and in-class assessments.

Academic Coaches: Utilize division level Academic Instructional Coach to provide additional support to the instructional staff and professional development.

Budget Implications:

- Increasing materials for small group guided reading instruction
- Materials for the non-fiction materials for K-2.

Benchmark/Evaluation:

Professional development will be evaluated by:

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March

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- MAP Fall and Spring testing: August and March
- PALS: Fall, Winter, Spring Testing

Student social and emotional needs will be evaluated by:

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- MAP Fall and Spring testing: August and March
- PALS: Fall, Winter, Spring Testing
- Student discipline data and threat assessment data