

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

**Patrick County School Division
Woolwine Elementary School
August 31, 2023**

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.

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

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

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.

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

Narrative

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 be implementing the Knowledge strand of Amplify CKLA in grades K-2. This program exposes students to a wide variety of topics to deepen content knowledge, expand vocabulary, and build reading comprehension. It aims to build culturally literate students who understand the world we live in.

The school will also be utilizing the app Boost reading through Amplify. This is an individualized application that strengthens foundational skills in reading. Students will be placed on individual learning paths to help them become proficient readers. In an efficacy study that was completed, students using Boost made 17% more gains in reading skills as opposed to those who didn't use it.

In addition, teachers will continue to use 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 last year for grades K to 5. Teachers will continue to participate in professional development accompanied by the adoption of the 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 CKLA writing 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 will be continued in grades Kindergarten to seven at WES. WES offers a preschool

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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 2022. Preliminary results show that Woolwine will continue to be accredited based on the May 2023 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 2023, 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.

Present and Past Trends for core areas Spring SOL tests for grades 3 to 7

Subject	Year	With growth
Reading/English	May 2023	93.62%
	May 2022	92.55%
	May 2021	72.34
	May 2019	89.81
Math	May 2023	94.57%
	May 2022	96.77%
	May 2021	77.17%

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	May 2019	96.12%
Science	May 2023	86.67%
	May 2022	85%
	May 2021	50%
	May 2019	92.86%
History	May 2023	83.3%
	May 2022	81.48%

Reading ended with 93.62% with growth calculated in (87.23% before growth). Last year English was 92.55% with growth calculated (86.1% before growth). In the spring of 2021, scores did not count for accreditation and re-tests were not given and the English score was 72.34%. The special education sub group ended this year (May 2023) with a 75% with growth and a 54.1% without growth. Last year in May of 2022 the special education subgroup for reading was 81.48% with growth (62.96 before growth added). In May of 2021, it was 48.28%. Our disadvantaged students ended with a 93.75% with a 87.50% before growth. Last year in May of 2022 the disadvantaged score for English was 92% (84% before growth) with the Spring of 2021 being 68.63%. The white group for May 2023 was 92.41% with an 84.81% before growth. Last year in May of 2022 the white group score was 92.68 (85.37% before growth) with the spring of 2021 being 71.08%. Thus, the special education sub-group in English will still remain an area of concern to maintain and continue to show growth in.

Science ended the year with 86% while last year's was 85%. The spring of 2021 was 50%. The special ed sub-group was 33% (only three students) and therefore, staying an area of concern for growth.

Math special ed subgroups are also a concern with 79.17% with growth and 58.33 before growth. Last year, (2022) was 88.46% with growth (65.38% before growth). In the Spring of 2021 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 was added for the 2022-2023 school term and will again be a priority for 2023-2024.


In the Fall of 2022, the school division received a report called PCPS Fall 2022 Literary Report about findings of students' PALS scores from the fall of 2019 to the fall of 2022. The report concluded that WES has made some gains in the PALS assessment for K-2 since the pandemic, but we are still not back to pre-Covid levels. (Source Literacy, Virginia.edu) The WES instructional and grade level teams will continue to work to make gains in all areas for 2023/2024.

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

Here is our end of the year PALS data for 2022-2023

Here is a snapshot of students below the benchmark in Kindergarten to third grade for Spring 2023 and fall 2022.

ASSESSMENT COMPLETION PERCENTAGE - SPRING 2023 | 


- This report reflects the percentage of the total number of students in each grade level who were assessed using standard administration during this assessment period.
- In Spring, if your division chooses not to assess second grade students who previously received the High Benchmark designation, the Completion Percentage column for 2nd grade may be less than 100%.
- More specific information is available on the *Assessment Completion* report.

► Division: **Patrick County Public Schools**

► School: **Woolwine Elem.**

GRADE	# STUDENTS	# ASSESSED	COMPLETION PERCENTAGE
K	23	23	100%
1	14	14	100%
2	8	8	100%
3	16	5	31%
SCHOOL TOTALS	61	50	82%

- # STUDENTS: includes in-person and remote standard administration (RA)
- # ASSESSED: total number of students with complete assessments (Standard Administration)

 **END OF REPORT**

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ASSESSMENT COMPLETION PERCENTAGE - SPRING 2023 **Pre-K** Language & Literacy Screener

- This report reflects the percentage of the total number of children in each grade level who were assessed using standard administration during this assessment period.
- More specific information is available on the *Assessment Completion* report.

► Division: Patrick County Public Schools

► School: Woolwine Elem.

GRADE	# CHILDREN	# ASSESSED	COMPLETION PERCENTAGE
Pre-K3	0	0	0%
Pre-K4	9	9	100%
SCHOOL TOTALS	9	9	100%

- # CHILDREN: total number of children on class lists (Standard Administration)
- # ASSESSED: total number of children with complete assessments (Standard Administration)

■ END OF REPORT

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PreKindergarten

School: Woolwine Elem.

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

44% Strong 55% Growing band	33% in the strong band 22% in the beginning band 44% in the growing band	100 % Strong	67% Strong 22% Growing 11% Beginning	22 % Strong 88% Growing	3 students scored a 4 or 5. 4 students scored a 2.5 to 3. 2 students scored a 1 or 1.5	3 students scored a 4 or 5. 5 students scored a 2.5 to 3. 1 student scored a 2.	2 students scored a 4. 5 students scored a 3. 2 students scored 0 to 2.	8 of 9 students scored a 5. 1 student scored a 4.
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PreK students met in person for the 2022-2023 school term. Five of the students were in the growing Spring Developmental band ranges in letter names. Six students were in the growing band for letter sounds. Three students were in the growing band for beginning sounds. Summer fun learning packets for both reading and math were sent home to aid students and parents in the continuation of learning to write their name, recognizing lower and uppercase alphabet and sound awareness. These areas will continue to be a priority for the 23/24 school term.

Kindergarten PALS

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Phonological Awareness		ABC Know	Letter Sounds Known.		COW
Group Rhyme (9-10) 100%	Group Beg Sounds (9-10) 91.3%	Alphabet Rec (23-26) 95.6	Letter Sounds (17-26) 100%	Spelling (10-20) 100%	COW Word List (3-10) 100%

Kindergarten students met all benchmarks overall. There were two students in two of the phonological awareness categories. Two students did not meet the score of 9 or better on group beginning rhyme. One student received a score of 23 and did not meet the benchmark of 24 for alphabet recognition. Summer fun learning packets for both reading and math were sent home to aid students and parents in the continuation of working on letters, sounds, spelling and phonics skills.

First Grade: Word Knowledge Areas

Spelling (24-52) 12 of 14 or 85% met benchmarks. 2/14 students or 14% need to work on this area	PrePrimer (19-20) 14/14 met this benchmark	Primer (15-20) 14/14 met this benchmark	First Grade (7-20) 9/14 or 64% need to work in this area	Second or Higher 9/14 or 64% need to work in this area
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Two students in first grade did not meet benchmarks. One is in the LD program and is 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. Summer fun learning packets for both reading and math were sent home to aid students and parents in the continuation of grade level materials for spelling and reading skills.

Second Grade Word Knowledge

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Spelling (28-56) 3/8 or 37% of students need to work in this area to make gains	Primer	First Grade (16-20) 1 of 8 students are in this area	Second Grade (15-20) 3 of 8 students in this area	3rd or higher 4 of 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 with the exception of 1 student who was placed and is attending summer school.

Summary

Our Reading performance remains lower than our Math. Our percentage of students eligible for PALS has increased or remained about the same in grades 1-3 for the past three years. For this school term the number of students identifying for PALS decreased in all grades except for third grade. Our team would like to have higher scores in all of these areas.

MAP Math Weaknesses by grade level 2 for Spring 2023

Grades 2's low areas were Patterns, functions, and Algebra, Numbers and Number Sense with 4 of 8 (50%) students scoring in the low to low average range, followed by Computation and estimation with 4 of 8 (50%) students in the low to low average range.

MAP Reading Weaknesses by grade level 2 for Spring 2023

Grade 2's low areas were comprehension of nonfiction texts with 3 of 8 scoring in the low to low average range, followed by 3 of 8 students scoring in the low to low average range in comprehension of literary texts and word origins, semantics and vocabulary acquisition.

VKRP (PreKindergarten) Areas for Spring 2023: Students will be in Kindergarten in Fall 2024

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Mathematics					
Beginning		Growing		Strong	
Number of students	% of assessed students	Number of students	% of assessed students	Number of students	% of assessed students
2	22.22%	1	11.11%	6	66.67%

Six students are in the strong band with 1 growing and 2 are at the beginning level for math.

Self-Regulation					
Beginning		Growing		Strong	
Number of students	% of assessed students	Number of students	% of assessed students	Number of students	% of assessed students
1	11.11%	8	88.89%	0	0.00%

1	11.11%	8	88.89%	0	0.00%
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Eight students are at the growing stage of self regulation and 1 student is at the beginning level.

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Social Skills					
Beginning		Growing		Strong	
Number of students	% of assessed students	Number of students	% of assessed students	Number of students	% of assessed students
1	11.11%	5	55.56%	3	33.33%

1	11.11%	5	55.56%	3	33.33%
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Three students have a strong range of social skills, five are at the growing stage and 1 is at the beginning level.

PALS Grade Level Areas to focus on:

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

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

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

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

VKRP (Kindergarten) Areas to watch for 23/24 based on the Spring 2023 Assessments

91% of students in Kindergarten were at or above the benchmark for Math. 100% of students meet expectations for Geometry Performance, 100 % meet expectations for patterning performance, 83% meet expectation for numeracy performance, 91% meet expectation for computation performance

100% 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

100% students in Kindergarten were at or above the benchmark for Literacy (PALS)

Reading New Key Points Teachers will be implementing the Knowledge strand of Amplify CKLA in grades K-2. This program exposes students to a wide variety of topics to deepen their content knowledge, expand their vocabulary, and build reading comprehension. It aims to build culturally literate students who

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understand the world we live in. Teachers will also be utilizing the app Boost reading through Amplify. This is an individualized application that strengthens foundational skills in reading. Students will be placed on individual learning paths to help them become proficient readers. In an efficacy study that was completed, students using Boost made 17% more gains in reading skills as opposed to those who didn't use it.

Reading Key Points to Continue 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
- 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 answers were 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 to Continue 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.

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- 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 83%% and science 86% but only 33% in special education 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 to Continue 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

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 and will continue with grades K-5 using the CKLA writing measures and grades 6 and 7 continuing to use Lucy Calkins methods.
- Continue to use 180 days of writing and writing traits materials/resources

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- Continue to use the google classroom to do writing assignments for grades 4 to 7

The following are the results for the 2022-2023 school term with previous years listed:

Subject:	2022-23	Accreditation Benchmark:	2021-2022	2020-2021	2019-2020	2018-2019
English	93.62%	75%	92.55%	72%	not given	89.7%
Math	94.57%	70%	96.74%	77.1%		96.1%
History	83.3%	70%	81.48%	76.0%		94.2%
Science	86.6%	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 2022-2023 SOL scores indicate meeting, exceeding or 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 or remained the same in grades 1 to grades 3 for the past three years, however we have made gains this year. It is noted that students in Kindergarten did not qualify for services in the Spring of 2023. In looking at trends, we see that our special education sub groups in reading and math are the biggest concerns and have remained so for the past five years. It is noted that continuous growth is being made in the special education sub group when utilizing the vertical grade growth measures.

Attention and improvements will be addressed for the 2023-2024 school term. Writing continues to be an area of concern and fifth graders took the writing SOL test in March but results have not been released for a data analysis. Lucy Calkins training began in the fall of 2019 for English teachers and continues due to the disruptions created by Covid 19. Teachers in grades six and seven will continue to use the Lucy Calkins curriculum while grades K to 5 will use the writing lessons embedded in the CKLA lessons. Additional training was held in May and will also continue in August of 2023. 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

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instruction, one on one instructions, and online interventions. Teachers collected and analyzed multiple data points of student data from screeners, progress monitoring, diagnostic assessments, and formative and summative assessments. Student data will continue to be collected in the beginning, middle and end of year using the following:

- PALs(K-3)
- VKRP(K)
- DSA
- CKLA BOY, MOY, and EOY assessments
- Check-ups throughout the Unit

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 2022 learning assessments, for the summer school intervention plans and next steps as well as looking at the 2023 SOL scores in the summer of 2023 in order to plan for the new 23/24 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. On May 23rd Matt Hurt, the director of the Comprehensive Instructional Program visited with WES staff to discuss instructional successes for 2022-2023. 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

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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.

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 teacher, 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 teacher, 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 from current and past school years 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: Social and emotional issues, Student Involvement and Engagement in Their Learning. The assessment indicated that having a culture of high expectations and the empowerment of learners as active

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participants were factors contributing to the instructional environment. The top factors contributing to our school environment were teacher support, recruitment and retention of high quality staff and integrated and aligned interventions. Top factors influencing family and community support included, family and community engagement in the learning process, and authentic partnerships with a variety of stakeholders as well as providing a coordinated and comprehensive support system for learners' families. Some celebrations or acclamations listed included the success of the CKLA program and dedication to improving reading at the school as well as holding live student performances, better attendance, and enhanced peer relations.

The WES Family Engagement Survey indicated that school staff work to build positive relationships with family, but may still need to offer for new families 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 with an emphasis on typing skills 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, and wish for those to continue in an in-person format.

Based on the analysis of student achievement data, the family and community engagement survey, and the comprehensive needs assessment for 2023

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 on virtual days due to inclement weather etc.)
- Continue to hold sessions on the different resources and supports that parents are interested in such as using websites at home for interventions, remediations, social distance learning, virtual learning days, and tutoring.
- Work with technology to add in and/or increase typing measures for all grades with a particular emphasis on typing for grades 3 to 7.
- Continue the use of student-led conferences in place of parent/teacher conferences; student-led conferences have improved 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 that needful students are receiving services.
- 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 CKLA,

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Lucy Calkins and Beth Estill to target instruction for all students who are in need of any interventions.

- Continue to follow the updated literacy plan developed by Patrick County School Division and the new curriculum guides specifying both skills and strategies.
- At weekly Professional Learning Meetings, we will disaggregate the reading assessments (CKLA, 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 his/her instruction with his/her deficits based on the assessment data.

Budget Implications:

- Find and continue the allocation of tutoring funds to provide both in-school and after-school tutoring/remediation opportunities in reading and math.
- 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)
- CKLA BOY, MOY, and EOY Assessments
- Quarterly CIP Benchmark testing in all SOL tested subjects: October, December, March
- 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 6-7 along with Lucy Calkins training expectations
- USE CKLA Writing for K-5

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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, CKLA, end of course tests, guided reading, DSA, and VKRP were used to determine:

In examining our 2022-2023 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:

- Continue 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). (Use the LETRS and Multisensory Structured Literacy Instruction, (teacher in grade 3 to be trained in July of 2023.)
- 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

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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.
- 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 with the new Boost reading through Amplify (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 best practice 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.

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.

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 teacher, and support staff to work with our students in the areas of math and reading.

To address these issues Woolwine Elementary School plans to:

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- 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 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 for 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
- CKLA BOY, MOY, and EOY assessments
- Boost Amplify Reports
- Check-ups throughout the Unit

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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 learners, and young learners will be considered based on specific student needs. In order to address the academic needs and potential special education 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.

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- Continue to use the Child Study/SAT process with potentially utilizing data from RTI tiering to initiate the 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.
- 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 another school-based counseling service called the Student Success coach. Piedmont Community Services with one counselor on site each school day.
- Focus on our guidance counselor's 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.
- Continue to implement the "Too Good for Drugs" Program for grade six (Piedmont Community Services).
- Continue to include the 4-H Programming in grades K to 7.
- Continue to do the monthly Book It and/or Warrior Reading Incentive Programs for PreK-7

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 (Social Distance, Virtual Learning With and Without Internet, Flipped Classrooms, Increasing Student Discourse, Effectively Addressing Students with Dyslexia, Autism, and other specific special education areas).

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- 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.
- Continue to provide small group reading instruction development based on Beth Estill training and provide access to Beth Estill materials to enhance small group and word study instruction for remediation and intervention purposes.
- Offer additional sessions on Lucy Calkins training as a follow-up to previous training with emphasis on 6-7 writing skills progression as needed from the PCPS instructional coaches.
- 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

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- Counselor-student self-assessments
- Behavior Surveys
- Ongoing analysis of guidance referrals
- 4-H Extension Support
- Piedmont Community Service Support
- Family Preservation (TDT) Support and or Student Success Coach