

Fort Blackmore Primary School

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TITLE I PLAN

2018-2019

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Committee

Jennifer F Meade, Principal

Kari White, Assistant Principal

Jennifer Oaks, Teacher

Sherry Kilgore, Teacher

Gena Quillen, Paraprofessional Sp Ed

Judy Mullins, Guidance

Silk Carter, Librarian

Charlie Oaks, Custodian

Kimberly Babb, Parent

Kathy Begley, Parent

Brandi Lawson, Parent

*Throughout the school year, various parent involvement committees will be selected from the School-Wide Planning Team to assist with a variety of activities

Vision:

Every Child, Every Opportunity

Mission:

To develop lifelong learners who value themselves and others, contribute to their community, and are college and career ready.

School Description:

Fort Blackmore Primary School is located in a rural, mountainous section of Scott County, VA. Grades K-3 are housed in the facility, with a current enrollment of 74. There are 40 females and 34 males. 2 Students have indicated Latino/Hispanic. All 74 students have indicated they are white.

As of the 2018 school term, there are 0 students identified as gifted and talented and 7 students identified as Students With Disabilities (SWD). The identifications for the SWD population is as follows: 2 OHI, 1 OHI/SLD READ/MATH 2 SLD read/math, 1 Autistic, and 1 DD. 12 students are served in speech, 4 SIP speech, 2 students have OT, and 8 qualify for the Reading Specialist program.

This school qualifies as a Community Eligibility Program School for meals. Eligibility for this designation is a minimum of 40% enrollment receives federal financial assistance; while Fort Blackmore's qualifying percentage is 62.65%.

Spring 2018 PALS tests indicated that 25 of 54 (46%) tested students were below/+ 5 above the grade level benchmark.

Fall 2018 PALS data indicated:

Kindergarten: 4/18 (22%) students tested met benchmark. 2 students were exempt, due to being in self-contained Special Education program.

1st Grade: All 21 students were tested. 20/21 (95%) met benchmark. 12 students were below primer instructional oral reading level.

2nd Grade: 11/16 students were tested. 6/11 (55%) met benchmark. 6 were students were below 1st grade instructional oral reading level.

Additionally spring SOL tests for grade 3 has the following pass rates; reading 6 of 13 (46%), math 7 of 13 (53%). The student with disabilities SOL pass rates were 0 of 3 --0% reading and 0 of 3-- 0% math. The school attendance rate was #% for the 2017-18 school term.

Fort Blackmore Primary INSTRUCTIONAL PERSONNEL 2018-2019

<i>Personnel</i>	<i>Title</i>	<i>Position</i>	<i>Full/Part Time</i>	<i>Certified Teachers</i>	<i>Highly Qualified</i>	<i>Master's Degree</i>
Jennifer F. Meade	Principal	Grades K-3	Part	Yes	Yes	Yes
Kari White	Teacher/Assistant Principal	Title I	Full	Yes	Yes	Yes
Andy Lawson	Teacher	Physical Education	Part	Yes	Yes	No
Silk Carter	Teacher	Media Specialist	Part	Yes	Yes	Yes
Jason Hurd	Paraprofessional	Elementary Music	Part	No		
Gena Quillen	Paraprofessional	Sp. Ed.	Full	No		
Kim Price	COTA	Occupational Therapy	Part	No		
Michelle Jennings	Teacher	Math Specialist	Part	Yes		
Kim Burke	Teacher	Grade 2	Full	Yes	Yes	No
Cookie Musick	Teacher	Grade 1	Full	Yes	Yes	No
Kellie Blackwell	Teacher	Grade 3 (co-teaching)	Full	Yes	Yes	No
Jennifer Oaks	Teacher	Grade K	Full	Yes	Yes	No
Sherry Kilgore	Teacher	Grade 3	Full	Yes	Yes	No
Amy Morefield	Teacher	Resource	Full	Yes	Yes	No
Judy Mullins	Guidance	Counselor	Part	Yes	Yes	Yes
Mary Beth Keith	Teacher	Elementary Art	Part	Yes	Yes	No
Amy Wettack	Teacher	Reading Specialist	Part	Yes	Yes	Yes
Total Percent				100%	100%	38%

Fort Blackmore Primary School

Support Staff

Personnel	Title	Part/Full
Sherri Christian	Secretary/Bookkeeper	Full
Tabbitha Bledsoe	Nurse	Part
Penny Osborne	Custodian/Cook	Full
Charlie Oaks	Custodian	Full
Anna Palmer	Café Manager	Full
Summer Parks	Supper	Part
Lucille Baker	Foster Grandparent MEOC	Full
Darlene Adkins	Foster Grandparent MEOC	Full

Standards of Learning Test Scores

SOL English/Reading Scores (Student Pass Rate Percent)

Testing Year	2015-2016	2016-17	2017-18
Grade 3	100%	66.6%	53.8%

SOL Mathematics Scores (Student Pass Rate Percent)

Testing Year	2015-2016	2016-17	2017-18
Grade 3	100%	71.4%	61.5%

SOL Special Education Population (Percent Passed – School Wide Totals)

Testing Year	2015-2016	2016-17	2017-18
Sp. Ed Reading	N/A	50%	0%
Sp. Ed. Math	N/A	0%	0%

PALS Spring Test (percent of students passing benchmark +5 per county procedure)

Testing Year	2015-16	2016-17	2017-18
Passing Percentage	88%	78%	46%

Virginia Kindergarten Readiness Assessment – beginning fall 2019-20
(Chart to be added)

PALS Fall Testing 2018

Grade	# met benchmark	Met IORL
Kindergarten	4/18 (22%) 2 exempt Sp. Ed. Self-Contained	N/A
1 st	20/21 (95%)	9/21 (43%)
2 nd	6/11 (55%)	5/11 (45%)
3 rd	N/A	N/A

Student Academic Pass Rate by Grade Level:

Grade	2015-16		2016-17		2017-18		2017-18	
	Reading	Math	Reading	English	Math	Reading	English	Math
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	90%	90%	89%	82%	93%	91%	82%	95%
2	100%	100%	100%	84%	95%	100%	100%	100%
3	100%	100%	100%	100%	95%	62%	100%	92%

Attendance Rate (Average Yearly Participation) AYP

2015-2016	2016-2017	2017-2018
94%	95%	94.6%

Beginning 2019-20, Attendance chart to include chronic absenteeism will be added...

Student Population Eligible for Free/Reduced-Priced Meals: Breakfast and Lunch

	<i>2016-17</i>	<i>2017-18</i>	<i>2018-19</i>
<i>Percent of Students Who Qualify</i>	CEP	CEP	CEP
<i>Total Student Enrollment</i>	CEP	CEP	CEP

- CEP – Community Eligibility Provision – as per direct certified numbers for free meals, the entire school enrollment qualifies for this provision...therefore, no students pay for meals and are not required to complete meal applications. To qualify as CEP, a minimum of 40% of enrollment must be direct certified.

The Title 1 Part A Student Selection Criteria is performed each year using student assessment data. After the data analysis is concluded, those identified “at-risk” are targeted for individual help which includes but is not limited to the following intervention strategies: computer assisted learning, remediation, peer tutoring, cooperative learning, structured study time, small group instruction, and reinforcement of basic academic skills, after-school remediation program, and reading specialist intervention.

TITLE I ANNUAL SCHOOL PLAN

NEEDS ASSESSMENT

In order to understand and improve our student and school performance, we must analyze available data for each individual student. This data helps to identify strengths and weaknesses within individual students and identify those students who are “at-risk.”

We analyze the data collected from the following: academic achievement, SOL test scores, PALS benchmarks/instructional reading levels, and attendance reports. This data helps us to identify areas in need of improvement so school-wide curricular goals can be developed.

We must also focus on the needs of our faculty and staff members. In order for our faculty to effectively teach our students and help meet the needs of all our students they must have all necessary materials, uninterrupted instructional/classroom time, and a tremendous amount of professional knowledge and expertise.

Based on patterns indicated from our data, Fort Blackmore School must focus on improvement of instruction in all grades and subjects. Additionally, we must continue to assist students in meeting their needs in reading comprehension, writing skills, math skills, history concepts, and science. Our instructional methods, curriculum alignment and pacing, continued data analysis, remediation, enrichment, and staff development will all be pertinent components in the improvement of student performance at Fort Blackmore Primary School.

We understand that our goals for students and faculty/staff will not be obtained without help and involvement from an active supportive group of parents. Therefore, we continue to encourage parental involvement within our school.

COMPONENTS

A. Comprehensive Needs Assessments/Objectives

1. Student Achievement in Reading

Needs Statement

Fort Blackmore Primary School will achieve satisfactory performance, a 75% or above pass rate, on the grade 3 reading SOL test. Evidence indicates the following as of the current school year, August 2018:

- 53.8 % of students passed the reading SOL test given in May of 2018
- 60 % of students tested met PALS benchmark
- 36% of students tested were at appropriate instructional oral reading level
- 0% of students with disabilities passed reading SOL test given in May 2018.

2. Student Achievement In Math

Needs Statement

Fort Blackmore Primary School will achieve satisfactory performance, a 70% or above pass rate, on the grade 3 math SOL test. Evidence indicates the following as of the current school year, August 2018:

- 61.5% of students passed the math SOL test given in May of 2018.
- 0% of students with disabilities passed math SOL test given in May 2018.

3. Student Attendance

Needs Statement

Fort Blackmore School will strive to maintain an average daily attendance of 95%. As per new state accreditation criteria – chronic absenteeism will be addressed, we will strive to have no more than 15% of student population absent more than ten percent of school year for any reason (18 total days)

The average daily attendance for the 2017-18 school year was 94.6%.

B. School Reform Strategies

Improvement Goals and Objectives

Fort Blackmore Primary School believes that an effective primary school program will provide for the individual needs and interests of students through appropriate educational experiences and programs, based upon available student data. Therefore, Fort Blackmore School will utilize a variety of strategies to improve reading comprehension, and math achievement.

1. Language Arts – SCPS Priority 1: High Academic Standards GOALS

- To utilize federal, state and local monies to include Title V, Title III, Title I, and Title II to provide students with highly qualified teachers, remediation, and research based materials to assist student learning in reaching the benchmarks set on the local, state, and federal levels.
- By the end of current school term, May 2019, grades K-3 students will maintain or show improvement regarding SOL pass rates and PALS benchmark scores. The percent of failures will be maintained or decrease when compared to the previous year results. This improvement will be reflected by SOL scores and PALS data.
- According to the school quality profile, released Sept. 27, 2018, academic achievement for English was at Level Two and for the economically disadvantaged gap group, it was at level 3. Therefore we will strive to improve to Level One through an intense remediation plan for all grade levels.

STRATEGIES

- Reading comprehension assistance is provided on an individual basis as needed.
- Additional personnel for reading remediation are included in Fort Blackmore's staff.
- Various computer software will be utilized to reinforce reading skills.
- Computer lab time is scheduled for all classes at least once per week.
- A variety of teacher made SOL correlated lessons are covered with students.
- Teachers will utilize the county-wide Superkids reading program in grades K-2.
- By September "at risk" Reading/Language Arts will be identified based on the school's assessment data collection and teacher referrals for reading.
- All students not attaining test benchmarks; students with academic failure, and ESL students will be identified as "at risk."
- Language Arts teachers will provide activities and plans to reinforce lessons. These activities will include educational reading activities, research based commercial and teacher-made

motivational activities, journal writing and writing activities, Interactive Achievement, quarterly benchmarks, and Released Test Items

- County mandated SOL benchmark testing will be given to all 3rd grade students.
- Teachers will encourage and promote parental involvement in actual at-home oral reading practice through weekly assignments, phone calls, etc.
- To promote reading as a life-long endeavor, teachers will incorporate into their schedules weekly at least 60 minutes of Sustained Reading Time.
- Teachers will use the Cognitive Process of Instruction to improve comprehension skills, i.e., story frames, story webs, word walls, word sorts, retelling, etc.
- Teachers will use networked classroom computers and computer labs to improve Reading Comprehension with a variety of reading software programs.
- Teachers will incorporate concrete language awareness experiences for all students with Language Experience Activities, the creation of education activities.
- Teachers will use writing techniques, such as interactive “SMART Boards” to teach writing and reading processes.
- Teachers will incorporate writing in such a way as to create understanding, nurture knowledge, and to foster growth in language and knowledge of all subjects.
- Teachers will use creative writing activities.
- Teachers will make use of cooperative learning activities to help develop thinking, foster self-esteem and boost attention.
- Teachers will utilize various teaching techniques (team teaching, partner-program, whole language, small groups, etc.) to meet the individual needs of students.
- Students will be encouraged to read to parents and community leaders, and parents and community leaders will be encouraged to visit the school to model reading for the students.
- Remediation will take place for students who do not meet PALS benchmarks.
- Students who are identified as “at risk” will be provided with instructional services possibly including Title I staff, and/or reading specialist.
- Remediation intervention logs will be kept documenting all remediation services (RTI).

2. Math - SCPS Priority 1: High Academic Standards

GOAL

- By the end of the current school term, 2019, students in grade 3 will maintain or show improvement regarding SOL pass rates and school quality indicator Level One.

STRATEGIES

- Math remediation will be provided on an individual basis as needed.
- County mandated SOL benchmark testing will be given to all 3rd grade students
- Additional personnel for math remediation are included in Fort Blackmore Primary's staff.
- Math Specialist will work with students and teachers two days per week.
- Various software programs are being utilized to reinforce math skills.
- Computer lab time is scheduled for all math classes at least once per week.
- A variety of teacher made SOL correlated lessons are covered with students.
- All "at risk" math students will be identified for remediation by September (identification drawn from SOL non-benchmark, and teacher referrals).
- All grade k-3 students who are targeted as "at risk" or in need of remediation by their teachers will be provided with assistance daily and on an as needed basis.
- Highly qualified teachers in math will use a variety of teaching techniques, to include, small groups, peer tutoring, and team teaching in addition to scheduled remediation period to meet individual needs while facilitating learning at individual student pace.
- Highly qualified math teachers will utilize research based math manipulatives and software to assist in developing a true understanding of math skills to include Brainpop, Coach, Interactive Achievement, and Released Test Items.
- SOL testing format reviews will be developed to facilitate improvement of test scores.
- SOL remediation will be provided for at risk students.
- Remediation intervention logs will be kept to document all remediation services.

3. Student Attendance – SCPS Priority 3: Communication/Community Involvement

GOAL

- Maintain an average daily attendance of 95%.
- chronic absenteeism will be addressed, we will strive to have no more than 15% of student population absent more than ten percent of school year for any reason (18 total days)

STRATEGIES

- The school will maintain a daily attendance log in the office.
- A student's parents will be notified by telephone (if parent does not contact school concerning the reason of absence).
- Attendance summaries will be sent home at the end of each 9-week school period.
- Principal and teachers will schedule attendance conferences as needs arise. These conferences will be logged and maintained in the school office.
- Excessive absences and tardiness will be reported to the court liaison.
- Certificates of Perfect Attendance will be given to students for each 9-week period.
- A special recognition will be given to those students with perfect attendance at the end of the year.
- An electronic notification program is utilized with home notifications for student absences.
- A class incentive will be offered each month to help increase student attendance.
- A monthly incentive activity will be offered to all students with perfect attendance for the month.
- A yearly incentive (field trip) will be offered to students who miss no more than 5 days for the whole year.
- A parent pledge was sent home divisionally to increase parent awareness regarding chronic absenteeism.

Instructional Programs

The implementation of the strategies will show an impact for improving reading achievement and for math achievement. In order to meet the goals we set for math and reading, we feel the strategies we intend to employ are excellent to build on reading and math concepts across the curriculum, i.e., the use of manipulatives to help students with math concepts. The reading and math lessons available on Brainpop, Interactive Achievement, and other computer programs, will allow students to study, practice, and test the skills and concepts correlated to almost all of the state SOLs at an individualized pace with support given as needed.

We, at Fort Blackmore Primary, realize that one of the most important necessary strategies is the involvement of parents in their child's educational and instructional development. Teachers are making a great effort to reach, contact, and maintain contact with parents through personally calling the parents, setting up conferences, classroom volunteers, classroom visits, etc. Parents are receiving information on programs that will assist their child's academic growth such as remediation programs, tutoring programs, and summer remedial programs.

Instructional Programs Determining Met Needs:

- Teachers will use a variety of assessment tools. Those tools will include SOL Objective Checklist, Assessment Tests, PALS testing, math benchmark testing, Interactive Achievement, and the Virginia Standards of Learning Assessments, teacher-made tests, and student portfolios.
- Teachers will analyze assessment data and make alterations to their teaching strategies and learning activities to insure that all students are provided with effective assistance.
- Evaluation required for *Fort Blackmore Primary Title I School Plan* and *Parent Involvement Policy*.
- By the end of the current school term, our students will maintain a 70 % pass rate for Math SOL.
- By the end of the current school term, our students will maintain a 75% pass rate for Reading SOL.

C. Ensuring Quality Instruction by Highly Qualified Professional Staff

Fort Blackmore Primary School Planning and Management Team consist of the following professional personnel:

- 1 Central Office Contact
- 1/2 School Principal / 1 Assistant Principal/Title I teacher
- 5 Classroom Teachers
- 1 Guidance Counselor (part time)
- 1 Resource Teacher
- 1 paraprofessional Special Ed. (part time)
- 1 Physical Education Teacher (part time)
- 2 Fine Arts Teachers (part time)
- 1 Speech Therapist (part time)
- 1 Media Specialist (part time)
- 1 Secretary
- 1 Nurse (part time)
- 1.5 Custodians and 1.5 Cafeteria Workers

GOAL

To enhance and improve the instructional and management skills of our teachers to a Highly Qualified status while providing professional development activities that is addressed as needs of the teachers.

Objective

To utilize local, federal and state monies that include Title I to assure all teachers are highly qualified.

Strategies

- A survey of teacher licenses will be conducted to assure all teachers are highly qualified in the area in which they are teaching.
- Professional development money will be utilized to provide classes for those instructional staff showing a need to become highly qualified.
- A need assessment will be conducted to assess the instructional staff areas of needed staff development.
- Staff development activities will be developed to address the needs assessment of Fort Blackmore Primary personnel.
- Departmental and grade-level highly qualified teams will be organized to plan, set goals, and assure implemented strategies to improve teaching effectiveness and provide feedback to the central office on needed materials and training.

D. Providing a Safe Learning Environment – SCPS Priority 4: Social and Emotional Development

GOAL

To provide all students and staff with a safe, drug free environment in which to learn, grow and work.

Objective

In order for our students to be successful and gain the skills they need to become productive citizens, parents, teachers, and students must all work together as a team to insure our students reach their fullest potential.

Strategies

- Maintain a discipline log of student offenses.
- Send letters home or communicate by phone to parents concerning misbehaviors of students.
- The guidance counselor will address behavior problems accentuating positive actions of students.
- Parental conferences will be scheduled to discuss behavioral concerns.
- Bullying, harassment, drug and violence programs will be addressed by the school guidance counselor or school principal.
- Safety programs and drills will be scheduled for students.
- Security cameras are installed.
- Staff training and school Crisis Plan.
- School resource officer is available in the event of need.
- Parent volunteers are required to be fingerprinted and a background check performed.

E. High-quality and ongoing professional development will be provided for all staff and parents as appropriate for the improvement and enhancement and enhancement of teaching techniques.

GOAL

- To enhance and improve the instructional and management skills of our teachers and to prepare teachers and students to meet the state standards.

Objective

- To prepare our teachers, parents and all students to meet the State's standards while utilizing local, federal and state monies that include Title I to assure all teachers are highly qualified.

Strategies

- A survey of teacher licenses will be conducted to assure all teachers are highly qualified in the area in which they are teaching.
- Professional development money will be utilized to provide classes for those instructional staff showing a need to become highly qualified.
- A need assessment will be conducted to assess the instructional staff areas of needed staff development.
- Staff development activities will be developed to address the needs assessment of Fort Blackmore Primary School personnel.
- Departmental and grade-level highly qualified teams will be organized to plan, set goals, and assure implemented strategies to improve teaching effectiveness and provide feedback to the central office on needed materials and training.

Staff Development Opportunities 2018-2019

- Celebration of Success Conference
- CREATE – Natural Tunnel
- High Nob Naturalist Training
- Early Childhood Conference
- Professional Growth Community/joint faculty meetings
- SOL Workshops
- Google Training
- Courses and Workshops in Core Curriculum Areas
- Appalachian Writing Workshop
- Southwest Virginia Council of Math
- Reading Conference-Abingdon
- Lonesome Pine Math Alliance
- Divisional Staff Development
- School Level Staff Development in Bullying, Human Trafficking, Sexual Harassment, and Blood Borne Pathogens/CPR training class, Anaphylaxis, Confidentiality, School Crisis Plan Training, Dyslexia, Employee Handbook
- Courses and Workshops Involving Exceptional and Special Needs Students
- Various courses offered through local and online colleges/universities
- Interactive Achievement/CIP Pacing

It is Fort Blackmore's goal to be a learning community. The needs for staff development will be addressed to help in understanding the implications and ramifications of the higher expectations of Standards of Learning objectives. Workshops will provide catalysts for ideas of better preparation for teachers and students to meet the SOL expectations and help staff become technological literate as educators in order to integrate technology into the classrooms most effectively as a means of facilitating its use by our students and to provide practical and helpful advice and workshops for parents.

Staff development opportunities formed from a Staff Faculty Meeting Discussion include:

- Google/Chromebooks
- School Crisis/Safety Updates/Questions/Concerns---Fall 2018 and Spring 2019 (assistant principals)
- School Quality Profile/SOL/Attendance/Accreditation Criteria--Fall 2018
- SOL Testing Updates--Spring 2019
- Faculty Meetings-- various dates as per needs and principal meeting follow-ups
- SpEd students- mods/accom signature sheets - reg ed teachers (Sp Ed teachers)-- Fall 2018 and as needed for updates
- Divisional Comprehensive Plan-- school comprehensive plan-- Fall 2018

Additional staff development will be scheduled as needs arise as evidenced by new policies, staff needs, and student needs.

F. Strategies to Attract Highly Qualified Staff

GOAL

- To attract highly qualified staff to provide educational services to students on a ratio that allows the most effective teaching to provide the best educational opportunities possible for the students.

Strategies

- Scott County Schools endeavors to employ highly qualified personnel through the offering of a fiduciary incentive equal to or greater than other surrounding districts.
- To strive to maintain a student teacher ratio that maximizes the learning environment.
- Provide opportunity for teachers to become highly qualified through staff development, collaborative measures to provide college to enable current staff to meet the highly qualified requirements.
- To provide all low achieving students with highly qualified teachers.

The Scott County School District utilizes local, state and federal monies to provide teachers with the opportunity to advance educationally, and to receive classes to become highly qualified.

G. Strategies to Increase Parental Involvement

GOAL

To increase parental involvement throughout the school year, to meet parental needs and expectations, by improving teacher/student/parent communication and cooperation.

Strategies

- Parents and Students will receive a newsletter each nine weeks containing important event dates, tips for parents to assist students, incentives (utilizing parental involvement money) and an update concerning Parent Teacher Meetings.
- In lieu of Open House, telephone or in-person conferences with parents will be scheduled as needed throughout the school year.
- Mid-nine week and nine week reports will be sent home with all students providing a space for both teacher and parent comments.
- The school administrator and or teachers will contact parents concerning academic difficulties of students to develop a plan of action to enhance their child's performance.
- A report card containing mastery of grade level subject matter will be sent home at the end of each nine-week grading period.
- Teachers will use "positive contacts" to encourage positive learning and student behavior while involving parents in positive conversations concerning their children.
- The school will host an orientation for incoming kindergarten, new students, and parents.
- The school will display student work, student participation activities and school activities.
- A parent volunteer letter will be sent home to parents inviting them to participate in their children's education.
- Parents will be invited to join their children for breakfast/lunch throughout the school year. Two special lunches will be provided for parents, grandparents, and students during the year.
- Fort Blackmore Primary will always continue to stress to parents that our door is always open to them.
- Fort Blackmore Primary will provide opportunities to demonstrate the strong feeling that we must work together as a team towards our common goal of insuring that our students are equipped with the tools that will enable them to be successful throughout life.

H. KINDERGARTEN TRANSITION STRATEGIES

Fort Blackmore Primary School does not house a preschool, but does have a Kindergarten. We have a goal and strategy for those students transitioning to Fort Blackmore Primary's Kindergarten.

GOAL

- To make the transition from pre-school or Headstart to FBPS, we provide an orientation for incoming kindergarten students before the first school day of the school year.

Strategies

- Letters of welcome and orientation information on an open house for students and parents to come to school to meet the teachers and go on a tour of the building will be mailed to all new fall students a week before the date.
- Parents will be receiving a survey of parent's needs to be followed with appropriate workshops (i.e. workshops on ways to help meet children's educational needs, training in available technology, etc.).
- Principal, teachers and staff will meet with parents and students an evening before the beginning of the new school year.
- Parents and students will be familiarizing themselves with the computer labs and programs the children will be utilizing in the upcoming year.

I. Teacher Participation in Making Assessment Decisions

Decisions of assessment for instructional and student improvement is a collaborative effort of all teachers at Fort Blackmore Primary. English, Math, History, and Science SOL Tests will be used as a part of the assessment of student progress; they are continuously being revised and developed by committees of teachers. Teachers on individual committees take the suggestions from all teachers. Finalizations are made with consensus of all teachers in the subject areas. Teachers will use a variety of assessment tools in finalizing consensuses. Those tools will include SOL Objective Checklist, PALS reading data, Assessment Tests, math benchmark data, the Virginia Standards of Learning Assessments, teacher-made tests, student portfolios, and individual student remediation forms.

Based on student data, teachers determine which students may need additional reviews, re-teaching, and/or remediation.

It is of utmost importance that our students be prepared to meet higher standards and expectations. The objectives stated in the Virginia Standards of Learning in all curriculum areas are included as a part of our assessments. The scoring of the tests can not be used as pre or post tests, but they are used as goal setting measures for the upcoming year.

The School-Wide Planning Team is designed to facilitate communication among the faculty. Each grade level is represented on the committee.

Scheduling is a collaborative measure based on teachers' qualifications and the changing needs of our students.

J. Inclusion of Activities to Ensure:

- That students who experience difficulty mastering academic achievement standards are provided with effective and timely additional assistance;
- Student's difficulties are timely identified;
- Sufficient information is provided for students to base effective assistance.
- Teachers utilize a variety of assessment tools and portfolios to assess student academic needs, i.e. SOL Objectives Checklist and grade level academic assessment. Teachers analyze and employ the data to insure students receive effective and timely assistance. Individual student abilities and weaknesses are determined through the use of this data to assist the student in becoming a more efficient learner.
- Teachers work collaboratively in teams with parents to map the most effective program of action for the students. Child study meetings are scheduled to determine the need of specific students. Parent workshops are offered to enable parents with a better understanding of school programs and monitoring of student progress.
- Home and School Connections newsletters provide parents with an insight on helping students in all curriculum areas especially reading.
- Parents are encouraged to help at home with oral reading.
- Computer labs provide innovative software programs to enhance, motivate, and extenuate learning.
- Teachers employ various teaching methods and techniques such as team teaching, hands on, buddy programs, small group instruction, whole language, phonetics, individual instruction, peer tutoring, books-on-tape, etc.
- Incentives are used to enhance, motivate, and improve grades and work habits.
- Parents are contacted by phone and with written correspondence concerning student progress.
- Remedial programs are provided during school to assist those students "at risk" and voluntary for all students in grades K-3.
- Parent contacts by telephone or by written notification and conferences are scheduled as deemed necessary by teachers and the principal.

K. Coordination of Integrating Federal, State and Local Services

The **LEA** provides many valuable educational programs and supplies to all Scott County Schools. The Interactive Achievement program is designed to accommodate students with aid in language arts and math content with the State's Standards of Learning Objectives. Other language arts and math programs are available on the server for learning enhancement and motivation. These programs are designed to help students develop and improve skills development in all areas of learning. The computer lab schedule ensures the most effective use of the Lab and committees of teachers work to correlate the programs to the State's Standard of Learning Objectives.

The **LEA** also helps provide health care for our students. A registered nurse or health assistant is available to serve our students.

The **SEA** provides funding for programs to include: 1) in-school Title I/remedial program (provides additional instruction for students who are considered "at-risk" and those who score below the expected levels on assessments, teacher recommended; 2) teacher/pupil ratio to be much lower than otherwise possible; 3) staff development to provide support, assistance and ideas to enable staff to better understand and facilitate learning of the State's standards, 4) technology innovation, training and equipment for students and teachers and 5) pursue assistance to provide ongoing course work to enable teachers to become highly qualified.

The **FEA** provides funding for such programs as:

- Title II Part A, *Preparing, Training and Recruiting High Quality Teachers and Principals*.
- Title II Part D, *Enhancing Education through Technology* (Purchase of hardware and software to compliment the educational program.
- Title III, *Language Instruction for Limited English Proficient and Immigrant Students* (provide English as a second language) student materials and tutoring to assist in meeting proficiency levels as set forth by *NCLB*.
- Title IV, *Safe and Drug-Free Schools and Communities* (provide students and teachers with a safe place to learn and grow.)
- Title V Part A, *Innovative Programs* (Purchase instructional supplies and library materials to support teacher efforts of addressing individual learning styles as students strive to meet the Standards of Learning objectives and academic success.)
Scott County Schools have formed several partnerships to provide ongoing support for the schools in the district. The following are examples of several partnerships:
 - *Local organizations and churches* provide for student clothing and personal needs throughout the year.
 - *Daughters of American Revolution-Constitution Week and essay contest*

- *Dungannon and Fort Blackmore Volunteer Fire Departments* provide safety programs for students.
- *Eastman Partnership*-provides grants, kits for resources and discovery in science, speakers, job shadowing, surplus items, demonstrations, tours and teacher to teacher workshops.
- *Scott County Recreation Department*--focuses on extra curricular activities after school that enhances character development of students. They sponsor League sports for girls and boys. They provide workshops for students during physical education classes and work with the physical education teachers to encourage new activities such as tennis, golf and soccer.
- *Lenowisco*-Works in cooperation with Social Services and Scott County Office On Youth to provide some needed health services for the students.
- *Scott County Health Department*-Provides medical services to students and teachers as needed. Provide yearly dental visits for students on a mobile unit that serves qualifying students with free dental work. The Health Department provides Wellness checks for teachers.
- *Scott County Mental Health*-provides necessary testing and consultation.
- *Scott County Retired Teachers*- provides community column in the county newspaper. They provide help with school activities and sponsor scholarships.
- *Rotary Club, Lions Club, Masons, Churches and Lens crafter*-provide services for needy students, i.e., glasses, shoes, coats, clothes, etc.
- *Community Businesses*-provides donations for classroom rewards and donations to school parent organizations.
- *Scott County Telephone Cooperative-Scott Telecom*-provides access to Internet and speakers.
- *The Scott County Sheriff's Office*-provides speakers, supplements salary of the Drug Specialist that provides classes to the county's schools.
- *Scott County Office on Youth*- provides the school with a notebook of listed services. They coordinate youth and family human services.
- *Scott County Adult Education*-provides on going services for those who need G. E. D classes.
- *University of Virginia @ Wise Center for Teaching Excellence*-provides classes and workshops for teachers as requested; funding for teachers to become highly qualified in history.
- *Radford University*-provides classes in reading, history and science for teaching needing highly qualified status in these areas and a variety of professional development opportunities.
(ASSET)

- Veterans of Foreign War Affairs-Provides Veterans Day programs and essay contest.
- V.P.I. Cooperative Extension Services-Provides 4-H leaders to come into the school to work with students on various programs such as nutrition, public speaking, Share the Fun, etc.
- Virginia Department of Forestry and Virginia Department of Games and Inland Fisheries-- These agencies provide programs and speakers on wildlife and forestry. Examples include: speakers for the classroom; distribute informative pamphlets, coloring books and books to the students as well as other community services.
- Scott County Virginia Star-Local newspaper that publishes school articles for public relations.
- Kingsport Times News-is an area newspaper that publishes a section of educational articles and a weekly student section. They provide a “brief section” for schools and will publish articles for and about the school and its students.
- Clinch River Health Services—allows quick access for medical emergencies. Provide a medical library for loan to the school.
- Jamestown/Yorktown Foundation—resource for science and social studies—speakers and classroom demonstrations
- Roanoke Valley Outreach Programs – Hygiene Bags and books handed out to all students
- SMILES Dental Program – dental services provided at school at no cost
- Ballad Health Handwashing Program- volunteers teach children about germs and how to properly wash hands

L. Individual Student Assessment Results to Parents

Fort Blackmore Primary School will provide individual assessment results, including an interpretation of those results to parents.

There is communications between the home and Fort Blackmore Primary concerning student assignments and upcoming tests. Daily folders are sent home, signed and returned to the teacher. Progress reports are sent home at the middle of each nine-week grading period; reports cards are sent home every nine weeks. They are also used in parent conferences and child study meetings. Teachers notify parents by telephone or in writing of academic concerns. Parent conferences are scheduled as necessary in addition to assigned county-wide. Parents will receive a newsletter each nine weeks. Parent Teacher meetings notifications are sent home one week prior to the meetings.

Assessment portfolios are kept with samples of students' work throughout the year. These are used to assist in measuring students' growth and academic progress. They are also used in parent conferences and child study meetings.

Test results from the *Virginia Standards of Learning Assessments* will be sent home when they are received. The guidance counselor will be available to help parents interpret the results.

M. Student Preparation

In accordance with the vision, mission, and philosophy of the Scott County Public School System, Fort Blackmore Primary School strives to prepare students for success academically and socially. Our school utilizes a variety of data components and develops goals and strategies which are aligned with our needs as determined from this data. We realize that each student is unique. Therefore, a variety of strategies and goals are necessary to meet their needs. Additionally, we realize that the status of our locality, state, nation, and the world is constantly changing. Thus, we strive to upgrade and update our methods in effort to adequately prepare our students to meet these challenges.

Priority 2

In an effort to prepare students for college/career readiness, several activities are done throughout the year, including: Community Helpers, Jamestown Speakers, Fire Department program, Ballad Health, Roanoke Valley Outreach Program

Appendix A
Methods of School-Parent Communication

Scott County Parental Survey
Fort Blackmore Primary
Semester 1 _____ Semester 2 _____

Information: Gender Male _____ Female _____

The purpose of this survey is to find your opinions about your child's school. This is not a test. Please answer each question honestly. Your answers will be completely confidential. Respond to each statement based on the experience of your child in this school. Decide to what extent you agree or disagree with each statement.

1=strongly agree 2=agree 3=neutral 4=disagree 5=strongly disagree 6=does not apply

1. _____ I feel that this school prepares my child for the future (high school, college, or work force).
2. _____ I feel that my child is challenged to do his/her best work.
3. _____ I feel that teachers hold high expectations for student learning.
4. _____ I feel that teachers are willing to give students individual help when needed.
5. _____ I feel that our school counselor is available to help my child as needed.
6. _____ I feel that effective procedures are in place to support my communication with teachers.
7. _____ I feel that our school has up to date computers and other technologies that our used in our school to help students learn.
8. _____ I feel that teachers at our school treat my child fairly.
9. _____ I feel that our school provides a safe and orderly environment for our teachers and students.
10. _____ I feel that our school grounds are clean and well maintained.

Fort Blackmore Primary School
214 Big Stoney Creek Road ~ Fort Blackmore, VA
Telephone: 276-995-2471 FAX: 276-995-2654
Jennifer F. Meade, Principal Kari White, Asst. Principal
Sherri Christian, Secretary
Excellence is Everyone's Job!

In compliance with the Executive order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil rights Act of 1972; Title IX Regulation Act of 1964 and Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal, State, School rules, laws, regulations, and policies. Scott County Schools does not discriminate on the basis of race, color, national origin, religion, age, disability or gender in any educational program including vocational education, daily activities or extra-curricula activities, or the admission to such programs or activities.

FORT BLACKMORE SCHOOL/PARENT/STUDENT COMPACT

Student, parents, and school staff work together to achieve the State's high academic standards. The following are roles and responsibilities that we must carry out to support student success in school and life.

Student Pledge

- I agree to carry out the following to the best of my ability:
- Attend school regularly and be on time.
- Attend school with paper, pencils, and other necessary tools for learning.
- Work hard to do my best on all class and home work assignment.
- Help keep my school safe and clean.
- Ask for help when I need it.
- Respect and cooperate with other students and school adults.
- Use positive, respectful methods of resolving conflicts.

Family Pledge

- I agree to carry out the following to the best of my ability:
- Help my child attend school regularly and on time.
- Provide my child with paper, pencils, and other necessary items for learning.
- Provide a quiet time and place at home for homework to be completed and to insure that homework assignments are completed.
- Promote the importance of reading by reading to or listening to my child read at home.
- Reinforce positive and respectful methods of resolving conflicts.
- Communicate and work with teachers and school staff to support my child's learning; including volunteering when possible.
- Provide the school with current, pertinent information regarding emergency situations-including telephone numbers where caretakers may be reached.

Staff Pledge

- I agree to carry out the following responsibilities to the best of my ability:
- Provide challenging lessons and activities that promote student achievement.
- Use materials and activities that are appropriate for your child's needs.
- Regularly communicate and work with families to support student learning. Student progress will be communicated through conferences, midterm reports, meetings, and telephone calls.
- Provide a safe and caring environment for children.
- Help your child learn to resolve conflict in a positive and respectful method. Staff will display respect to others.
- Have high expectations for each child and provide the opportunity for all students to meet Virginia standards.
- Participate in professional development opportunities which improve teaching and learning.
- Determine student educational needs and adjust the instruction to accommodate those individual needs.
- Provide opportunities for volunteers at school.
- Schedule conferences with parents and students as needed to address areas of need.
- Concerns and questions will be address as soon as possible.

_____ (Student) _____ (Parent) _____ (Teacher)

_____ (Principal) _____ (Date)

Appendix B

Staff Development

(See attachment)

**Fort Blackmore Primary
Staff Development Needs Survey**

Date: _____

Fall _____ **Spring** _____

Please indicate the areas in which you would like to receive additional training.

- _____ Language Arts: Curriculum Alignment and Pacing Guides
- _____ Math: Curriculum Alignment and Pacing Guides
- _____ Science: Curriculum Alignment and Pacing Guides
- _____ History: Curriculum Alignment and Pacing Guides
- _____ Special Needs Students (modifications, accommodations, IEP's, 504)
- _____ Classroom management
- _____ Promoting school safety, i.e. bullying, sexual harassment, human trafficking
- _____ Title I staff roles, responsibilities, guidelines
- _____ Scott County School System Policies/ FBP Policies
- _____ Lesson Plans
- _____ Teacher Evaluation
- _____ School Improvement Plan

Staff Development Needs Technology

- _____ Power School Training
- _____ SOL Test Preparation
- _____ Interactive Achievement
- _____ Smartboard Training
- _____ Other(s) please list

Appendix C

Master Schedule

See attachment.

Appendix D

**Calendar of Events
See attachment.**

Title I Comment Form
Date _____

Suggestion for the Title Plan:

Comments about the Title Plan: