

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

Division Name: Patrick County Public Schools

School Name: Blue Ridge Elementary School

Date: August 29, 2016

Select One: Initial Plan Revision

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Elementary and Secondary Education Act of 1965* (ESEA). Guidelines for plan development include the following:

- The comprehensive plan should be developed during a one-year period;
- The plan should be developed with the involvement of parents and other members of the community to be served;
- Individuals who will carry out the plan, including teachers, principals, administrators, and if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school, should be involved in the development of the plan;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public;
- Information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate, the plan should be developed in coordination with programs under Reading First, Early Reading First, Even Start, the *Carl D. Perkins Vocational and Technical Education Act of 1998*, and the *Head Start Act*.

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

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if 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

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at:

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

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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

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

Narrative:

Blue Ridge Elementary School is a Schoolwide Title 1 Pre-K through 7 school with an enrollment of 259. BRES is a feeder school to Patrick County High School. Over two thirds (68%) of the students are on a reduced or free meal program based on their family financial status and we receive the free breakfast program for all students. 16% of our students are in the special education program and 5% are identified as ESL students. There are 16 ESL students this year with an ESL teacher who serves 2 other schools in the county. There were 4 new students in addition to new Pre-K and kindergarten students because BRES often gets families in transit (we are 6 miles from the North Carolina line).

Reading proficiency is a team effort at our school. All classroom teachers in prekindergarten through second grade teach reading every day. In third through seventh grade, half of the grade level team teaches reading and the other half teaches math. Within the school, there are many teachers providing reading support to students who are struggling, including one ESL, one Title 1, and two special education teachers.

Blue Ridge Elementary School has approximately 48 staff members. Our reading staff consists of one Title One teacher and two instructional assistants, and one full time PALS tutor. There is an itinerant ESL teacher that travels to our school 2.5 days per week. At our school, all students have access to iPads, laptop computers, educational software programs, and two computer labs. We are currently learning about "Daily Five" to guide our reading framework in grades K to 3. In addition, several teachers implement Daily 3 in math. Blue Ridge Elementary

Virginia Department of Education Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

currently offers a preschool program for children four years of age. There is one class of 15 students. Blue Ridge Elementary School participates in the weekend Backpack feeding program for 33 children on a weekly basis with assistance from Stuart Rotary Club. The school provides a part-time counselor to assist students, parents, and staff. We will begin after-school tutoring in the fall for 3rd through 7th graders for additional reading and math instruction.

After a comprehensive needs assessment was conducted in the spring 2016, faculty and staff started reviewing and looking at spring SOL test data in order to prepare for the 2016-2017 school term. The team used school reports from Pearson and all certified teachers disaggregated the data by looking at correct and incorrect percentages for reporting categories. This data was used to determine specific strengths and weaknesses in student performance and in instructional practices. Our staff also looked at our MAP, Measures of Academic Progress data and IA, Interactive Achievement data, and PALS data to gain an overall picture of strengths and weaknesses for our Pre-K through seventh grade students. The SOL spring data, MAP and IA data revealed a continued weakness in the area of reading comprehension for both the non-fiction and fiction texts. It was determined by our teachers that an emphasis must be placed on vocabulary building and comprehension of non-fiction and fiction text passages.

Our local IA assessments in history and science also showed students need to work on cause and effect, making inferences, making prediction and overall understanding of vocabulary terms. The local writing assessment given to all fifth graders in the county revealed a weakness in the multiple choice selection and the direct writing component of the test. We had 78% pass rate. This year teachers participated in 6+1 Writing Traits training for the county. The language arts teachers in grades K-8 also received Trait Crates and as part of the literacy plan will introduce all 6 traits by the end of the first semester.

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

We analyzed the data in reading and math for the past 3 years and see a slow yet steady rise in pass rate in the areas of reading and writing; however, the overall pass rate as prescribed by the state continues to rise and needs to be 77% due to the white subgroup. In spring 2016, Blue Ridge had 138/163 students pass the reading SOL test (a pass rate of 84.66% ...a state pass rate of 87% with recoveries 148/170. Math has been a positive at Blue Ridge Elementary School. For the past 3 years math pass rates have far exceeded state and federal targets. The FAMO goal of 72% pass rate for 3-7 grade students and was exceeded. Blue Ridge Elementary had 156 students out of 166 a pass rate of 94%. Blue Ridge Elementary School is currently fully accredited. Based on testing data from Spring 2016, all SOL scores were met for the 2015-2016 academic year.

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- The AMO/VA Accreditation Detail Report shows our data from 2015-2016 as:

Area	Current	3 Year Average
English	84%	79%
Math	93%	83%

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

AREAS OF STRENGTH

English

- There was an increase in the one year average for Blue Ridge Elementary School overall SOL Reading percent pass rate for all grades increased from 81% to 87%.
- There was a positive 3-year trend for percent proficient (73% to 87%) and CIP percentile ranking (31% to 52%).
- Blue Elementary School white gap has closed the achievement gap over the last three years from 74% in 13-14, to 81% in 14-15, to 84% in 15-16.
- ELL overall pass rate increased from 29% in 13-14 to 38% in 14-15 and to 45% in 15-16 for Reading SOL percent pass rate for Blue Ridge Elementary. In Special Ed. The overall pass rate increased from 31% in 13-14 to 54% in 14-15 and to 63% in 15-16 for Reading SOL percent pass rate.

Math

- There was an increase in the one year average for Blue Ridge Elementary School overall SOL Math percent pass rate for all grades increased from 91% to 95%.
- There was a 3-year positive trend in percent proficient (68% in 2014, 88% in 2015, to 94% in 2016) and CIP percentile rank (16% to 85%)
- There was a 3-year trend of closing an achievement gap (percent proficient) between students with disabilities 42% in 2014, 70% in 2015, and 74% in 2016...meeting AMO for the subgroup).
- There was a 3-year positive trend of closing an achievement in percent proficient in economically disadvantaged (65% in 2014, 87% in 2015, and 92% in 2016...meeting AMO for the subgroup).

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

Reading MAP

- The percentage of students achieving their projected growth score on the spring 2016 MAP assessment in reading was K-69%, 1st-83%, 2nd-85%, 3rd-68%, 4th-57%, 5th-78%, 6th-55%, and 7th-60%. All these percentages were significantly higher than the division with the exception of 6th grade with 1% point lower.
- The percentage of students achieving their projected growth score on the spring 2015 MAP assessment in reading was K-27%, 1st-42%, 2nd-19%, 3rd-30%, 4th-25%, 5th-43%, 6th-59%, and 7th-57%.
- From Spring 2015 to Spring 2016, there was an increase in students that met projected growth for all grade levels with the exception of 6th grade.
- According to projected proficiency report in MAP Reading 64.3% of all students in grades 3-7 were projected to pass the reading standards of learning test. This was comparative to the division with 63.1%.

Math MAP

- The percentage of students achieving their projected growth score on the spring 2016 MAP assessment in mathematics was K-54%, 1st-69%, 2nd-58%, 3rd-84%, 4th-27%, 5th-78%, 6th-55%, and 7th-83%.
- The percentage of students achieving their projected growth score from Spring 2015 to Spring 2016 MAP assessment in mathematics was 1st-43%, 2nd-58%, 3rd-66%, 4th-38%, 5th-57%, 6th-47%, and 7th-61%.
- Blue Ridge Elementary deficits were identified in the student goal performance in the area of number and number sense in 1st grade.
- Strengths were identified in the student goal performance in the areas of probability and statistics in 4th and 5th grade and number and number sense for 2nd, 6th, and 7th grade.

PALS Summary

All prekindergarten through second grade students are given the Phonological Awareness Literacy Screening (PALS) three times per year. Third grade students may be given the screening at the beginning of the third grade year if they are new to the school or did not meet the PALS benchmark score at the end of second grade. In addition, they are screened again before exiting third grade. Any identified student receives

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

thirty minutes of additional reading interventions daily. PALS tutor collaborators with classroom teachers to differentiate instruction based on the needs of each of those students identified. Our team looked at PALS scores from the fall (due to the fact that we are currently assessing PALS levels no data is available yet). At mid-year, 16 students in grades K-3 were identified as needing PALS services from the benchmark test. Of these 16 students the levels vary from readiness to mid-first grade.

AREAS OF CONCERN

ELL overall pass rate increased from 29% in 13-14 to 38% in 14-15 and to 45% in 15-16 for Reading SOL percent pass rate for Blue Ridge Elementary. In the students with disabilities subgroup the overall pass rate increased from 31% in 13-14 to 54% in 14-15 and to 63% in 15-16 for Reading SOL percent pass rate. However, neither Gap Group has succeeded in closing the achievement gap that exists. The 2016-17 AMO for Students with disabilities and ELL students are 66% and 72%. Blue Ridge Elementary School must provide services in the form of extensive remediation in small group or one-on-one setting to close this achievement gap.

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

School Division: 070 - Patrick County Public Schools
 School: 0440 - Blue Ridge 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	149	171	87 %	75 %	Yes
	Previous Year	138	170	81 %		
	3-year average	428	532	80 %		
Mathematics	Current Year	165	174	95 %	70 %	Yes
	Previous Year	179	196	91 %		
	3-year average	449	526	85 %		
History	Current Year	61	68	90 %	70 %	Yes
	Previous Year	50	58	86 %		
	3-year average	236	270	87 %		
Science	Current Year	30	33	91 %	70 %	Yes
	Previous Year	34	37	92 %		
	3-year average	113	131	86 %		

Number of Benchmarks Met: 4 of 4

Other data used to determine strengths and weaknesses is PALS data. Students that are identified by the universal screener in grades K-3 received additional inclusion and pull out services. Reading Eggs and Express is an online program used by our PreK-3 students. This program levels students according to their individual reading levels. Students are able to work weekly in the reading eggs online program on their individual reading deficient areas. In addition, Study Island is also used in both reading and math. After MAP scores are stored, students' are linked to their "Learning Path" which is gauged at their current level whether it is above, on or below grade level.

All grades (PreK-7) receive instruction in core areas (English, Math, Science, and History) by highly qualified teachers. All students are taught English and Math in a 90 minute period of instruction. In addition to the core curriculum, students receive instruction in Physical Education

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

and Health, Music, Art, Library, and Computer Lab. Identified students are served by highly qualified Special Education teachers and the Title I teacher.

Teachers use their observations of students in addition to formative and summative data to guide instruction and to plan for differentiation. Through the use of the Daily 5 framework for literacy, DRA, and guided reading, teachers are better able to tailor the literacy instruction for their students. Grade level teams work together to tier students in order to determine the level of interventions needed. Grade level teams are collaborating weekly in their PLCs to create common assessments in alignment to the expectations of district and state assessments using table of specifications.

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

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

Blue Ridge Elementary School offers various opportunities for parent involvement: Parent/Teacher Organization, the volunteer program, Title I Parent Involvement meetings, Back to School Night, Family Reading and Math nights, and Parent/Teacher conferences.

Measures of Academic Progress (MAP) Summary--

After looking at strand analysis for all grade levels, K-7 showed growth from fall to winter. Strengths in math include number and number sense for grades 3, 4, 5, 6, and 7 and measurement for grade 3 and probability and statistics for kindergarten. Weaknesses in math include geometry in grades 3, 4, and 5 and number sense in kindergarten.

All grade levels K-7 showed growth from fall to winter. Winter reports show no relative areas of concern nor documented areas of strong performance in listed strands. Spring reports show low growth in 6th grade reading.

Virginia Department of Education Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

School	Grade Level	Fall Reading	Winter Reading	Spring Reading	Student Growth Increase/Decrease (YEAR)	Fall Math	Winter Math	Spring Math	Student Growth Increase/Decrease (YEAR)
	Grade - K	Mean RIT	Mean RIT	Mean RIT		Mean RIT	Mean RIT	Mean RIT	
BRES	Class 1	136.2	155	156	19.8	137.4	149.4	157.4	20
BRES	Class 2	136.2	145.6	157.1	20.9	135.8	144.6	154.6	18.8
	Grade - 1	Mean RIT	Mean RIT	Mean RIT		Mean RIT	Mean RIT	Mean RIT	
BRES	Class 1	160.4	172.1	181.6	21.2	159.2	172.1	176.6	17.4
BRES	Class 2	156.8	170	178.7	22.1	154.9	169.4	176.3	21.4
	Grade - 2	Mean RIT	Mean RIT	Mean RIT		Mean RIT	Mean RIT	Mean RIT	
BRES	Class 1	167.6	183.3	189.1	21.5	174.2	184	189.1	14.9
BRES	Class 2	172.6	187.8	195.3	22.7	173.9	189.9	193.9	20
	Grade - 3	Mean RIT	Mean RIT	Mean RIT		Mean RIT	Mean RIT	Mean RIT	
BRES	Class 1	182.3	197.7	199.9	17.6	185.9	198.9	206.3	20.4
BRES	Class 2	186.1	199.5	202.3	15.8	190.6	203.2	208.4	17.8
	Grade - 4	Mean RIT	Mean RIT	Mean RIT		Mean RIT	Mean RIT	Mean RIT	
BRES	Class 1	192.5	199.7	204.8	12.3	199.5	207.8	207.2	6.7
BRES	Class 2	197.1	204.7	205.6	8.5	202.9	209	208.3	5.4
	Grade - 5	Mean RIT	Mean RIT	Mean RIT		Mean RIT	Mean RIT	Mean RIT	
BRES	Class 1	199.6	210.5	212.9	12.3	207.4	210.4	220.2	12.8
BRES	Class 2	195.2	211.1	211.4	15.8	205.5	211.6	222	16.5
	Grade - 6	Mean RIT	Mean RIT	Mean RIT		Mean RIT	Mean RIT	Mean RIT	
BRES	Class 1	217.1	222.7	222.2	5.1	225.3	229.5	238.5	13.2
BRES	Class 2	214.1	215.8	216.7	2.6	220.3	225.1	227.1	6.8
	Grade - 7	Mean RIT	Mean RIT	Mean RIT		Mean RIT	Mean RIT	Mean RIT	
BRES	Class 1	217.1	220.5	220.9	3.8	224.2	231.1	236.1	11.9
BRES	Class 2	218.6	225.6	226.1	7.5	226.6	231.1	238.3	11.7

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

PALS Summary

Any identified student receives thirty minutes of additional reading interventions daily. PALS tutor collaborates with classroom teachers to differentiate instruction based on the needs of each of those students identified.

All prekindergarten through second grade students are given the Phonological Awareness Literacy Screening (PALS) three times per year. Third grade students may be given the screening at the beginning of the third grade year if they are new to the school or did not meet the PALS benchmark score at the end of second grade. In addition, they are screened again before exiting third grade. Our team looked at PALS scores from the fall (due to the fact that we are currently assessing PALS levels no data is available yet). At mid-year, 16 students in grades K-3 were identified as needing PALS services from the benchmark test. Of these 16 students the levels vary from readiness to mid-first grade.

Grade Level	Number of students tested	Number of students identified	Percentage of students identified
Kindergarten	33	5	15%
First	37	2	5%
Second	27	4	15%
Third	9	5	56%

Related Indistar® indicators (if applicable):

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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

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

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

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

Narrative: As an administrator, my leadership team and I are responsible for writing a school improvement plan using SMART goals that are specific, measurable, attainable, realistic, and time-bound. This school year our SIP consisted of instructional goals, communication, personnel, safety, and technology. The overall goal of our school “achieving 78% or higher pass rate on the English Standards of Learning tests as prescribed by the state” can be segmented and strategies across all grade levels can be implemented to attain this goal and strengthen our reading program for years to come.

Narrative: Background information

Assessment Data

Over the summer, my leadership team analyzed the data in grades 3-7 Reading SOL test. For the past 3 years there has been a slow yet steady rise in pass rate in the areas of reading and writing (with the exception of 7th grade reading); however, the overall pass rate is 84% and it needs to be 78% due to the white subgroup. This gain must be met spring 2016 on Non-writing state tests. The three year averages will not support the demand expected by the state if improvements in English is not made.

<u>Grade</u>	<u>Subject</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Grade 3	English	63	72	68	90
Grade 4	English	69	69	71	75
Grade 5	English	54	74	81	76
Grade 6	English	77	78	90	83
Grade 7	English	79	70	92	96

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

Grade 5	Writing	50	72	95
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Many other assessments are available to provide information on student knowledge and progress beyond state standards of learning tests. All prekindergarten through second grade students are given the Phonological Awareness Literacy Screening (PALS) three times per year. Third grade students may be given the screening at the beginning of the third grade year if they are new to the school or did not meet the PALS benchmark score at the end of second grade. In addition, they are screened again before exiting third grade. I looked at PALS scores from the winter (due to the fact that we are currently assessing PALS levels no data is available yet). At mid-year, 16 students in grades K-2 were identified as needing PALS services from the benchmark test. Of these 16 students the levels vary from readiness to mid-first grade.

MAP assessments were completed in fall, winter, and will be completed in the spring for all grade levels K-7 and the winter proficiency report revealed that K-7 showed growth from fall to winter. Strengths in math include number and number sense for grades 3, 4, 5, 6, and 7 and measurement for grade 3 and probability and statistics for kindergarten. Weaknesses in math include geometry in grades 3, 4, and 5 and number sense in kindergarten.

All grade levels K-7 showed growth from fall to winter. Winter reports show no relative areas of concern nor documented areas of strong performance in listed strands.

Teachers then utilize available SOL, PALS, and MAP data to help identify students performing below grade level and to create tiers for interventions and services. The data is available to all teachers through a spreadsheet created by administration using the previous years' SOL scores and current MAP and PALS scores (with these scores being updated throughout the year).

Teachers use teacher developed assessments, formative and summative along with using RTI, PALS, and DRA data. Leveled readers are used to provide reading level material for students in order to improve oral reading, fluency, and comprehension throughout the year.

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

In addition to assessments being monitored, our school's reading instructional programs were evaluated on a small scale during the semester for the 5 essential components of reading. Each grade level, kindergarten through seventh, was examined and critiqued so that recommendations for a school-wide literacy plan could be made. During this needs assessment, Kindergarten through seventh grade use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students. These grade levels included intervention strategies and the frequency and duration of interventions for Tier 2 and Tier 3 students that they have identified. Similarly, these teachers start out with whole group instruction for all tiers—1, 2, 3. Then anchor activities via centers are provided so the teacher can pull small flexible groups or students one-on-one for intensive reading instruction in the area of phonics, fluency, comprehension, vocabulary, or whatever the deficit may be. Tier 3 students get these interventions as well as more intensive pull-out with Title 1 teacher, ESL, or special education teacher.

Also as a part of the 2016-2017 School Improvement Plan, we have included strategies and interventions to identify, intervene, and monitor instruction to improve student progress in the areas of reading and math. Examples that we have incorporated in our daily plan include:

- Teaching and Learning Framework for alignment and development of lessons
- Daily Five partial implementation in grades K-4 with partial implementation
- After School Tutoring for students with identified weaknesses or students on recovery list
- Align curriculum and pacing guides based on SOL data from Spring 2015
- Evaluate strengths and weakness as division, school, and grade level/departments based on VDOE Student Performance by Question.
- Teaching teams participate in SOL Institutes, workshops, and conferences and bring back information to share with other teachers
- Instructional Facilitators to review division-wide strategies and information presented at Central Office.
- Division instructional team meetings for elementary teachers each semester
- Division data and Performance Based Assessment trainings scheduled
- 6+1 Writing Traits Workshop and Trait Crate

Virginia Department of Education
Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

- Regular ed. Teachers in grades Pre-K through 2 will administer PALS assessment
- Implementation of Remediation Recovery and Watch school plans
- Implementation of Study Island in grades 3-7/Reading Eggs in grades Pre-K through 2/Reading Eggpress in grades 2-7
- Utilization of collaborative planning for all grade levels and content areas
- Implementation of Learning Path in conjunction with MAP assessments
- Teacher leaders will assist in creating new PBA (1 assessment and rubric per teacher)
- All teachers will assist in creating new assessments and Study Island will serve as the platform

Related Indistar® indicators (if applicable):

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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:

100% of teachers at Blue Ridge Elementary School are endorsed in the area of their assignment and are highly qualified as defined by No Child Left Behind of 2001 (NCLB).

As a retention measure, Patrick County Public Schools is working on expanding and improving existing new teacher orientation, mentoring and development programs. Mentoring and development programs will focus on effective instructional strategies, teacher collaboration, and professional learning. PCPS will collaborate with higher education institutions, businesses and industries to provide opportunities for teachers to obtain advanced degrees, certifications, and recertification points. PCPS will also provide job-embedded, relevant professional development for instructional staff. PCPS will Identify professional development needs for each support staff employee classification and provide appropriate training.

Blue Ridge Elementary School utilizes student teachers and practicum students from Longwood University, Radford University, Patrick Henry Community College, and Patrick County High School.

**Virginia Department of Education
Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017**

NAME	ENDORSEMENTS	DEGREE
Linda Agee	Elementary Education PreK-6	Bachelors
Jason Roop	Elementary Education PreK-6	Masters
Abigail Barone	History and Social Sciences Special Education-General Curriculum K-12	Masters
Raina Brim	Elementary Education PreK-6	Masters
Sandra Clement	Administration & Supervision PreK-12 Early Education NK-4 Middle Education Grades 4-8	Masters
Brandon Collins	Spanish PreK-12	Masters
Justin Collins	Elementary Education PreK-6	Bachelors
Meghan Collins	Elementary Education PreK-6	Masters
Deidra Dalton	Elementary Education K-5	Bachelors
Emily Easter	Elementary Education PreK-6	Bachelors
Donna Fariss	Elementary Grades PreK-6 Middle Education 6-8: Science	Masters
Ben Coulter	School Counselor PreK-12	Masters
Kayla Slate	Elementary Education PreK-6	Bachelors
Pamela Maxfield	Early Education NK-4	Bachelors
Debra Nolen	Elementary Grades 4-7 Library Media PreK-12	Bachelors
Elizabeth Oldfield-Hall	Special Education-General Curriculum K-12	Masters
Stephanie Scales	Elementary Education PreK-6	Bachelors

**Virginia Department of Education
Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017**

Stacey Shepherd	Elementary Education PreK-6	Bachelors
Mary Slate	Elementary Education PreK-6	Bachelors
Sheila Smith	Middle Education 6-8: Mathematics Middle Education 6-8: Science Mathematics-Algebra I	Masters
Hope Southern	Elementary Education PreK-6	Bachelors
Jessica Nelson	Elementary Education PreK-6	Bachelors
Melissa Vernon	Elementary Education PreK-6	Masters
Glenda Younger	Elementary Education PreK-6 Middle Education 6-8: English Middle Education 6-8: History/Social Science Middle Education 6-8: Mathematics	Bachelors
Related Indistar® indicators (if applicable):		

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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

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

Narrative:

Ongoing professional development includes administrators, instructional facilitators, teachers, paraprofessionals, and guidance counselors. Conferences, trainings, and workshops are determined based off staff needs and overall needs of students. Improving instructional methods and strategies are always at the core of professional development. The chart below summarizes the approved professional development plan for 2016-2017.

Month	Topic/Description	Outcome/Follow-up
August/September	<ul style="list-style-type: none"> • 6+1 Writing Traits, PowerSchool Training, Interactive Achievement Record Training, TTAC Behavioral Strategies, and Guided 	<ul style="list-style-type: none"> • Trait Crates and Leveled Libraries distributed to LA teachers.

Virginia Department of Education
Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

	<p>Reading PD was completed at Pre-school conferences.</p> <ul style="list-style-type: none"> ● CIP updates ● Assessing students' prior knowledge using pre-assessment to set up tier groups based on data collected ; data forms, and reading protocol; emphasis on MAP and PALS ● Understanding MAP Results-Staff will understand how to read the MAP results for all students; and how to best use this information for intervention and remediation ● Analyze Map Performance data and set goals for growth ● Project Based Assessment Review 	<ul style="list-style-type: none"> · Instructional Facilitators to go over Achievement Records and data points for K-3 teachers in IA. · Visited with every grade level in August/Sept. to review their baseline data for various subject levels; reviewed forms and discussed reading expectations-grade level meeting notes compiled ● Grade Level follow up held on MAP & PALS data and other PALS & MAP resources ● Meet with all grade level members to answer questions and to determine how to use the map results in reference to intervention and remediation; and goals for MAP ● PBA meeting with Dr. Williams & Mrs. Cassell about expectations for local PBA assessments 	
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**Virginia Department of Education
Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017**

		<ul style="list-style-type: none"> • Grade Level follow up held on Project Based Assessments 	
October	<ul style="list-style-type: none"> • Continue Project Based Assessments and Task Elements – • Continue to monitor tier groups and data • Grade Level Dept. Planning and Curriculum Guide & Assessment focus meeting 	<ul style="list-style-type: none"> • MAP assessment follow up with grade levels • Continue to discuss project based assessments ; do walk-throughs and view lesson plans to see the small group plans- discuss and give feedback to make the small groups more effective 	
November	<ul style="list-style-type: none"> • Study Island Follow up For grades 2/3 staff and how it relates to the MAP results obtained 	<ul style="list-style-type: none"> • Meet with all grade level members to answer questions and to determine how to use the map results in reference to intervention and remediation; along with Study Island reports will be reviewed for grades 2 and 3 	

**Virginia Department of Education
Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017**

December	<ul style="list-style-type: none"> • Small group instruction focus; planning for reading and math 	<ul style="list-style-type: none"> • View lesson plans to determine whether teachers are differentiating by objective; meet with those who may need more training in this area 	
January/ February	<p>What are we expecting? How will the results drive our instruction for the rest of the year?</p> <ul style="list-style-type: none"> • Talk about updating Curriculum Guide and adding resources to 3rd & 4th grading periods (CIP resource) • Build Spring Non-writing Testing calendar and brainstorm pros and cons 	<ul style="list-style-type: none"> • Visit a planning session with every grade to go over results and to make effective remediation plans and strategies to improve students' performance—discuss resources both material and human to help achieve growth. • PLCs to re-tier students and share resources in CIP • Review SOL calendar and create google document to set up dates, times, and student accommodations. 	
March	<ul style="list-style-type: none"> • Re-visit past SOL results and the vertical alignment in reading and math with an 	<ul style="list-style-type: none"> • Visit a planning session with every grade to make sure the vertical 	

Virginia Department of Education
Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

	<p>emphasis on what the MAP results found for the school. Discuss effective remediation strategies for struggling students.</p>	<p>alignment for math and reading is being followed; revisit past SOL results to look for trends also found in the map results-record the finding and develop a plan to address the weak areas. Share and implement the plan with all stakeholders.</p>
April	<ul style="list-style-type: none"> · Goals and Summative Assessments: How do we know if our students “know it”? Review goal expectation and the data log collection and how we can make improvements for next year 	<ul style="list-style-type: none"> ● Visit with all teachers to review summative and goal expectations and how to use data to make instructional decisions. ● Discuss goals and targets for next year.
May /June	<ul style="list-style-type: none"> ● End of year reflection 	<ul style="list-style-type: none"> · How did the school do? What were our strong areas? What were the areas that we can do better in next year?

Virginia Department of Education
Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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):

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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. Blue Ridge 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 division administrator is assigned to each first year teacher to observe and mentor.

Related Indistar® indicators (if applicable):

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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:

Blue Ridge 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:

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

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

Blue Ridge Elementary School will provide parents of participating children:

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

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

Blue Ridge 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.

Virginia Department of Education
Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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

Related Indistar® indicators (if applicable):

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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

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

Narrative:

Blue Ridge Elementary 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 BRES Preschool class to determine student's readiness skills. The Blue Ridge Pre-K teacher also works to prepare students and parents for Kindergarten by communicating the importance of readiness skills.

Blue Ridge Elementary School, a PreK-7 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.

Transition details are as follows:

Virginia Department of Education Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

- Shortening PK and Kindergarten naptime towards the end of the year
- Students in Virginia Preschool Initiative Programs (VPI) begin to transition to kindergarten during the last nine weeks of the school year (six weeks total for visits).
- Preschoolers and Head Start visit kindergarten classrooms in our school to join in activities with kindergarten students.
- Pre-K, Head Start, and Kindergarten teachers collaborate when forming class rosters for the next academic school year.
- Site visit to Patrick County High School for seventh graders in the spring for tours
- Guidance department visits seventh graders to discuss Program of Studies for PCHS

Related Indistar® indicators (if applicable):

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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

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

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

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

Virginia Department of Education Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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

- Formative assessments include: exit cards, rubrics, checklist, running records, anecdotal notes, Quick checkpoints from daily instruction
- Summative assessments include: MAP, IA, and teacher made unit tests

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

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

Related Indistar® indicators (if applicable):

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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

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

Narrative:

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

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

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

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

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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

High achieving students will be engaged in more choice, problem solving, and project base learning to enhance their learning. Gifted students meet after school bimonthly for enrichment beyond the classroom.

Blue Ridge Elementary School faculty will identify and monitor progress made by at risk students using multiple sources of data. We will use data and provide rigor in instruction to meet the students' needs.

Identification of Students:

Sources of data and methods of collection:

- Teachers use collaborative planning to ensure alignment and create performance tasks based on data that show strengths and weaknesses.
- Measures of Academic Progress data is analyzed and used to align curriculum and create lesson plans that address strengths and weaknesses of students. MAP and PALS are assessed three times a year.
- Teachers meet within grade levels to determine and analyze data for specific skills.
- Standards are "unpacked".
- Results of common, formative, and summative assessments are discussed and analyzed to identify students in need of specific skill intervention.
- Information from common, formative assessments is shared and discussed with administration during data meetings after each nine week period.

Implementation of Interventions:

- After school tutoring twice per week for students who need remediation in identified skills. (up to 3 hours each week)
- Intervention / enrichment blocks for all K-2 classrooms. 30 minutes daily.

Virginia Department of Education Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

- ELL services for identified students.
- PALS tutoring, grades K-3, for identified students 30 minutes per day outside of reading or math classroom instruction.
- Child Study and RTI

Monitoring of Interventions:

Our student needs assessment data are reviewed and monitored regularly through school improvement meetings every other week. In addition, data is also tracked to ensure proficient and advanced levels of performance using the following:

Unit tests / Common Assessments	Throughout the year – data meetings with principal three times per year.
PALS (K-3)	Fall, Midyear, Spring
Attendance	Monthly
Fluency K-2	Weekly
Dolch Words K-1	Weekly
Writing Prompts 4-7	4 samples per year (per County Literacy Plan)
MAP Assessments (Reading and Math)	Fall, Winter, Spring
Diagnostic Reading Assessments	Fall, Spring
ELL Monitor forms completed by teachers	Fall, Spring

Related Indistar® indicators (if applicable):

Virginia Department of Education

Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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

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

Narrative:

Patrick County Public Schools utilize multiple sources of funding to support At-Risk students and enhance programs.

Local Sources	Support Details
Piedmont Community Services Family Preservation Services	Assists with specific students that qualify with home and behavior issues
Rescue Squads VFW Ruritan Club Fire Departments Sherriff'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 Department of Education Blue Ridge Elementary School Title I Schoolwide Plan 2016-2017

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