

# Virginia Department of Education

## Stuart Elementary School Title I Schoolwide Plan 2016-2017

**Division Name:** Patrick County Public Schools

**School Name:** Stuart Elementary School

**Date:** 08/29/16

**Select One:**     Initial Plan             Revision

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

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

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

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan

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was based on a comprehensive needs assessment and can be revised to include the ten required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that related to the schoolwide components.

**Directions:** Complete each of the ten components by following these steps:

*Using Indistar® (available fall 2014):*

- Access the Title I Schoolwide Plan template from the “Complete Form” tab of the Indistar® dashboard.
- Provide a narrative response that describes how the school has addressed the requirements for each component;
- Where applicable, identify the indicator(s) and task number(s) from the school’s Indistar® plan that align with each required component;
- Click “Save” at the bottom of the form to save your responses; and
- Submit the plan to your LEA Division Contact by returning to the dashboard. Under the “Submit Forms/Reports” tab, go to the Title I Plans section, and select the Title I Schoolwide Plan “Submit” button.

*Not Using Indistar®:*

- Access the Title I Schoolwide Plan template on the Title I web site  
[http://www.doe.virginia.gov/federal\\_programs/esea/title1/part\\_a/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml),
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

### **Resources:**

Schoolwide program resources, including a *Schoolwide Plan Peer Review Rating Rubric*, United States Department of Education (USED) guidance on *Designing Schoolwide Programs*, and USED guidance on *Title I Fiscal Issues* (including supplement/supplant and consolidating funds in schoolwide programs), can be accessed at the following Web site:

[http://www.doe.virginia.gov/federal\\_programs/esea/title1/part\\_a/index.shtml](http://www.doe.virginia.gov/federal_programs/esea/title1/part_a/index.shtml).

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

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

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

### **Narrative:**

Stuart Elementary is a rural elementary school currently serving 430 students. SES is a PK-7 elementary school. It is a feeder school to Patrick County High School. 53% of the student population is male and 47% is female. Approximately 52% of the student body receives free or reduced lunch rates. Currently, our school provides ELL services to 6 students which is 1% of the population. The Hispanic population makes up 5% of our school population. There are approximately 66 of our students receiving special education services that consist of the categories: Speech and Language, Other Health Impaired, Specific Learning Disabilities, Hearing Impaired, Intellectual Disabilities, and Autism. The average class size in our PK-3 classes is 17 and average class size in 4-7 grade classes is 19 students.

SES currently has approximately 73 staff members. Our reading staff consists of two Title I teachers, four Title I teaching assistants, and one PALS tutor. We also have an ARDT teaching assistant to assist with 6<sup>th</sup> and 7<sup>th</sup> grade math students. At our school, all students have access to two iPad carts, laptop computers, and four computer labs. We added the implementation of the Daily 5 framework to our reading instruction in grades K-4. Some teachers have added the implementation of the Daily 3 framework to math instruction in grades K-6. SES offers a preschool program for children four years of age. Stuart Elementary participates in a weekend Backpack program. The school provides a school counselor to assist students and parents and provides three onsite Family Preservation counselors for referred and qualified students. SES will offer after school tutoring 1 to 2 days per week for grades 3-7.

Stuart Elementary School administration and faculty began data analysis of the Spring 2016 SOL scores in the summer of 2016 in order to plan for the 2016-2017 school year. Data was used to determine specific strengths and weaknesses in student performance and instructional practices.

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Throughout the year, various teams (multidisciplinary grade level, vertical, leadership) continue to meet regularly to review data and instructional strategies. Teachers have worked together to unpack the standards and develop curriculum guides with instructional resources. Professional development is being provided throughout the year for specific areas of need.

Students at Stuart Elementary School take the MAP assessment two times per year to measure student growth. Teachers use the MAP data as part of their baseline data to determine their SMART goals for the school year as well as to assist students in setting individual learning goals. 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.

Teachers in grades K-2 also use PALS data to determine students' strengths and weaknesses in reading. Students who are identified by the universal screening tool in grades K-2 receive additional inclusion and pull-out services. Identified students are reassessed midyear and end of year. Students in grades 6 and 7 are assessed with the Algebra Readiness Diagnostic Test at the beginning and end of each year. Students who fall below the benchmark receive additional inclusion and pull-out services from the Algebra Readiness tutor weekly.

Teachers use formative and summative assessments to guide instruction and to plan for differentiation and remediation. Through the use of the Daily 5 instructional framework in grades K-4, 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.

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Teachers are using Daily 5 and guided reading groups 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 SES include: Study Island, Interactive Achievement, Reading Eggs, Reading Express, and Reading A-Z. Math programs used at SES include IXL, Study Island, and Interactive Achievement.

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 created during the 2015-2016 school year can be accessed and reused through the Patrick County District PBA bank.

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### AREAS OF STRENGTH

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#### English SOL

- There was an annual increase in percent proficient (72% to 81%) and we meet state accreditation target.
- There was a 3 year positive trend in percent proficient (65% to 72% to 81%) and CIP percentile rank (10% to 6% to 30%).
- We are above the state target for percent proficient for the first time in four years.
- There was a 3 year trend of closing an achievement gap in gap group 1 (53% to 57% to 73%).

#### Math SOL

- There was an annual increase in percent proficient (80% to 89%) and we met state accreditation target.
- There was a 2 year positive trend in percent proficient (80% to 89%) and CIP percentile rank (29% to 49%).
- We are above the state target for two years in a row with an increase of 9 percentage points.
- There was a 2 year trend of closing the students with disabilities achievement gap from 39% to 52% and closing the achievement for gap group 1 from 67% to 80% from 2015 to 2016.

#### Reading MAP

- The percentage of students achieving their projected growth score on the spring 2016 MAP assessment in reading was K - 49%, 1<sup>st</sup>-68%, 2<sup>nd</sup>-57%, 3<sup>rd</sup>-48%, 4<sup>th</sup>-42%, 5<sup>th</sup>-57%, 6<sup>th</sup>-65%, and 7<sup>th</sup>-69%.
- The percentage of students achieving their projected growth score on the spring 2015 MAP assessment in reading was K-7%, 1<sup>st</sup>-23%, 2<sup>nd</sup>-21%, 3<sup>rd</sup>-36%, 4<sup>th</sup>-42%, 5<sup>th</sup>-40%, 6<sup>th</sup>-42%, and 7<sup>th</sup>-41%.
- From spring 2015 to spring 2016, there was an increase in student that met projected growth increased in every grade except 4<sup>th</sup> grade which remained the same.
- A school strength or deficit area is not noted in the goal performance strands of the spring 2016 MAP assessment.

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### Math MAP

- The percentage of students achieving their projected growth score on the spring 2016 MAP assessment in math was K-40%, 1<sup>st</sup>-61%, 2<sup>nd</sup>-62%, 3<sup>rd</sup>-66%, 4<sup>th</sup>-42%, 5<sup>th</sup>-83%, 6<sup>th</sup>-76%, and 7<sup>th</sup>-71%.
- The percentage of students achieving their projected growth score on the spring 2015 MAP assessment in math was K-14%, 1<sup>st</sup>-3%, 2<sup>nd</sup>-16%, 3<sup>rd</sup>-35%, 4<sup>th</sup>-18%, 5<sup>th</sup>-63%, 6<sup>th</sup>-49%, and 7<sup>th</sup>-36%.
- From spring 2015 to spring 2016, there was an increase in students that met projected growth for all grades.
- School strengths were noted in 2<sup>nd</sup> grade geometry, 3<sup>rd</sup> grade geometry, 4<sup>th</sup> grade number sense, 6<sup>th</sup> grade number and number sense, and 7<sup>th</sup> grade probability and statistics.

### PALS

In the past 2 years, the percentage of kindergarten students identified eligible for PALS decreased from spring 2015 to spring 2016 by 12% (17% to 5%). The percentage of students identified in first grade identified eligible for PALS decreased by 8% (12% to 4%). The percentage of students identified in second grade identified eligible for PALS decreased by 14% (23% to 9%). In spring of 2015, eight third graders were found eligible for PALS. In spring of 2016, zero third graders were found eligible for PALS. The number of students identified for PALS decreased from thirty-five students to ten students from spring 2015 to spring 2016. When students are identified by PALS they receive reading intervention daily.

### AREAS OF CONCERN

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#### English SOL

- Our greatest need is closing the achievement gap (31% to 19% to 17%) for students with disabilities.

#### Math MAP

- School deficits were noted for 2<sup>nd</sup> grade computation and estimation, 4<sup>th</sup> grade geometry, and 7<sup>th</sup> grade geometry.

Our greatest areas of concern continue to be third through fifth grade reading fluency and comprehension, writing, and history.



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### Stuart Elementary School 2016-2017 Accreditation Data

School Division: 070 - Patrick County Public Schools  
 School: 0320 - Stuart Elementary  
 Grade Range: PK to 07  
 Title1 Status: Title I -SchWide

Preliminary Accreditation Status this Year: Fully Accredited

Accreditation Status Last Year: Partially Accredited: Improving School-Pass Rate

Subject	Data Source	Number of Students		Score	Benchmark	Met Benchmark?
		Students Passing	Students Taking			
English	Current Year	236	292	81 %	75 %	Yes
	Previous Year	192	268	72 %		
	3-year average	636	882	72 %		
Mathematics	Current Year	246	283	87 %	70 %	Yes
	Previous Year	223	279	80 %		
	3-year average	667	830	80 %		
History	Current Year	90	111	81 %	70 %	Yes
	Previous Year	78	88	89 %		
	3-year average	368	450	82 %		
Science	Current Year	44	48	92 %	70 %	Yes
	Previous Year	37	52	71 %		
	3-year average	158	206	77 %		

Number of Benchmarks Met: 4 of 4

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2015-2016 SOL Scores by Grade Level

Division	Test	School	All Students	
			Pass	Total #
Patrick County	Gr 3 Reading	STUART ES	67.39%	46
	Gr 4 Reading	STUART ES	73.33%	60
	Gr 5 Reading	STUART ES	89.58%	48
	Gr 6 Reading	STUART ES	75.00%	52
	Gr 7 Reading	STUART ES	86.27%	51

Division	Test	School	All Students	
			Pass	Total #
Patrick County	Gr 3 Math	STUART ES	73.91%	46
	Gr 4 Math	STUART ES	75.00%	60
	Gr 5 Math	STUART ES	91.67%	48
	Gr 6 Math	STUART ES	96.15%	52
	Gr 7 Math	STUART ES	88.24%	51

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### 2015-2016 MAP Data

According to the winter MAP data, all grades demonstrated growth in both reading and math. Kindergarten, 4<sup>th</sup>, and 6<sup>th</sup> grades are below the norm RIT score for reading and math. The MAP reading assessment indicated consistent performance among the three strands (Word Analysis, Comprehension of Fiction, and Comprehension on Nonfiction) across all grades. On the math MAP assessment, Number Sense is a strength across grades 3-7. Geometry and Measurement was identified as a weakness across the grade levels. These strands are taught in the 4<sup>th</sup> and 5<sup>th</sup> grading periods so we should see growth in those strands at the next MAP assessment.

### 2015-2016 PALS Data

Grade	# of students in grade	# of students identified	% of grade level identified
K	55	8	15%
1	45	4	9%
2	58	7	12%
3	45	6	13%

**Related Indistar® indicators (if applicable):** ID10, IE06, TA01, TA02, TA03

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

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

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

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### **Narrative:**

All students at Stuart Elementary School are provided a rigorous education aligned with the Virginia Standards of Learning in order to meet the state's proficient and advanced levels of academic achievement. Teachers and administrators review student achievement data in weekly multidisciplinary grade level Professional Learning Community (PLC) meetings. Students are retested twice per grading period. Based on a collection of data, students who demonstrate deficiencies receive research-based interventions. Data sources include:

- SOL data – Spring
- MAP growth measures – Fall, and Spring
- PALS assessment – Fall, Winter, Spring
- ARDT assessment – Fall & Spring
- Performance-based assessments – at least one per year
- Comprehensive Instructional Plan (CIP) benchmarks
- Interactive Achievement tests – ongoing
- Teacher-created formative and summative assessments - ongoing
- SOL mastery checklists

Multiple strategies based on scientific research are used to provide additional assistance to students failing or at risk or failing the Spring SOL test as well as moving students toward advanced levels of performance. Research-based instructional strategies include:

- Implementation of Daily 5 in grades K-3
- Use of Title I, ELL, and Special Education teachers for small group instruction
- PALS remediation
- Reading Eggs/Eggspress online supplemental program for remediation and/or enrichment
- Study Island online supplemental program for reading and math remediation and/or enrichment
- IXL online math remediation/enrichment

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- Alignment of Curriculum Framework to the written, taught, and assessed curriculum
- Utilize Table of Specifications to ensure alignment of assessments to Curriculum Framework
- Guidance support in individual and/or small groups based on need
- Remediation block built into the master schedule
- After school tutoring weekly for at-risk 3<sup>rd</sup> – 7<sup>th</sup> grade students
- Summer school for at-risk students
- Enrichment summer camp for advanced students
- Use VDOE resources for lessons and assessments
- Therapeutic Day Treatment provided through Family Preservation Services and Piedmont Community Services for individual students in need
- Parent Reading Night to help parents support student reading at home
- Incorporation of scaffolding in lesson plans

Students identified as being in need of assistance are discussed each week at grade level data meetings. Specific students' strengths and weaknesses are identified and a plan is developed for reteaching, remediation, and intervention. A combination of inclusion and pull-out assistance is used in the form of individual or small group remediation, differentiation strategies, and computer-based intervention programs. At each week's meeting, teachers and instructional staff create a schedule to provide the needed assistance for each student. This data is maintained on a data wall and support staff can access this data and target their remediation services and support to specific SOL strands.

**Related Indistar® indicators (if applicable):** TA01, TA02, TA03

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**Component 3** - §1114(b)(1)(C): Instruction by highly qualified teachers.

Evidence: Efforts to retain highly qualified staff to better meet the individual needs of all students.

**Narrative:**

Patrick County Public Schools is focused on hiring and retaining highly qualified staff. As a retention measure, PCPS provides a new teacher orientation and mentoring program. The mentoring program is designed to help new teachers develop effective instructional strategies, learn division policy and procedures, collaborate with veteran teachers, and participate in professional growth activities. PCPS collaborates with higher education institutions to provide opportunities for teachers to obtain advanced degrees, certifications, and recertification points. Teachers are provided relevant professional development training on an ongoing basis. Teachers at Stuart Elementary are informed of learning opportunities for advanced degrees, endorsements, or coursework related to their expertise from surrounding universities and colleges. PCPS works with higher education institutions to assist students in the education field with observation practicum hours, internships, and student teaching positions in an effort to encourage students in the education field to remain in or return to Patrick County. Stuart Elementary School, in partnership with Patrick County High School, provides classroom experiences for secondary students in the Teach for Tomorrow program.

94% of staff at Stuart Elementary School are highly qualified.

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<b>Teacher Licensure</b>					
<b>Name</b>	<b>Assignment</b>	<b>Degree</b>	<b>License</b>	<b>Endorsement</b>	<b>Expiration</b>
Amos, Robin Booker	4th grade	Bachelor's	Collegiate Professional	Driver Education	6/30/2017
				Physical Education NK-12	
				Early Education NK-4	
				Health Education NK-12	
Bowers, Timothy Dean	PE Teacher	Master's	Postgraduate Professional	Physical Education NK-12	6/30/2016
Brown, Julie Marie Pope	Music Teacher	Bachelor's	Collegiate Professional	Music: Instrumental PreK-12	6/30/2020
				Music: Vocal/Choral PreK-12	
Clark, Elizabeth Critz	3rd grade	Bachelor's	Collegiate Professional	Elementary Grades K-7	6/30/2016
Craig, Whitley M.	3 <sup>rd</sup> grade	Master's	Postgraduate Professional	Elementary Education PreK-6	6/30/2021
Eaton, James Estel	4 <sup>th</sup> grade	Bachelor's	Collegiate Professional	Elementary Education PreK-6	6/30/2019
Epperly, Anita Vipperman	ID	Bachelor's	Collegiate Professional	Early Education NK-4	6/30/2016
				Middle Education Grades 4-8	
				Intellectual Disabilities K-12	
Gonzalez, Monica Belcher	K	Master's	Postgraduate Professional	Provisional Admin. and Supv. PreK-12	6/30/2020



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				Early/Primary Education PreK-3	
Gregory, Jessica Leigh Slate	K	Master's	Postgraduate Professional	Elementary Education PreK-6	6/30/2018
Grooms, Joyce Newcomer	Music Teacher	Bachelor's	Collegiate Professional	Music: Vocal/Choral PreK-12	6/30/2020
				Music: Instrumental PreK-12	
Harbour, Lacey	SPED – Inclusion	Bachelor's	Provisional		
Haynes, Amy	Title I	Bachelor's	Collegiate Professional	Elementary Education PreK-6	6/30/2016
Helms, Margaret Grace	Art Teacher	Bachelor's	Collegiate Professional	Visual Arts PreK-12	6/30/2019
Hines, Andrea Denise	Librarian	Bachelor's	Collegiate Professional	Early Education NK-4	6/30/2018
				Middle Education Grades 4-8	
				Library Media PreK-12	
Horton, Jessica King	5th grade	Bachelor's	Provisional	Elementary Education PreK-6	6/30/2016
Hughes, Amanda Harris	2nd grade	Master's	Postgraduate Professional	Elementary Education PreK-6	6/30/2020
Hutchens, Jessica Newman	3rd grade	Bachelor's	Collegiate Professional	Elementary Education PreK-6	6/30/2017
Johnson, Amber	6th/7th grade	Bachelor's	Provisional	Elementary Education PreK-6	6/30/2018
Lawson, Crystal Cauley	1st grade	Bachelor's	Collegiate Professional	Elementary Education PreK-6	6/30/2017
McCoy, Stephanie	5th grade	Bachelor's	Provisional	Elementary Education PreK-6	6/30/2018

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Mullis, Ashlee Vipperman	7th grade	Bachelor's	Collegiate Professional	English	6/30/2017
Murphy, Marcie Barbour	Principal	Master's	Postgraduate Professional	Emotional Disturbance K-12	6/30/2020
				Intellectual Disabilities K-12	
				Specific Learning Disabilities K-12	
				Early/Primary Education PreK-3	
				Special Ed - General K-12	
				Visual Arts PreK-12	
				Admin and Supervision PreK-12	
(Nester), Amy Leigh Quesenberry	Assistant Principal	Master's	Postgraduate Professional	Severe Disabilities K-12	6/30/2019
				Intellectual Disabilities K-12	
				Emotional Disturbance K-12	
				Specific Learning Disabilities K-12	
				Admin and Supervision PreK-12	
Nowlin, Rebecca Williams	7th grade	Bachelor's	Collegiate Professional	Mathematics	6/30/2020
				Elementary Grades 4-7	
Rakes, Hillary Morgan	4th grade	Bachelor's	Provisional	Elementary Education PreK-6	6/30/2017

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Reynolds, Tina Rucker	Title I	Master's	Postgraduate Professional	Elementary Education PreK-6	6/30/2019
Roberson, Elizabeth McCormick	1st grade	Bachelor's	Collegiate Professional	Elementary Education PreK-6	6/30/2016
Scott, Derina Hylton	Guidance	Master's	Pupil Personnel Services License	School Counselor PreK-12	6/30/2016
Scruggs, Taryn Gunter	K	Bachelor's	Collegiate Professional	Early Education NK-4	6/30/2017
Smith, Hannah Lee	SPED-ID	Master's	Postgraduate Professional	Sped – General Curriculum K-12	6/30/2021
Smith, Nadine Haden	2nd grade	Bachelor's	Collegiate Professional	Early Education NK-4	6/30/2018
Smith, Wendy Massey	2nd grade	Master's	Postgraduate Professional	Elementary Education PreK-6	6/30/2018
Stovall, Lisa Ann	3rd grade	Bachelor's	Collegiate Professional	Elementary Education K-5	6/30/2016
Sullivan, Dustin Mark	6 <sup>th</sup> grade	Bachelor's	Provisional (Career Switcher)	Middle Ed 6-8 History/Social Sciences	6/30/2017
Swails, Angela Michelle (Missy)	1st grade	Bachelor's	Collegiate Professional	Elementary Education PreK-6	6/30/2020
Thacker, Kathy Dotson	6 <sup>th</sup> grade	Bachelor's	Collegiate Professional	Elementary Education PreK-6	6/30/2017
Vernon, Amy Gray	5th grade	Bachelor's	Collegiate Professional	Elementary Education PreK-6	6/30/2019
Vernon, Sara Williams	6th grade	Master's	Postgraduate Professional	Elementary Education PreK-6	6/30/2017
Williams, Shirley	4th grade	Master's	Postgraduate Professional	Early Education NK-4	6/30/2020

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**Instructional Support Staff**

Butler, Audrey	Instructional Assistant
Hazelwood, Erica	Instructional Assistant
Harris, Patricia	PALS tutor
Cisneros, Amanda	Title I Assistant
Hines, T'Keyah	Instructional Assistant
Collins, Gloria	Title I Assistant
Helms, Katie	Title I Assistant
Hall, Randi Jo	Title I Assistant
Bowles, Justin	Special Ed Assistant
Tarpley, Sharon	Special Ed Assistant
Barnard, Marcie	Special Ed Assistant
Keen, Lisa	Algebra Readiness tutor
Coffey, Mary Beth	Technology Assistant
Ojodeagua, Ashley	Technology Assistant

**Related Indistar® indicators (if applicable):**

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

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

**Narrative:**

Patrick County Public Schools and Stuart Elementary School are dedicated to offering high-quality and meaningful professional development opportunities that impact teachers’ professional knowledge and practice. Professional development opportunities were offered throughout the school year from the division level and at the school building level. Professional development opportunities have included the following topics: “Good to Great” reading instruction, RTI training, PBA and Rubric Training, Understanding by Design, Reading Eggspress, Study Island, Autism/Asperger’s/ADHD, Daily 5, Daily 3, Twitter for Educators, Table of Specification use, Differentiation, Leveled Library, Guided Reading, Objective Writing, and Formative vs. Summative Assessment. These professional development opportunities were presented throughout the school by central office personnel, and monthly by school administrators along with instructional coordinators.

Professional development for administrators, teachers, and paraprofessionals is provided on an ongoing basis throughout the school year. Professional growth opportunities include workshops, trainings, conferences, and onsite visits that are based on needs of staff and students to improve instruction and student learning. Teacher self-assessments, administrative observations/evaluations, school level data, and division initiatives determine the professional development offerings. Professional growth opportunities are presented at PLC meetings, faculty meetings, workdays, and other times as set by the division. Use of professional development learning is monitored by administrators during classroom observations and walkthroughs in order to provide support and feedback.

In the upcoming school year, continued professional learning opportunities will focus on:

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Curriculum Alignment: Grade level teams met to ensure that the written, taught, and assessed curriculum in all subject areas are in alignment. Resources, lesson plans, and formative assessments were shared to enhance the curriculum.

Data-Driven Instruction: In order to better use the data available, teachers received training from Dr. Lisa Meyer on implementing data walls. Teachers use data from weekly formative assessments to create flexible tiers based on students' needs. Students are then supported with reteaching, remediation, and intervention.

Writing Across the Content Areas: Dr. Lisa Meyer conducted professional development on the importance of writing across the curriculum. This was identified as a need for all learners in all subject areas to target higher level cognitive skills required by the increased rigor of the Standards of Learning. All teachers incorporate writing components into assignments and assessments.

MAP Assessment: The MAP assessment is a longitudinal program that tracks students' progress in Math and Reading over the course of the year. Students will be given a baseline assessment in August, and an end of the year assessment in the spring. The MAP reports identify each student's specific strengths and weaknesses and tracks growth throughout the year. Teachers use the data from the MAP assessment to drive instruction and to tier students based on need.

Study Island: The MAP assessment data is uploaded into Study Island to create an individualized learning path for each student that targets his/her specific needs. Students work in Study Island at their own pace at home and at school to improve areas of weakness. Teachers also make assignments in Study Island to support specific skills being taught in the classroom.

Guided-Reading Workshop: Training was provided to teachers on the implementation of a guided-reading program. Information was shared on how to effectively utilize running-records to assess student reading level, and how to effectively implement leveled literacy intervention to increase students' reading levels.

6 + 1 Writing Traits: Dr. Holly Robbins provided training for teachers on the implementation of the 6 + 1 writing framework. Each trait was explained as it relates to the writing process and the assessment of student writing. The use of mentor text was also explained as a strategy to model appropriate use of each trait.

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

Daily Five Reading Routine: Teacher have access to Daily Five website and books. Classroom visits have been made available. A Daily Five class has been offered. Daily Five will be discussed in PLC meetings and in faculty meetings.

Student Engagement Workshop: Dr. Ron Nash provided training for teachers focused on active learning in the classroom based on strategies From Seatwork to Feetwork.

TTAC Behavior Strategies Workshop: TTAC from Virginia Tech provided mini sessions highlighting strategies to support students in the inclusion learning environment such as executive functioning and Autism behavior support.

In the 2016-2017 school year, we will provide professional development in our monthly faculty meeting, led by administration and/or instructional facilitators. Based on the identified needs, administration determines those teachers that would benefit from individual professional development utilizing other resources. Instructional facilitators and administration plan and implement group or grade level professional development based on a consensus of needs established from self-assessments. Based on teacher and classroom observations, professional development will be provided to both individual teaches and/or grade levels. The Look Fors as determined by the PCPS division and aligned with the Teacher Performance Evaluation are used to guide area of professional development. Documentation for both individual and group professional development is documented and kept on file. Feedback on growth is provided to teachers.

Instructional facilitators, and/or administration will provide follow up professional development on the 6+1 Traits Writing, Daily 5, and Guided Reading ideas utilizing new classroom leveled libraries. Based on classroom observations, instructional facilitators and administration will ask Grade Level Teams to present at faculty meetings elements of the Daily 5 and the Daily 3 that are working well in their classrooms.

**Related Indistar® indicators (if applicable):** ID10

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**Component 5** - §1114(b)(1)(E): Strategies to attract high-quality highly qualified teachers to high-needs schools.

Evidence: Efforts to recruit highly-qualified staff to better meet the individual needs of all students.

**Narrative:**

Patrick County Public Schools administrators will continue efforts to recruit highly-qualified staff. PCPS seeks to offer competitive salary and benefits to prospective employees. Each year the division prepares brochures and packets detailing the highlights of working for Patrick County Public Schools. Recruiting teams consisting of school and division administrators represent PCPS at job and career fairs throughout the region including WVPEC, Lynchburg College, Virginia Tech, Radford University, and Longwood University. Stuart Elementary School has a formal mentoring program for all first year teachers and any teachers new to the building. Master teachers are assigned as mentors to new teachers based on subject or grade level. In addition, a central office administrator is assigned to observe and mentor all new teachers.

**Related Indistar® indicators (if applicable):**



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**Component 6** - §1114(b)(1)(F): Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

Evidence: Parent/community involvement; compact development and implementation; parent policy and other required activities to involve parents.

### **Narrative:**

Stuart Elementary School seeks to cultivate and support active parent involvement in student learning by implementing strategies to involve parents in the educational process including:

- Keep families informed of opportunities for involvement and encourage participation in various programs
- Provide access to educational resources for parents and families to use with their children
- Keep families informed of the objectives of division educational programs as well as of their child's participation and progress
- Enable families to participate in the education of the children through a variety of roles
- Volunteer time within the classroom and school program
- Provide information in a language understandable to parents, where practical
- Inform parents how they can be active participants in assisting their children in learning English; achieve at high levels in core academic subjects and meet the same challenging achievement standards as all students

### Parental Involvement in Title I:

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

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Stuart Elementary School will provide parents of participating children:

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

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

Stuart Elementary School Parent involvement activities include:

- Annual School Meeting/Back to School Night: Introduction of faculty and staff, orientation to building, and information on instructional programs provided to all parents.
- Volunteer Training: All parents are invited to receive information about opportunities to volunteer in the school and school policies regarding volunteering.
- Parent Involvement Meeting: All parents of Title I students are invited to learn more about the Title I program and how to be involved in your child's education.
- Parent Teacher Conferences: All parents are invited to meet with their child's teacher(s) after the first and third six weeks to discuss their child's progress.
- PTO Meetings: PTO meetings are scheduled for September, December, February and April and are open to all parents. Updates regarding school programs and events are given along with a program hosted by two grade levels.
- Family Reading Night: All families are invited to learn strategies to improve reading. Students receive a free book and a goodie bag with tools to facilitate reading.
- Family Math Night: All families were invited to learn strategies to improve math skills.
- 3rd Grade SOL Night: Third grade families were invited to an informative session about the upcoming SOL tests.

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- High School Transition Night: 7th graders and their families were invited to learn about their child's transition to the high school in the 8th grade.

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

**Related Indistar® indicators (if applicable):** IIIIB06

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

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

**Narrative:**

Stuart Elementary School seeks to assist children in the transition from early childhood programs to Kindergarten. At the Kindergarten pre-registration event in March, teachers conduct assessments in order to effectively group students for the coming year. Teachers also

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provide parents information on specific skills on which to work in the coming months in order to better prepare their child for Kindergarten. Kindergarten teachers use PALS data from Head Start and the SES Virginia Preschool Initiative class to determine student's readiness skills. The SES PreK teacher also works to prepare students and parents for Kindergarten by communicating the importance of readiness skills.

Stuart Elementary School, a PreK-7 school, also seeks to prepare seventh graders for the transition to Patrick County High School in 8<sup>th</sup> grade. The guidance counselor works with each seventh grade student to prepare an academic and career plan that will follow the students to PCHS. Seventh grade teachers and the guidance counselor work collaboratively with PCHS staff in the spring to provide information for students and parents. Seventh grade teachers take the students to PCHS for a site visit to become familiar with the facility and personnel. The teachers and guidance counselor work with the guidance department at PCHS to help students register for appropriate classes for the fall semester of their 8<sup>th</sup> grade year. PCHS also conducts a parent night to provide general information about the high school and to allow parents to answer any questions they may have and to tour the school.

**Related Indistar® indicators (if applicable):**

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

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

### **Narrative:**

Student growth is measured throughout the year with a variety of assessments. In the classroom, teachers use pretests and formative assessments to guide instruction and administer common summative assessments or performance-based assessments.

Stuart Elementary School administers the Measures of Academic Success (MAP) assessment in the fall, winter, and spring in Kindergarten through 7<sup>th</sup> grade to assess student growth. Teachers work with students to set individual learning goals based on the MAP goal-setting report to assist students in monitoring their own academic growth. MAP provides teachers with data to determine gaps in learning and relative strengths and weaknesses. The Learning Continuum assists teachers in tiering students based on specific reading and math skills in order to provide remediation, interventions, and/or enrichment.

Students in grades PreK-3 are administered the Phonological Awareness Literacy Screening (PALS) in the fall, winter, and spring. PALS assesses students in phonemic awareness, alphabet recognition, letter sounds, concept of word, spelling, decoding, sight words, oral reading, and comprehension. Students who do not meet the specified benchmark are identified as needing additional services. Identified students are provided additional reading instruction daily.

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

The Virginia Standards of Learning tests are administered to students in grades 3-7 in the spring. Teachers use the student detail report in order to provide remediation on specific skills to students eligible for an expedited retake. Data is disaggregated to determine

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strengths and weaknesses in each subject and grade level. Overall trends for the school are identified in order to inform instructional programs for the coming school year.

Based on assessment data, students are tiered as to the intensity of interventions needed. Grade level teams (including General Ed. Teacher, SPED Teacher, Teacher Assistants and as needed LA/Math Instructional Facilitator, ESL Teacher, Speech Therapist, and Guidance Counselor) meet on a weekly basis in PLC meetings to review data, monitor student progress, hold professional development as needed based on the specific grade levels and plan next steps. This school year we will monitor progress from the PowerSchool Analytics Data System and analyze the interventions for student success. If it is determined that interventions are being fully implemented, yet not showing student success, then new interventions may be selected for the student, or student may be re-tiered for more intensive interventions, or be referred for Child Study based on the current level of the student. During the grade level team meetings, members will decide who is responsible for providing the intervention and who will monitor the progress.

**Related Indistar® indicators (if applicable):** ID10

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

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

**Narrative:**

Faculty and administration at Stuart Elementary School will analyze and use multiple sources of available data to identify students at risk of failure to make appropriate academic progress and will regularly monitor the progress made by at risk students.

Identification of at risk students is an ongoing process based on results from both formal and informal assessments. During weekly grade level PLC meetings, teachers use current data to identify students in need of remediation in reading and/or math. Remediation and/or intervention is scheduled based on deficits in particular skill areas.

Evaluation is an ongoing process. Based on assessment data, students are tiered as to the intensity of interventions needed. Grade level teams (including General Ed. Teacher, SPED Teacher, Teacher Assistants and as needed LA/Math Instructional Facilitator, ESL Teacher, Speech Therapist, and Guidance Counselor) meet on a weekly basis in PLC meetings to review data, monitor student progress, hold professional development as needed based on the specific grade levels and plan next steps. This school year we will monitor progress from the PowerSchool Analytics Data System and analyze the interventions for student success. If it is determined that interventions are being fully implemented, yet not showing student success, then new interventions may be selected for the student, or student may be re-tiered for more intensive interventions, or be referred for Child Study based on the current level of the student. During the grade level team meetings, members will decide who is responsible for providing the intervention and who will monitor the progress.

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Students who are who are meeting the minimum expectations will be monitored, and teachers will give instruction to these students to differentiate the learning so they are pushed towards more rigorous instruction. High achieving students will be engaged in more choice, problem solving, and project-based learning to enhance their learning.

**IDRelated Indistar® indicators (if applicable):** TA01, TA02, TA03

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

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

**Narrative:**

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

Local Sources	Support Details
Piedmont Community Services Family Preservation Services	Assists with specific students that qualify with home and behavior issues
Rescue Squads VFW Ruritan Club Fire Departments	Presents safety programs at schools Allow students to visit and share service roles Provide supplemental instructional materials (DARE, Eddie Eagle) Support services from SRO



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Sheriff's Department	
Mobile Dentists	Provides dental services to qualified students
PCHS Teachers for Tomorrow	Local high school students volunteer to tutor and assist at risk students
VT Cooperative Extension Services	Presents nutrition programs to support healthy lifestyles
Rotary Club	Provides literacy materials such as dictionaries and thesauruses
<b>State Sources</b>	<b>Support Details</b>
Gifted	Differentiation/enrichment
Virginia Preschool Initiative	Preschool services for approved 4 year olds
PALS	K-3 literacy support
ARDT	Math intervention services
<b>Federal Sources</b>	<b>Support Details</b>
Title I	Provides supplemental resources such as personnel, programs, and instructional materials for at-risk children. Qualifying students are based on disaggregated data from VA SOL reports, MAP growth data, and IA student growth assessments. Supplemental materials for Title I students include: guided reading materials, writing units, leveled library materials, math manipulatives, comprehension materials, parent involvement activity materials, family reading nights supplies, and supplemental technology items.
Title I, Part C	Migrant funds to improve education for migrant students
Title II	Teacher and principal professional development Recruitment and maintenance of Highly Qualified Instructional Staff
Title III	Language instruction for limited English proficient
Title VI B	Special Education services provided for qualifying students

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Title VI, Part B, Subpart 2	Supplemental rural education support for Title I students including small group literacy stations for Title I students	
<b>Related Indistar® indicators (if applicable):</b>		