

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

**Patrick County School Division
Woolwine Elementary School
August 31, 2022**

Select One: Initial Plan Revision

Title I schools implementing school wide programs are required to develop schoolwide plans in accordance with Section 1114(b) of 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
- 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

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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:

Using Indistar®:

- 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 website](#).
- 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.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at: http://www.doe.virginia.gov/federal_programs/esea/index.shtml.

Component 1 §1114(b)(6):

A comprehensive needs assessment of the entire school that considers information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the 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.

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Narrative

Woolwine (WES) is an elementary school serving grades PreK-7. The current school population is 143 students. There are 78 female students and 65 male students. Woolwine’s population consists of 9% Hispanic, 88.73 % white, 1% Black, and 2% Two or more races. The English Language Learner population is 5% and all Hispanic. The economically disadvantaged rate is 69.18 %. There are approximately 38 of our students receiving special education services that consist of the categories: Speech and Language, Other Health Impaired, Specific Learning Disabilities, Intellectual Disabilities, Emotional Disabilities and Autism. Six students also have a 504 plan in place. The average class size in our PK-3 classes is 16 and average class size in 4-7 grade classes is 19 students.

Woolwine Elementary School currently has 31 instructional and support staff members. Woolwine has one teacher per grade level. For the upcoming school year, - Teachers will implement explicit language and literacy instruction including foundational skills in systematic and sequential order while providing individualized interventions and support as outlined in the Amplify CKLA curriculum adopted by PCPS. Teachers will participate in professional development accompanied by the adoption of the new curriculum and collaborate with colleagues to assess students, place students, and monitor student progress. -Teachers will collect and analyze multiple data points of student data from screeners, progress monitoring, diagnostic assessments, and formative and summative assessments. -Teachers will execute writing lessons daily in an effective fashion that provides an opportunity for students to engage in the writing process as outlined in the Units of Study curriculum. The classes in grades K-3 will have an uninterrupted 90-minute reading block with additional time for writing using the Lucy Calkins program. Each reading block will include an instructional support person for 45 minutes of the reading block. Our reading staff consists of a Title I teacher, Title 1 Teacher Assistant, and one PALS Teacher Assistant. Students have access to computer labs, iPads, and educational software (Study Island, Math IXL and Reading Eggspress). This school year we are continuing the implementation of small group reading instructional practices in our Kindergarten through 3rd grade. In addition, a 1:1 technology initiative has been implemented in grades Kindergarten to seven at WES. WES offers a preschool program for children four years of age School. Woolwine Elementary participates in a weekend Backpack program. The school provides a school counselor to assist students and parents and provides one onsite mental health counselor and one Piedmont community services counselor for referred and qualified students. We currently offer an in -school or after-school tutoring program from October to March. Woolwine is fully accredited in all measured subject areas based on the last state sol assessments given in May of 2019. Preliminary results show that Woolwine will continue to be accredited based on the May 2022 SOL tests and re-tests administered. It is noted that due to Covid 19 and the school closures in March 2020 that state sol assessments were not administered per the VDOE. SOL assessments were given in the spring of 2021 with accreditation based on the scores being waived;therefore, retakes were not administered. After the administration of end of year tests in the Spring of 2022, the leadership team also looked at latest scores for the following Pals, Map, VKRP, CIP benchmark scores.

AREAS OF CONCERN

Refer to your Data & Key Capacity Analysis Worksheets to develop the description of trends and patterns in student achievement.
If your school does not clearly show a concern based upon the data reviewed by your team, explain why.

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Reading ended with 92.55% with growth calculated (86.1% before growth) Last year was 72.34%. The special education sub group ended with 81.48% with growth (62.96 before growth added) Last year it was 48.28%. Our dis-advantaged students ended with a 92% (84% before growth) with last year being a 68.63%, while the white group was a 92.68 (85.37% before growth) while last year was a 71.08%. Thus, the special education sub-group will still remain an area of concern to maintain and continue to show growth in.

Science ended the year with an 85% while last year was a 50%. The special ed sub-group remained at 50% therefore staying an area of concern for growth.

Math special ed subgroup is also a concern with 88.46% with growth (65.38% before growth) Last year the sub-group was 51.72%.

Our vertical grade level teams have met and are making plans to address the deficits in these areas. The addition of more targeted services to individuals and small groups will be added for the 2022-2023 school term

Here is our end of the year PALS data for 2021-2022

Here is a snapshot of students below the benchmark in Kindergarten to third grade for Spring 2022 and fall 2021.

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assessed during targeted assessment period

DATE	GRADE	# ASSESSED	# IDENTIFIED	PERCENTAGE ID'D
Spring 2022	K - Woolwine	18	2	11%
	K - Patrick County	160	31	19%
	K - Virginia	86,627	18,565	21%
	1st - Woolwine	7	3	43%
	1st - Patrick County	160	60	38%
	1st - Virginia	73,676	22,510	31%
	2nd - Woolwine	16	6	38%
	2nd - Patrick County	139	49	35%
	2nd - Virginia	71,543	24,421	34%
	3rd - Woolwine	15	6	40%
	3rd - Patrick County	84	34	40%
	3rd - Virginia	24,488	12,007	49%

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STUDENTS BELOW BENCHMARK K-3: IN-PERSON & REMOTE - FALL 2021



▶ Division: Patrick County Public Schools

▶ School: Woolwine Elem.

- displays scores for this term entered prior to midnight
- reflects complete, standard administration
- does not include incomplete or non-standard administration
- **RA**: remote administration and below Summed Score Benchmark
- **ID**: in-person administration and below Summed Score Benchmark

Entity	Grade	Total Administration: In-Person or Remote			In-Person Administration			Remote Administration (RA)		
		# assessed	# ID or RA	%	# assessed	# ID	%	# assessed	# RA	%
Woolwine Elem.	K	18	6	33 %	18	6	33 %	0	0	0 %
	1	7	2	29 %	7	2	29 %	0	0	0 %
	2	16	7	44 %	16	7	44 %	0	0	0 %
	3	15	7	47 %	15	7	47 %	0	0	0 %
Patrick County Public Schools	K	160	53	33 %	160	53	33 %	0	0	0 %
	1	162	72	44 %	162	72	44 %	0	0	0 %
	2	139	56	40 %	139	56	40 %	0	0	0 %
	3	120	50	42 %	120	50	42 %	0	0	0 %

END OF REPORT

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PreKindergarten

NAME WRITING	UPPER-CASE ALPHABET	LOWER-CASE ALPHABET	LETTER SOUNDS	BEG. SOUND AWARENESS	PRINT & WORD AWARENESS	RHYME AWARENESS	NURS. RHYME AWARENESS	TOTAL TASKS ON & ABOVE S. D. RANGES
5-7	12-21	9-17	4-8	5-8	7-9	5-7	6-10	8
100% Met	92% met	92% met	92% met	100% met	100% met	100% met	n/a	92% met

PreK students met in person for the 2021-2022 school term. One student did not meet the Spring Developmental ranges in uppercase and lowercase alphabet. Summer fun learning packets were sent home to aid students and parents in the continuation of learning to write their name, recognizing lower and uppercase alphabet and sound awareness.

Kindergarten PALS

Phonological Awareness		ABC Know	Letter Sounds Known.		COW
Group Rhyme (9-10) 100%	Group Beg Sounds (9-10) 100%	Alphabet Rec (23-26) 88%	Letter Sounds (17-26) 88%	Spelling (10-20) 88%	COW Word List (3-10) 100%

Kindergarten students met all benchmarks with the exception of two students. One student is being retained and the other student will attend summer school and will focus on the group beginning sounds, letter sounds, spelling and Cow word lists.

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First Grade:

Spelling (24-52) 2/7 need to work on this area	PrePrimer (19-20) 7/7 met this benchmark	Primer (15-20) 7/7 met this benchmark	First Grade (7-20) 3/7 need to work in this area	Second or Higher 3/7 need to work in this area
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Three students in first grade did not meet benchmarks. Two were just identified in the LD program and are attending summer school. The other student declined attending summer school. Specific areas to address for spelling include digraphs, blends, short vowels, nasals, cvce, long vowels, r and l influenced, ambiguous vowels, syllable juncture, and affixes as well as derivations.

Second Grade

Spelling (28-56) 7 of 16 students need to work in this area to make gains	First Grade (16-20) 1 students are in this area	Second Grade (12-20) 4 students in this area	3rd or higher 8 students in this area
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Students in grades one and two need to address their spelling. Second graders need to work on the following digraphs, blends, short vowels, nasals, cvce, long vowels, r and l influenced, ambiguous vowels, syllable juncture, and affixes as well as derivations. Overall word knowledge and oral reading is on track for second graders going to third grade .

Summary

Our Reading performance remains lower than our Math. Our percentage of students eligible for PALS has increased in grade 1 to grade 3 for the past three years. Reading ended with 92.55% with growth calculated (86.1% before growth) Last year was 72.34%. The special education sub group ended with 81.48% with growth (62.96 before growth added) Last year it was 48.28%. Our dis-advantaged students ended with a 92% (84% before growth) with last year being a 68.63%, while the white group was a 92.68 (85.37% before growth) while last year was a 71.08%. Thus, the special education sub-group will still remain an area of concern to maintain and continue to show growth in. Writing is also an area of weakness and teacher training for Lucy Calkins began in the fall of 2020 and additional training is planned. Our team would like to have higher scores in all of these areas.

MAP Math Weaknesses by grade level 2 for Spring 2022

Grades 2 low areas were measurement and geometry with 7 of 15 scoring in the low to low average range , followed by measurement and geometry with 6 of 15 students in the low to low average range.

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MAP Reading Weaknesses by grade level 2 for Spring 2022

Grade 2's low area was comprehension of nonfiction texts with 8 of 16 scoring in the low to low average range, followed by 7 of 16 students scoring in the low to low average range in comprehension of literary texts and word origins, semantics and vocabulary acquisition.

VKRP (Kindergarten) Areas to watch for Spring 2022

- 94% Students in Kindergarten were at or above the benchmark for Math
- 94% Students in Kindergarten were at or above the benchmark for Self-Regulation
- 100% students in Kindergarten were at or above the benchmark for social skills
- 88% students in Kindergarten were at or above the benchmark for Literacy (PALS)

PALS Grade Level Areas to focus on:

- Grade K students need to work on alphabet recognition, letter sounds and spelling.
- Grade 1 students need to work on spelling, word ID and oral reading for the first-grade level.
- Grade 2 students need to work on spelling with emphasis on specific features.
- Grade 3 needs to work on spelling and the third-grade word lists and oral reading.

Reading Key Points for Remediation/Reteach/Review

- Continue to deliver TEI questions during weekly quick checks.
- (For 1-7) Continue to add short reads from leveled library to small group instruction

- K-3 Pals: Continue to differentiate instruction in the classroom, small group enhancements, individualized tutoring, evidence-based practice at all levels, ongoing progress monitoring with instructional adjustments,
- Always review data with students after benchmarks and quick checks.
- When setting up Power Tests in MasteryConnect remember to mark for review or do this after and print review codes for students. Students can see exactly what they chose and a discussion of misconceptions or think aloud strategy can take place.
- Students working below grade level or reading level can have Mastery connect tests custom made to go to lower level standards if they have gaps.
- Study Island passages are also great teaching tools for testing. (Science)
- Quick Checks should be used in place of worksheet or paper assessment
- Quick checks do not have to be tests.... think of it as a worksheet on the computer
- Make sure you are going over data analysis in small groups or one on one.
- Quick checks MUST be done with fidelity.
- Review Assessment Schedule

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- Expand SOL & Item Analysis by question in order to go over strengths & weaknesses
- Ensure that students are exposed to a variety of genres and the vocabulary of the test
- Teach strategies and reminders to look back in text, document where answer was found, number paragraphs, etc. -match it -match it--prove it--prove it-

Math results did show some areas of concern as well and next steps are listed below:

Math Key Points for Remediation/Reteach/Review

- Continue to deliver TEI questions during weekly quick checks.
- Always review data with students after benchmarks and quick checks.
- When setting up Power Tests in MasteryConnect remember to mark for review or do this after and print review codes for students. Students can see exactly what they chose and a discussion of misconceptions or think aloud strategy can take place.
- Students working below grade level can have IA tests custom made to go to lower level standards if they have gaps.
- Quick Checks should be used in place of worksheet or paper assessment
- Quick checks do not have to be tests.... think of it as a worksheet on the computer
- Quick checks MUST be done with fidelity.
- Review of formulas and formula sheets.
- Dumping strategies" practice (PEMDAS, FOIL, Dad, Mom, Sister, Brother, King Henry Died Drinking Chocolate Milk--grade 5 went over this a grade level)
- Expand SOL & Item Analysis by question in order to go over strengths & weaknesses

Writing, social studies 76% and science 50% results also showed areas of concern and the following will continue to be used as we move forward with remediation and learning of essential content for both history and science in grades three to seven:

Science & Social Studies Key Points for Remediation/Reteach/Review

- Continue to deliver TEI questions during weekly quick checks.
- Always review data with students after benchmarks and quick checks.
- When setting up Power Tests in IA remember to mark for review or do this after and print review codes for students. Students can see exactly what they chose and a discussion of misconceptions or think aloud strategy can take place.
- Students working below grade level can have IA tests custom made to go to lower level standards if they have gaps.
- Quick Checks should be used in place of worksheet or paper assessment
- Quick checks do not have to be tests.... think of it as a worksheet on the computer
- Use resource, Title one or teacher aides can go over data analysis in small groups with students.
- Quick checks MUST be done with fidelity.
- Explicit vocabulary instruction for science & social studies.
- Flashcard reviews in Quizlet, Quizzes, and Quizlet live
- Use SOLPASS.org (WES password is warriors)
- Use released tests, CIP Unit tests, and old archived tests in IA for review
- Dumping strategies"

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Writing:

Lower grades, K-3 should continue to follow the rubric and writing samples and address needs in small groups -- CKLA and Lucy Calkins training occurred in the fall and spring last school term.

- Continue to use 180 days of writing and writing traits materials/resources
- Continue to use the google classroom to do writing assignments for grades 4 to 7

The following are the results for the 2020-2021 school term with previous years listed.

Subject:	Accreditation Benchmark:	2021-2022	2020-2021	2019-2020	2018-2019
English	75%	92.55%	72%	not given	89.7%
Math	70%	96.74%	77.1%		96.1%
History	70%	81.48%	76.0%		94.2%
Science	70%	85%	50.0 %		92.8%

Our 5-year trend is listed above and below:

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

In looking at trend data we see that :

Spring 2021-2022 SOL scores indicate continued gains in all subject areas based on VDOE benchmarks including Students with Disabilities; however, our Reading SOL performance remains lower than our Math. Our percentage of students eligible for PALS has increased in grade 1 to grade 3 for the past three years. Spring Reading sol tests ended with 92.55% with growth calculated (86.1% before growth) Last year was 72.34%. The special education sub group ended with 81.48% with growth (62.96 before growth added) Last year it was 48.28%. Our dis-advantaged students ended with a 92% (84% before growth) with last year being a 68.63%, while the white group was a 92.68 (85.37% before growth) while last year was a 71.08%. Thus, the special education sub-group will still remain an area of concern to maintain and continue to show growth in. Previously in 17/18, WES moved from 58.69% to 77.27% when including combined growth rate, without the combined rate it is 54.55%. For 18/19 SWD was a 70.3 and there were no combined rates to add in. Tests were not given on 19/20 due to Covid 19. In 20/21 the SWD was 48%. This SWD subgroup would remain an area of concern for reading. Examining our SWD subgroup on 17/18, 85.71% of SWD students passed their Math SOL. For 18/19, 88% of SWD passed their Math SOL, which shows a gain of 2.3% for this population of learners. Again, tests were not given on 19/20 due to Covid 19. For 20/21 we saw a loss

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with only 51.72% passing, therefore becoming an area of concern to make improvements in. We saw a loss in science as well for the 20/21 school term with only 50 percent of fifth graders passing the spring sol. This year 85% of fifth graders passed their science sol; however, the special ed sub-group remained at 50% therefore staying an area of concern for growth.

Attention and improvements will be addressed for the 22/23 school term. Writing continues to be an area of concern and fifth graders utilized a PBA assessment for this school year. Lucy Calkins training began in the fall of 2019 for English teachers and continues due to the disruptions created by Covid 19. WES will continue to use a variety of formative assessments including CIP early benchmarks, running records, Brigance, PALS, VKRP, teacher-created assessments, and other valuable resources to measure learning gaps and needs. Professional development will be provided to address instructional needs and remediation will be provided using small groups instruction, one on one instructions and online interventions.

Social-emotional learning is critical to re-engage students, rebuild relationships and school communities and create equitable learning environments for all students. Training will be provided for all instructional staff in the area of mental health and well-being. School counselors will have dedicated time to provide social-emotional learning support. Patrick County Public Schools will utilize existing PBIS strategies to support social-emotional learning and foster student confidence and competence. Formal and informal strategies may include morning meetings, advisory periods, PBIS strategies, counseling sessions, etc. Using data from both formative assessments and social-emotional assessments, teachers will revise curricula/pacing to address missing content as a result of extended school closures. Special consideration will be given to missing content from the previous year, identification of content connections between grade levels, and student progression toward learning goals. Vertical planning within schools will allow teams to identify and ensure missing content is presented to students in a variety of formats.

Woolwine Elementary School administration and faculty began data analysis of the Spring 2021 learning assessments, for the summer school intervention plans and next steps as well as looking at the 2022 SOL scores in the summer of 2021 in order to plan for the 2022-2023 school year. Data was used to determine specific strengths and weaknesses in student performance and instructional practices. Throughout the year, various teams (multidisciplinary grade level, vertical, leadership) continue to meet regularly to review data and instructional strategies. In addition, teachers participate in a 31-division consortium in which they evaluate curriculum materials, design rigorous lesson plans, align common assessments, and share best practices throughout the Commonwealth of Virginia. Teachers have worked together to unpack the standards and develop curriculum guides with instructional resources. In person and internet Professional development is being provided throughout the year as well as in the summer months for specific areas of need.

Students at Woolwine Elementary School will continue to take the MAP assessment two times per year to measure student growth in grades 2. The MAP assessment is a norm-referenced test that provides relevant data of student strengths and weaknesses in reading and math. Teachers use MAP data to tier students for differentiated instruction. The Learning Continuum provides teachers with a profile of each student that includes proficiency levels for specific skills. Based on deficiencies, teachers collaborate to determine research-based interventions to help bridge gaps in learning.

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Teachers in grades PreK-2 use PALS data to determine students' strengths and weaknesses in reading. This year we will again be using the Virginia Kindergarten Readiness Program/VKRP program for math. Students who are identified by the universal screening tool in grades PreK-2 receive additional inclusion and push-in services. Identified students are re-assessed midyear and end of year. Students in grades 4-7 are assessed with the CIP benchmarks for reading, math, science, and history, while students in grades 2 and 3 are assessed with the CIP for reading and math. Students who fall below the benchmark receive additional inclusion and push-in services from the Algebra Readiness tutor weekly for math and small group tutors for other content areas.

Teachers use formative and summative assessments to guide instruction and to plan for differentiation and remediation. Through the use of small group instruction in grades Pre-K-3, teachers are able to differentiate small group instruction for both reading and math. Multidisciplinary grade level teams (classroom teachers, teaching assistants, Title I teachers, special education teachers, Algebra Readiness tutor) work collaboratively to tier students and determine the level of interventions needed and to create common assessments that are aligned to the standards in content and cognitive levels.

Each grade level meets weekly in PLCs to discuss student progress data. Students are re-tiered each grading period or as needed. Teachers also discuss alignment, pacing, and assessments to determine effective remediation. If intervention is provided with fidelity and is not working, the team will reevaluate interventions.

Teachers are using small guided reading groups and word study to target individualized student needs. Tier 2 and Tier 3 reading students receive additional support from Title I teachers, SPED teachers, and teacher assistants. Reading programs utilized in all grade levels at WES include: Study Island, PowerSchool Analytics, Reading Eggs, Reading Express, and Reading A-Z. Math programs used at WES include IXL, Study Island, and PowerSchool Analytics. Full implementation of the new VDOE Math SOLs began in the fall of 2018. Updated instructional materials including textbooks, teacher resources, math manipulative labs, and online personalized math tutor software have been secured to support rigorous math instruction and the alignment of lesson plans, instructional practices, and assessments.

Student progress is monitored by classroom teacher, intervention specialist, PLC team, special education teacher, facilitators, and administration on a regular basis. Project based assessments were created in all content areas in grades K-7. PBAs during the 2017-2018, 2018-2019, and past school year were assessed and can now be accessed and reused through the Patrick County District PBA bank.

The comprehensive needs assessment indicated the following factors having the most impact on student achievement: Student Involvement and Engagement in Their Learning, implementation of an aligned instructional system, Issues related to poverty and socioeconomic, Culture of High Expectations, Family and Community Engagement with authentic partnerships with a variety of stakeholders, and safe orderly, engaging and challenging learning environments. The WES Family Engagement Survey indicated that school staff work to build positive relationships with family, but may need to offer some more training on ways to navigate our website and parent portal to aid parents in understanding where to find online textbooks, resources, weekly and quarterly progress. In addition, the survey indicated that parents are interested in knowing more about additional support and resources for their students, particularly additional technology for the classrooms and hands-on materials for the classrooms. The survey noted that parents have enjoyed the variety of events about student learning particularly the reading and math nights for students in all grades but hoped to see these be in person for the upcoming school term.

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Based on the analysis of student achievement data, the family and community engagement survey, and the comprehensive needs assessment for 2021 Woolwine

Elementary School plans to:

- Continue to offer help sessions to parents and students for navigation of the school website, online virtual distance learning, distance learning with no internet available, online parental portal and student progress and learning ideas to enhance success. (For use in virtual days)
- Continue to hold sessions on the different resources and supports that parents are interested in such as using websites at home for social distance learning, virtual learning days as well as tutoring.
- Continue the use of student-led conferences in place of parent/teacher conferences and the student led conferences to improve parental engagement and student accountability.
- Continue to work with our Student Success Coaches, TDT providers, Family Preservation Counseling group and Piedmont Community Services counselors to ensure students needing additional emotional support are receiving services among typical events but also with the Covid 19 school closures, reopening , and phase expectations.
- Continue to utilize colleague observations and cooperative observations to drive the sharing of best teaching practices.
- Continue to find funds for after-school tutoring programs and in-school Reading and Math tutors to provide support for Tier II and Tier III students.
- Continue to develop our understanding of literacy by participating in professional development focused on literacy strategies brought to us by Lucy Calkins and Beth Estill to target instruction for all students.
- Continue to follow the updated literacy plan developed by Patrick County School Division, and new curriculum guides specifying both skills and strategies.
- At weekly Professional Learning Meetings, we will disaggregate the reading assessments (PALS, TOPA, Guided Reading Levels, Word Study, Developmental Spelling Assessments (DSAs), benchmark tests, common assessments, and classroom work) and look at each child who is not reading on grade level, analyze what supports the child is getting, and align their instruction with their deficits based on the assessment data.

Budget Implications:

- Find and continue the allocation of tutoring funds to provide both in-school tutoring/remediation opportunities in reading and math as and to provide after-school tutoring sessions.
- Purchasing both fiction and non-fiction text to teach content for science and social studies during small group reading instruction to maximize instruction times in content areas.

Benchmark/Evaluation (or related Indistar® indicators (if applicable)):

- Benchmarks: CIP (All subject areas 2-7), MAP (2), and PALS (PK-3)
- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March

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- MAP Fall and Spring testing: August and April grade 2 and as needed on case by case basis
- Running Record Assessment for Tier III reading students at the beginning of the Fall and Spring Semester
- DSA Spelling Inventory for all 1st & 2nd graders at the end beginning of the year and throughout the year
- Tracking of Tier II and Tier III students using PowerSchool Assessment to measure SOL pass rate in Math and Reading
- TOPA - as a diagnostic tool to plan instruction that is individualized for students
- VKRP for Kindergarten Math
- Writing Portfolio for 4-7 along with Lucy Calkins training expectations

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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:

The SOL tests, PALS, MAP, CIP Benchmarks, end of course tests, guided reading, DSA, and VKRP were used to determine:

In examining our 2021-2022 student data from a variety of sources, concerns persist for our students in the students with disabilities (SWD) subgroup in Reading. To address these issues Woolwine Elementary plans to:

- Articulate the expectation that all K-7 grade level teachers meet with every student every day who is reading on the intensive or marginal level (below grade level).
- Recruit community volunteers to assist selected students in K-1-2 with sight word recognition, letter and sound identification, and text reading with prompting
- Continue to tie Fountas and Pinnell level as recorded through Running Records to the IEP goals of Tier III Special Education students in reading.
- Continue to utilize the Developmental Spelling Assessment (DSA) with our Tier III readers to better address specific needs with below level readers.
- Continue to incorporate a scheduled remediation time in grades K-3 to target student needs with our below grade level learners with specific attention to our special needs group. During this remediation period we will work to include retired teachers to assist students in a small group and/or 1:1 setting
- Continue to alter Master Schedule and Teacher Assistant support schedules to allow for consistent support in all K-3 90-minute plus additional time for literacy blocks to promote small group instruction with push-in support for Tier II and Tier III students to focus on reading development. Many of these students fall into our Special Education population.
- Continue to strategically place SPED support to ensure that classes containing Special Education students are provided additional teaching support to allow for small group instruction/remediation during in-class sessions.
- Title I, PALS, ESL, Algebra Readiness, and the Special Education Teacher/TA will provide tier 2 and tier 3 support to students (based on need) with the goal of maximizing instructional time for at-risk students in the areas of reading and math.

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- Administration and Instructional Coach will analyze PALS testing data to identify the specific need for each student and develop a specific small group instructional plan for each student
- Professional Development opportunities for all staff (Small Group Instructional Strategies, Math Centers, Writing, PALS, Technology in the Classroom, Reading Eggspress, Study Island)
- WES will utilize instructional coaches to assist teachers in implementation of small group reading strategies and math resources.

Budget Implications:

- Remediation funding - how to best utilize allotment to reach all students at a time during the school day

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- MAP Fall and Spring testing in 2nd grade as universal screener and for child study purposes.
- Running Record Assessment for Tier III Reading students at the beginning of the Fall and Spring Semester
- Developmental Spelling Assessment (DSA) for Tier III readers at the end of the first semester and end of the school year: January, May
- TOPA
- Weekly PowerSchool Analytics assessments which include formative and summative
- PALS Quick checks

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.

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.

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Narrative:

Woolwine Elementary School utilizes an 8th period of 30 minutes at the end of the day for targeted one-on-one and small group remediation and intervention sessions for grades K-3 and 4-7. This period allows for our core area teachers, Title I support, special education teachers, and support staff to work with our students in the areas of math and reading.

To address these issues Woolwine Elementary School plans to:

- Continue to follow the CIP pacing guide for all subject areas
- WES K-2 grades will continue to follow the PCPS literacy pacing guide.
- Continue the guided reading library which allows all ELA teachers to use nonfiction text to incorporate content into small group reading instruction.
- Continue to improve upon the 8th period remediation time by adding clubs and enrichment activities to allow for greater flexibility for teachers in order to offer remediation sessions for students in small groups and/or 1:1.
- WES will continue to use the Digital Learning Lab materials as an enrichment opportunity to students
- Continue to find funds for both after-school tutoring programs and in-school Reading and Math tutors to provide support for Tier II and Tier III students.

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 (or related Indistar® indicators (if applicable):

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- MAP Fall and Spring testing in 2nd grade as universal screener and for child study purposes.
- Running Record Assessment for Tier III Reading students at the beginning of the Fall and Spring Semester
- Developmental Spelling Assessment (DSA) for Tier III readers at the end of the first semester and end of the school year: January, May
- PowerSchool Analytics formative and summative assessments
- Performance based assessments at least one time in each class over the course of the school year
- Tracking of Tier II and Tier III students using PowerSchool Assessment to measure SOL pass rate in math and reading

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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 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:

WES will continue to ensure that all students have access to equitable educational opportunities. Our school maintains a focus on equity as the center of our work as we serve all students. Vulnerable and special populations will be considered to ensure appropriate instruction while complying with state and federal requirements. Services for special populations such as students with disabilities, English learners, economically disadvantaged, gifted

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learners, and young learners will be considered based on specific student needs. In order to address the academic needs and potential special education of needs of students at Woolwine Elementary School:

- Continue the use of RTI tiering model based on the student academic performance on SOL testing, MAP assessments, CIP benchmarks, classroom achievement, Fountas and Pinnell Running Records, and DSA data.
- Continue to use the Child Study/SAT process with potentially utilizing data from RTI tiering to initiate Child Study process
- Continue to use the quarterly data analysis breakdown, PLC meetings, and principal's analysis to target areas of strength and weakness.
- Continue to use retired teachers and volunteers to work individually and in small groups.

In order to address the social and emotional needs of our students Woolwine Elementary School plans to:

- Offer services for emotional well being along with the Covid 19 school planning and phase expectations for 22/23 if there are any changes
- Continue to offer Attendance Incentives to meet student needs in order to avoid chronic absenteeism
- Attendance coordinator met with and provided court services to support at risk families.
- Continue to increase the use of our Therapeutic Day Treatment program. In the past year, we have expanded our counseling services and added in another school-based counseling service called the Student Success coach , Piedmont Community Services with one counselor on site each day school is in attendance.
- Focus on our guidance counselors' at-risk program on improving the academic/study-skills of students in Tier II and Tier III.
- Continue to implement a new career exploration tool, Major Clarity. Major Clarity allows students to try out careers through interactive activities and video content that simulates career paths. Students are able to explore careers suited to their interests, skill, and educational goals.

Woolwine Elementary School in conjunction with Patrick County Public Schools will address professional development needs in the following ways:

- Offer a number of Summer and fall Learning Classes ranging in topics from Social distance and virtual learning with internet and without, Flipped Classrooms to Increasing Student Discourse to Effectively Addressing Students with Dyslexia, autism and other specific special education areas.
- Continue to offer access to CIP website resources. 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.
- Continue to offer professional development opportunities at monthly faculty meetings as needed.

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- Continue to provide small group reading instruction development based on Beth Estill training and provide access to Beth Estill materials to enhance their small group and word study instruction.
- Offer additional sessions on Lucy Calkins training as a follow-up to previous training with emphasis on K-3 and 4-7 writing skills progression
- Offer summer retreat learning opportunities on the following topics: Assessment for Learning, Instructional Leadership, and Effective Practices
- Continue to establish a PLC Plan to allow for department teams to meet twice a month to focus on vertical alignment and professional development, while meeting in grade level PLC teams once a month to focus on individual student needs and student data
- Utilize division level Academic Coaches to provide additional support to the instructional staff and professional development.

Budget Implications:

- Funding for continued professional development

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

Professional development will be evaluated by:

- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- MAP Fall and Spring testing in 2nd grade as universal screener and for child study purposes.
- Staff Surveys

Student social and emotional needs will be evaluated by:

- VKRP Checklist
- Student discipline data and threat assessment data
- Counselor-student self-assessments
- Behavior Surveys
- Ongoing analysis of guidance referrals
- Piedmont Community Service Support
- Family Preservation (TDT) Support and or Student Success Coach