

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

Division Name: Patrick
School Name: Patrick County High School
Date: 8/1/21
Select One: **Initial Plan** **X Revision**

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

- The plan should be developed with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers;
 - School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- 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

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thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that 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 web site](#).
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

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

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

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

Component 1 §1114(b)(6):

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

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

Narrative:

Patrick County High School is a rural high school in Southwest Virginia that currently serves approximately 861 students in grades 8-12. 54% of the student population is male and 46% is female. All students at Patrick County High School receives free breakfast and lunch daily. Currently, PCHS provides ELL services to approximately 2.3% of students. The ethnicity of the student population is as follows: White=85%, African American=7%, Hispanic=7%, Asian=1%. There are approximately 129 students receiving special education services that consist of the categories: Speech and Language, Other Health Impaired, Autism, Intellectual Disabilities, Specific Learning Disabilities, Emotional Disabilities, and Multiple Disabilities.

PCHS currently has approximately 90 staff members .The average class size in 8-12 classes is 22 students. All students have access to personal Chromebooks, learning platforms such as Canvas, Google Classroom, and Schoology, and educational software programs.

PCHS is fully accredited in all subject areas.

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	Accreditation	2018	2019 (CR)	2020 COVID	2021
English	75%	77.19%	77.99%	Testing incomplete	69.20%
History	70%	87.39%	82.90%		57.08%
Math	70%	90.95%	90.32%		67.44%
Science	70%	83.94%	82.07%		67.69%

Reading (75.45%), Math (67.44%), and Science (67.69%) are areas of strength. Disadvantaged students scored between **53.71-71.33%** in Math, Science, and Reading.

Students with disabilities scored between **22.92-42.55%** on state assessments in writing, science, reading, history, and math.

English scores reflect the implementation of the new 2017 standards in the spring scores. Grade 8 scored 87.5% on the 2010, with only 24 students testing the old standards; 64.54% passed the 2017 Grade 8 SOL. The EOC Reading results had a smaller variance, 68 students completed the 2010 assessment with a 85.29% pass rate, and 101 taking the 2017 in the spring with a 81.19% pass rate.

Writing is an area of focus with 61.56% students passing. EOC Writing had an overall pass rate of 63.89% and Grade 8 had a 59.04% pass rate. Students with disabilities scored at 22.92%, with 25% of SPED passing the EOC Writing, and 22% SPED students passing the 8th Writing. Economically disadvantaged scored at 48.5%, with 52.17% on the EOC and 44.0% on the Grade 8. The substitute test (Business Work Keys) was administered to 18 students; 5/13 Sophomores initially passed the Work Keys. 5/5 Juniors and Seniors passed the Work Keys.

Subgroups are an area of focus, especially in English.

8th grade subject areas (Reading, Writing, Science, and Grade 8 Math) are areas of focus. Grade 8 Reading (87.5 on 2010 and 64.54% on 2017 with an overall pass rate of 67.9%); Grade 8 Writing (59.04%); Grade 8 Science (64.63%); Grade 8 Math

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(7.14%)

The 2020-2021 comprehensive needs assessment indicated that student involvement and engagement, retention of high quality staff, and interrupted schooling have the most impact on student achievement.

Based on student data and the comprehensive needs assessment:

- PCHS will continue to incorporate writing activities into each class.
- At department and content area (PLC) meetings, teachers will share best instructional practices, disaggregate data, and tier each student to meet their needs.
- PCHS will continue to provide relevant professional development.
- All new teachers will be provided a mentor teacher.
- We are utilizing APEX learning to remediate juniors and seniors who are at risk of not graduating due to SOL failures.
- We continue to focus on SOL retake scores. We have implemented a two day turnaround for retakes. This consists of all students who passed the SOL to be removed from the classroom for other educational/enrichment activities and to allow for small group remediation for the students who qualified for the retake.
- We schedule SOL tests to provide more flexibility for both test reviews and the test sessions themselves.
- **To address 8th grade science learning gaps, PCHS is working with the Academic Coach to gather information from the elementary 6th/7th science teachers. The goal is to identify standards that may not have been addressed due to the pandemic. This information will drive 6th and 7th grade review lessons in the 8th grade physical science block.**

Budget Implications:

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

- CIP Midterm Benchmark testing in all SOL tested areas

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- Formative and summative assessments
- All data will be collected from department chairs and analyzed during quarterly data meetings with the Principal and Assistant Principal. (This includes present data and next steps moving forward.)

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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:

Writing is an area of focus with **61.56%** students passing. Students with disabilities scored at **22.92%**. Economically disadvantaged scored at **64.74%**. Math, in particular Algebra and Math 8th, is another area of focus with a 7.14% overall pass rate; the concern is not only Math 8 but also the rising 9th graders going into Algebra with evident gaps in their mathematics base of knowledge.

- PCHS administration will continue to monitor lesson plans for alignment, rigor, and intentional planning.
- Interactive activities will continue to be an expectation.
- PCHS will continue to incorporate writing activities into each class.
- At PLC meetings, teachers will share best instructional practices, disaggregate data, and tier each student to meet their needs.
- 8th graders have yearlong English, with the exception of 2-3 sections of Advanced 8th.
- Two sections of yearlong 9th grade English have been added for the 2021-2022 school year to bridge learning gaps in both writing and reading due to the pandemic.
- Four stipend sections in English and two stipend sections in math have been scheduled to reduce class sizes further in tested grades to address unfinished learning.
- English teachers will utilize interactive grammar programs (ie-noredink.com) to increase SOL multiple choice scores, which are a deficit for us. IXL for ELA will be provided for students in 8-11 yearlong or regular English.

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- Teachers and instructional support staff have been strategically placed in areas of expertise. A reading specialist teacher teaches the 8th Grade Foundations sections; a co-teacher in this class provides inclusion and small group support. A teacher with strong writing instruction will teach the two 9th yearlong classes.
- Small group instruction to target the needs of all subgroups will be modeled and encouraged as much as possible within the COVID-19 social distancing guidelines.
- A leveled library providing rich literature and mentor writing texts is available to reach the needs of students who are reading below grade level. The library also provides more advanced literature to challenge students in advanced and Honors classes. This resource room is an additional space to administer leveling assessments and provide individual/small group instruction outside of the classroom.
- Writable (Grades 9-12) and Lucy Calkins Writing (Grade 8) will be used to strengthen student writing skills. Lucy Calkins is used in grades K-8, so gains should be seen vertically in the coming years. The language of writing will be consistent from the elementary levels to the eighth grade.
- The addition of two teaching assistants dedicated to the English department will provide additional support for unfinished learning. These two assistants, along with the current two assistants dedicated to math, will work with teachers to provide small group and individualized instruction to bridge learning gaps.
- The SPED department has purchased the LLC Purple Level (Grade 5) small group library. Students in resource will have small group reading instruction **in addition** to their regular English instruction to reduce deficits in reading ability.

Budget Implications:

- Two full time teaching assistants (or four part-time assistants/retired teachers)--hired for two-three years to alleviate learning loss.

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

- CIP Midterm Benchmark testing in all SOL tested areas

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- PowerSchool Analytics formative and summative assessments
- All data will be collected from department chairs and analyzed during quarterly data meetings with the Principal, who reports these findings to the School Board Office Instructional Department. (This includes present data and next steps moving forward.)
- Students will be tiered and re-tiered frequently to meet the needs of students
- 8th grade Foundations students' guided reading levels will be assessed throughout the year to determine growth.

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:

- We are utilizing APEX learning to remediate juniors and seniors who are at risk of not graduating due to SOL failures.
- We use ELL, Special Education teachers, and teaching assistants to facilitate small group instruction.
- Teachers use IXL online for math and reading remediation/enrichment.
- PCHS Administrators check the alignment of Curriculum Framework to the written, taught, and assessed curriculum through observations and lesson plan documentation.
- PCHS Guidance counselors offer support in individual and/or small groups based on need.
- Teachers provide after school tutoring for at-risk students.

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- Enrichment summer camp is offered for advanced students. (STEM)
- Teachers use VDOE, CIP resources, and Virtual Virginia for lessons and assessments.
- Personnel assignments are made where possible to provide additional support in non-inclusion classes.
- Offer Cougar Den multiple days each week during the fall and spring semesters, with greater frequency closer to the test windows. Teachers have noted the value of this resource.

Budget Implications: Continue tutoring funds for after-school tutoring/Cougar Den, targeting the at-risk students and students with gaps due to the 2020 Spring Closure; Project Graduation funds available if applicable

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

- CIP Midterm Benchmark testing in all SOL tested areas
- PowerSchool Analytics formative and summative assessments
- All data will be collected from department chairs and analyzed during quarterly data meetings with the Principal and the Assistant Principal. (This includes present data and next steps moving forward.)

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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 schoolwide 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:

Services

- PCHS participates in the weekend Backpack program through our community.
- The school provides three full-time counselors to assist students and parents.
- We begin after school tutoring in the fall for term-grads, and we participate in the Project Graduation Incentive Grant.
- Piedmont Community Services, Family Preservation Counseling, and National Counseling Group (three counselors located within PCHS) assist specific students that qualify with home and behavior issues.
- A School Success Counselor has been assigned to PCHS for 3 years to address additional needs.
- PCHS receives support services from the SRO.

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- Rotary Club provides literacy materials such as the Diversity novel collections and provides interview skills training.
- Mobile Dentists provides dental services to qualified students.
- VT Cooperative Extension Services presents nutrition programs to support healthy lifestyles.
- During the 2017-2018 school year, we implemented 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, skills, and educational goals.

Postsecondary Education and Workforce

PCHS CTE Department traditionally has a strong vocational program. In the 2020-2021 school year, PCHS graduated **8** State of VA Licensed cosmetologists, and **8** National Restaurant Association ServSafe certification for manager holders from the program. In addition, **146** graduates completed a CTE program that allowed them to gain soft skill sets for various jobs. The Automotive Program has recently gained its NATEF certification and will partner with area automotive businesses to hire these certified students. **15** students graduated with an ASE certification. State of VA Nurse Aides (CNAs) scores are pending.

The Welding Program was offered through Patrick Henry Community College in 2019-2020 here at PCHS in the newly constructed Welding Lab facilities and 1 welder took and passed requirements to move into the full certificated program at PHCC.

PCHS offers dual enrollment classes and the opportunity to graduate with an Associate's degree from PHCC.

Professional Development

Patrick County High School is 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 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

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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:

- Mastery Connect: new assessment platform replacing Performance Matters
- Curriculum Alignment: Grade level teams meet to ensure that the written, taught, and assessed curriculum in all subject areas are in alignment. Resources, lesson plans, and formative assessments are shared to enhance the curriculum.
- Data-Driven Instruction: Teachers use data from weekly formative assessments to create flexible tiers based on students' needs. Students are then supported with reteaching, remediation, and intervention.
- Chromebook 1:1 Initiative: Teachers continue to utilize Chromebooks for enhanced educational opportunities for all students. Chromebooks are especially important for students should the need to return to virtual instruction present itself.
- Support for Canvas will be available from Mrs. Vernon, Mrs. Reynolds, and teachers' colleagues.

In 2021-2022 , we will provide professional development in our monthly faculty meeting, led by administration and/or teachers. Based on the identified needs, administration determines those teachers that would benefit from individual professional development utilizing other resources.

Department chairs and administration plan and implement group or grade level professional development based on a consensus of needs established from self-assessments. Based on teacher and classroom observations, professional development will be provided to both individual teachers and/or grade levels. The Look Fors as determined by the PCPS division and aligned with the Teacher Performance Evaluation are used to guide areas of professional development. Documentation for both individual and group professional development is documented and kept on file. Feedback on growth is provided to teachers.

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Budget Implications:

Money for professional development to focus on areas of need and teacher growth

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

Professional development evaluated by:

- CIP Midterm Benchmark testing in all SOL tested areas
- Formative and summative assessments
- Staff Surveys

Student social and emotional needs evaluated by:

- Discipline data and threat assessments
- Behavior surveys
- Ongoing analysis of guidance referrals
- Counselor assessments