

School Improvement Plan 2016-2017



Duffield Primary School

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Scott County Schools Mission Statement

Scott County Public Schools enables, inspires, and empowers students to achieve high academic standards, lead ethical lives and become responsible citizens. Through a sustained commitment to education, Scott County Public Schools aspires to establish a community of respectful, cooperative and compassionate learners.

Philosophy of Education

Duffield Primary School

We, the faculty and staff of Duffield Primary, believe that our mission is to involve families, communities, businesses, and educators in establishing a strong foundation for life-long learning by nurturing, guiding, and challenging all students to perform to their maximum potential in an ever-changing society.

The educational program at Duffield Primary promotes the development of the basic skills needed to be successful in school and in life which are centered on the Virginia SOLs and are comprehensive from pre-kindergarten through fourth grade. These skills help the students develop confidence in socialization, problem solving, and reasoning which will increase their ability in all areas of their educational program.

School Pledge

I will be polite.

I will be respectful.

I will say, "I can."

I will do my best every day.

I will be kind and helpful to everyone.

School Improvement Team Members 2016-2017

Greg Ervin - Principal

Whitney Berry – Assistant Principal/Title I Teacher

Jeff Casteel - Media Specialist

Paula Proctor - Kindergarten Teacher

Shelley Miller – First Grade Teacher

Sharon Rhoton - Second Grade Teacher

Teresa McKinney – Third Grade Teacher

Becky Brown – Fourth Grade Teacher

Catherine Moretz - Title I Teacher

Tiffany Scott - Special Education Teacher

Tammy Quillen – Title I Coordinator

Becky Turner – Parent/Community Representative

Faculty and Staff 2016-2017

<i>PERSONNEL</i>	<i>POSITION</i>	<i>CERTIFIED TEACHER</i>	<i>HIGHLY QUALIFIED</i>	<i>MASTER'S DEGREE</i>
Greg Ervin	Principal	Yes	Yes	Yes
Whitney Berry	Asst. Principal/Title 1 Teacher	Yes	Yes	Yes
Karen McReynolds	Pre-K	Yes	Yes	
Paula Proctor	Kindergarten	Yes	Yes	Yes
Maggie Berry	Kindergarten	Yes	Yes	
Robin Good	Kindergarten	Yes	Yes	
Shauna Lawson	Grade 1	Yes	Yes	
Shelley Miller	Grade 1	Yes	Yes	
Melissa Craft	Grade 1	Yes	Yes	
Candice Perry	Grade 2	Yes	Yes	
Sharon Rhoton	Grade 2	Yes	Yes	
Heather Petersen	Grade 2	Yes	Yes	
Jennifer Taylor	Grade 2	Yes	Yes	
Melissa Sanders	Grade 3	Yes	Yes	
Heather Hurd*	Grade 3	Yes	Yes	Yes
Teresa McKinney*	Grade 3	Yes	Yes	Yes
Andrea Jessee	Grade 4	Yes	Yes	
Becky Brown	Grade 4	Yes	Yes	Yes
Hettie Love	Grade 4	Yes	Yes	Yes
Catherine Moretz	Title I	Yes	Yes	
Jeff Casteel	Librarian	Yes	Yes	Yes
Kristie Carter	Special Education	Yes	Yes	
Tiffany Scott	Special Education	Yes	Yes	
Kayla Kilgore	Physical Education	Yes	Yes	
Crystal McConnell	Guidance Counselor	Yes	Yes	Yes
Kristie Richardson	Speech	Yes	Yes	
Jennifer Moore	Music	No	No	
Jennifer Wallace	Occupational Therapy	Yes	Yes	Yes
Ruby Rogers	Gifted Program	Yes	Yes	Yes
Rebecca Hillman	Physical Therapy	Yes	Yes	Yes
Christi Stapleton*	Reading Specialist	Yes	Yes	Yes
Michelle Bush	Math Specialist	Yes	Yes	Yes
Tabitha Bales	ITRT	Yes	Yes	Yes
Patricia Nash	Secretary			
Natasha Swinney	Nurse			
Phyllis Payne	Custodian			
Vernon Free	Custodian			
Connie Edwards	Custodian			

<i>PERSONNEL</i>	<i>POSITION</i>	<i>CERTIFIED TEACHER</i>	<i>HIGHLY QUALIFIED</i>	<i>MASTER'S DEGREE</i>
Lisa Bishop	Cafeteria Manager			
Barbara Percy	Cafeteria			
Tammy Berry	Cafeteria			
Becky Turner	Cafeteria/Office			
Ramona Russell	Special Education			
Becky Meade	Pre-K Aide			
Crystal Williams	First Grade Aide			
Tammy Bledsoe	Principal Advisory Com.			
Olivia Rollins	Principal Advisory Com.			
Kelli Wilson	Principal Advisory Com.			

*Reading Specialist

Background Data

Duffield Primary School currently has a student population of 332 students (187 boys and 145 girls). This student population is comprised of 95% white, 2% Hispanic, and 0.012% African American and .015% Unclassified. Our total school population's spoken/written language is English. Approximately 67.23% of our student population receives free or reduced lunch. 5.7 % of our students qualify for special education services this school year.

The following is the number of students we serve with disabilities according to conditions designated in the Individuals with Disabilities Education Act:

Special Education Students Student Population Receiving Special Education Services

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Student Enrollment	295*	320*	335	338	316
Number of Students Receiving Services	19*	22*	25*	23*	22*
Percent of Students Receiving Services	6.4%	6.8%	7.5%	6.8%	6.9%

* Beginning of School Year

The following is a current breakdown of the number of students receiving free or reduced lunch compared to total student enrollment.

**Students Eligible for Free/Reduced-Priced Meals
(Breakfast and Lunch)**

	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>	<i>2016-2017</i>
Total Student Enrollment	295	320	335	338	316
Percent of Students who qualify	66.00	67.49	67.23	67.0	71.6

The following is a summary of Duffield Primary School's progress on School Improvement Goals for the 2015-2016 school year.

Goal	Measureable Goal Statements	Met	Not Met
Goal #1: <u>English</u>	Duffield Primary's K-2 nd grade students will obtain an 85% pass rate on the Spring 2016 PALS test.		X
	Duffield Primary's 3 rd grade students will obtain a 80% pass rate on the 2015-2016 English SOL.	X	
	Duffield Primary's 4 th grade students will obtain a 80% pass rate on the 2015-2016 English SOL.	X	
Goal # 2: <u>Math</u>	Duffield Primary's 3 rd grade students will obtain a 70% pass rate on the 2015 - 2016 Math SOL.	X	
	Duffield Primary's 4 th grade students will obtain a 70% pass rate on the 2015-2016 Math SOL.	X	
Goal # 3: <u>Attendance</u>	During the 2015 -2016 school year, Duffield Primary School will maintain an average daily attendance of 95%.	X	
Goal # 4: <u>Parent Communication</u>	Duffield Primary will communicate with the parents at least 4 times monthly during the 2015 -2016 school year.	X	

Measures of Success:

SOL Reading Scores

(Pass Rate: Percentage scoring 400 or above)

<i>Testing Year</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
Grade 3	90.38	68	71	80	84
Grade 4	90.20	70	71	77	92

SOL Math Scores

(Student Pass Rate: Percentage scoring 400 or above)

<i>Testing Year</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
Grade 3	62.26	73	74	96	92
Grade 4	48.08	44	80	67	93

PALS Testing

(Percentage Passing by State Benchmark)

<i>Testing Year</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
Grades K-3	84%	82%	72%	72.5*	78

*All students in Kindergarten and 1st Grade were tested in the Spring 2015.
Only RTI students were tested in 2nd Grade.

**SOL Special Education Population
(Percent Passed – School wide Totals)**

<i>Grade 3</i>	<i>Reading</i>	<i>Math</i>	<i>Social Studies</i>	<i>Science</i>
2011-2012	40	20	40	40
2012-2013	10	36	72	81
2013-2014	71	74	97	98
2014-2015	80	96	N/A	N/A
2015-2016	75	50	N/A	N/A
<i>Grade 4</i>	<i>Reading</i>	<i>Math</i>	<i>VA Studies</i>	<i>Science</i>
2011-2012	51	22	56	N/A
2012-2013	0	0	50	N/A
2013-2014	71	80	87	N/A
2014-2015	77	67	98	N/A
2015-2016	50	67	100	N/A

AYP Attendance Rate

	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
DPS	95.63	97.02	95	94.89	97.39

**Student Academic Pass Rate by Grade Level
(Reading and Math)**

	2011-2012		<i>2012-2013</i>		2013-2014		2014-2015		2015-2016	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Grade 3	98	91	100	100	100	100	99	97	100	97
Grade 4	84	100	100	100	100	100	98	98	100	100

2016-2017 Goals

Goal #1

Goal Statement: Duffield Primary realizes the importance of instilling a lifelong love of reading and building an understanding of the mechanics of the English language. We strive to prepare students in K-4 for the mastery of the English objectives as mandated by the Commonwealth of Virginia and the federal government.

Measureable Objective:

Duffield Primary School will have 80% or more of their students in grades 3 and 4 pass the 2016 -2017 English Virginia Standards of Learning test.

SOL Reading Scores
(Pass Rate: Percentage scoring 400 or above)

<i>Testing Year</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-016</i>
Grade 3	90.38	68	71	80	84
Grade 4	90.20	70	71	77	92

School Wide Strategies:

- By September, students who do not attain SOL benchmarks, who were retained, or who were recommended by highly qualified teachers as needing extra assistance in obtaining better academic success will be identified as “targeted.” SOL and remedial tracking will take place for the targeted students.
- Countywide Response to Intervention (RTI) Initiative will monitor remediation for reading students in K - 3.
- PALS Quick Checks will be used to monitor progress for targeted students in reading.
- The media specialist will coordinate the *Accelerated Reader* computer program. Various incentives will be offered to encourage participation. This program is also available online.

- Teachers will use networked classroom computers to improve reading comprehension with a variety of reading programs such as Interactive Achievement, SOL to Go, DPS SOL Practice Testing Website.
- Teachers will use the basal materials to improve phonetic skills, such as workbooks, flip charts, vocabulary cards, and transparencies. The Super Kids Reading Program has been implemented in Grades K, 1 and 2.
- Teachers will encourage and promote parental involvement in actual at-home oral reading practice through weekly assignments, notes on weekly folders, reading slips, etc.
- Multiple grade level meetings will be utilized to promote communications for improvement in phonics, decoding, and fluency.
- Teachers will reinforce the low achievers' needs through individualized instruction, cooperative learning, and peer tutoring.

Goal #2

Goal Statement: Duffield Primary realizes the importance of instilling a lifelong love of reading and building an understanding of the mechanics of the English language. We strive to prepare students in K-4 for the mastery of the English objectives as mandated by the Commonwealth of Virginia and the federal government.

Measureable Objective:

Duffield Primary School will have 80% or more of their students in grades Kindergarten through Second obtain benchmark score on Virginia’s Phonological Awareness and Literacy Screening (PALS) in Spring 2017.

PALS Testing (Percentage Passing by State Benchmark)

<i>Testing Year</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
Grades K-3	84%	82%	72%	72.5*	78

*All students in Kindergarten and 1st Grade were tested in the Spring 2015.
Only RTI students were tested in 2nd Grade.

School Wide Strategies:

- By September (grades 1,2) or October (K), students who scored below expectations on PALS, who were retained, or who were recommended by highly qualified teachers as needing extra assistance in obtaining better academic success will be identified as “targeted.”
- Countywide Response to Intervention (RTI) Initiative will monitor and implement remediation for reading students in K - 3. The RTI program at Duffield will include remediation from the reading specialist, Title I reading teacher and librarian.

Remediation and differentiation will occur on a daily basis for students not reading on grade level by these personnel members, as well as the classroom teachers.

- Routine on –level “cold reads” will be administered in grades 1 and 2 to assess students’ reading progress. PALS Quick Checks may also be used to monitor progress for targeted students in reading.
- Teachers will use the basal materials to improve phonetic skills, such as workbooks, flip charts, vocabulary cards, and applicable web sites. The Super Kids Reading Program is implemented in Grades K, 1 and 2 as the primary reading series.
- Teachers will encourage and promote parental involvement in actual at-home oral reading practice through weekly assignments, notes on weekly folders, reading slips, etc.
- Multiple grade level meetings will be utilized to promote communications for improvement in phonics, decoding, and fluency.

Goal #3

Goal Statement: Duffield Primary believes that mastery of elementary math is the cornerstone of success in middle and high school Math. Mastery of these skills will provide opportunities for our students in their future careers. We strive to prepare students in K-4 for the mastery of the Mathematics objectives as mandated by the Commonwealth of Virginia and the federal government.

Measureable Objective:

Duffield Primary School will have 80% or more of their students in grades 3 and 4 pass the 2016-2017 Mathematics Virginia Standards of Learning test.

SOL Math Scores
(Student Pass Rate: Percentage scoring 400 or above)

Testing Year	2011-12	2012-13	2013-14	2014-15	2015-2016
Grade 3	62.26	73	74	96	92
Grade 4	48.08	44	80	67	93

School Wide Strategies:

- “Targeted” math students will be identified for remediation by September. A remediation plan will be designed for all “targeted” students who are identified from spring testing scores and teacher referrals.
- Teachers will use Test for Higher Standards and Interactive Achievement as a means of pre and post assessment. Released SOL practice tests will also be administered to track progress and areas of need for each student in Math.
- Teachers will utilize basal math materials including math manipulatives and workbooks to remediate and enrich math skills.
- To meet the individual learning needs of students, teachers will use a variety of teaching techniques, such as peer tutoring, individualized instruction, team teaching, cooperative learning, interactive Smart Boards, small groups, remedial instruction, and other methods deemed appropriate.
- Teachers will use networked classroom computers and computer labs to motivate and provide practice in math concepts.

Goal #4

Goal Statement: Duffield Primary understands the importance of good attendance and the link attendance has to academic achievement. Our students are held to a high standard in regards to attendance and this will continue in the 2016-2017 school year.

Measureable Objective:

During the 2016 -2017 school year, Duffield Primary School will have maintain or exceed an attendance rate of 96%.

AYP Attendance Rate

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
DPS	95.63	97	95	94.89	97.39

School Wide Strategies:

- The school will maintain a daily attendance log in the office.
- The office will call make daily calls to parents concerning the reason for their child's absence.
- Principals and teachers will schedule attendance conferences as needed.
- Excessive absentees and tardiness will be reported to the court liaison.
- Duffield is launching their "Attendance Matters" program during the 2016-2017 school year. Each month a special prize drawing will take place. Students who have not missed a day of school during that month will be eligible for participating in that drawing. One mane will be drawn and receive a different prize each month.

Goal #5

Goal Statement: For the students at Duffield Primary to be most successful, Duffield Primary strives to offer its teachers access to and training in the latest research-based methods of instruction. Professional development is essential for Duffield Primary to continue to provide the most effective instruction possible, and will be of particular emphasis in the 2016-2017 school year.

Measureable Objective:

Duffield Primary will offer at least one (1) professional development opportunity for its faculty/staff each month.

School Wide Strategies:

- A survey of needed/requested professional development sessions will be circulated to teachers throughout the school year to assess professional development needs.
- Teachers and members of the community can present needed professional development as areas of their expertise arrive.
- Teachers may also participate in county –wide professional development sessions offered throughout the school year.
- Teachers may also seek professional development through webinars and podcasts on subjects relative to their subject area.
- DPS will begin to build a professional development library where teachers can access current educational books and videos.
- All professional development hours will be documented and tracked through sign in sheets, as teachers participate.
- Some specific professional development sessions offered during the 2016-2017 school year will include the following: CPR training, the Orton Gillingham Method of phonics instruction, and web site design.

Goal #6

Goal Statement: The administration and staff of Duffield Primary realize the importance of having a well-kept, up to date, safe and comfortable environment in which our students learn. During the 2016-2017, an effort to making needed upgrades to our campus will be a focus.

Measureable Objective:

Duffield Primary will make needed improvements/upgrades in at least 3 different areas of our campus during the 2016-2017 school year.

School Wide Strategies:

- The library will be updated and painted. Murals depicting characters from literature will be provided to inspire students to read. Audiovisual equipment in the form of a projector and large screen will be purchased and installed. Furniture will be added as appropriate. The teacher work area in the back of library will be relocated to provide a better environment for library classes.
- The outdoor basketball goals that have not been functional in years, will be updated and repaired.
- Both playground areas (approximately 18000 sq. ft.) will receive new mulch. Playgrounds will be evaluated for safety and improvements will be made accordingly.

APPENDIX A

**PARENT
TEACHER
COMPACT
2016/2017**

2015-2016 Title I Parent Involvement Plan for Duffield Primary School

Duffield Primary School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents and adopted it on 11/17/14. A list of committee members responsible for the writing of this policy can be found in Appendix A. This policy was distributed to parents of participating children and to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community by (list the means; i.e., Web page, newspaper, community television, etc.). If the Title I plan (application) is not satisfactory to the parents of participating children, the [local educational agency] will submit any parent comments with the application when the plan is submitted to the state. This parent involvement plan will be updated annually to meet the changing needs of parents and the school.

Part 1. POLICY INVOLVEMENT

Duffield Primary School will:

- (1) Convene an annual meeting to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved;
- (2) Offer a flexible number of meetings. A schedule of this year's meetings can be found in Appendix B;
- (3) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan (if applicable);
- (4) Provide parents of participating children:
 - (A) timely information about Title I programs;

- (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
- (5) If the school wide program is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. (if applicable)

Part 2. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

SCHOOL-PARENT COMPACT

Duffield Primary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A, of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the school staff, and students will share the responsibility for improved student academic achievement. Also, the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

This school-parent compact is in effect during school year 2016-2017..

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(Provisions bolded in this section are required to be in the Title I, Part A, school-parent compact)

School Responsibilities

Duffield Primary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

Duffield Primary School is made up of a staff of highly qualified teachers, who strive to always deliver data-driven, research based instruction. Duffield's teachers work

closely together to ensure that direct instruction for students is both engaging and relevant at all times to state standards. Our teachers also routinely evaluate their success by examining student assessments and planning instruction based on those results. Duffield Primary teachers offer many positive incentives throughout the school year to keep students motivated to learn. If discipline is necessary, it is done in a fair and consistent manner.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Duffield Primary holds parent/teacher conferences many times throughout the year, based on individual student needs. Conferences are generally scheduled when a student is struggling academically, and parents need to be involved in making an intervention plan of improvement for that student. Teachers also meet with parents of students who are not struggling, if the parents so request. Throughout the year, Duffield holds at least one Open House where all parents are invited to visit with their child's teacher.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Duffield Primary provides a report every nine weeks during the school year, for a total of 4 formal report cards. Mid-term reports are also sent home during each one of these 4 grading periods. More informally, graded work is generally sent home each week in a take-home folder to keep parents up to date on their child's progress.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

The staff of Duffield Primary are available to parents during their 30 minute planning period each school day. They are also available for scheduled meetings with parents before or after the school day. Email, phone calls and written letters are also regularly used as a form of consultation when parents are unable to meet in person.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Duffield Primary encourages all parents to participate in their child's education. Once a parent has cleared a criminal background check, they can volunteer to work directly with students in many different capacities, such as partner reading with students and making arts and crafts in the classroom. Some parents also volunteer to coordinate holiday parties, class celebrations and chaperone field trips.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Assure that my child attends school consistently. Absences, if at all possible, will be only as a result of sickness or family emergency.*
- *Assigned homework will be completed every night and television will only be watched after homework has been finished.*
- *Volunteering in my child's classroom.*
- *Requesting a parent/teacher conference with my child's teacher if I have concerns regarding their academic progress.*
- *Attending any parent/teacher conferences scheduled by my child's teacher.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. This includes a special emphasis on carefully inspecting graded school work that is sent home in my child's Friday Folder.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A, parent representative on the school's school improvement team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the state's Committee of Practitioners, the school support team, or other school advisory or policy groups.*

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Take my Friday Folder home every Friday, with all contents intact. Give to my parents or the adult who is responsible for my welfare this folder to ensure that all notices and information received by me from my school every day make it home.*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

Duffield Primary will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has

been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, **Duffield Primary** will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
2. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

Part 3. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, **Duffield Primary School** and **Scott County Virginia Schools** assisted under this part:

- (1) shall provide assistance to parents of children served by **Duffield Primary School and Scott County Virginia Schools**, as appropriate, in understanding such topics as the state's academic content standards and State student academic achievement standards, state and local academic assessments; also monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents work with their children to improve individual achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents; and how to communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs; conduct other activities such as parent resource centers that encourage and support parents in more fully participating in the education of their children;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format that is practicable and in a language that parents can understand;
(6-13 are MAYS and should be included in your plan if you use these capacity building strategies. Others specific to your school should be included).
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;

- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;
- (12) may establish a division wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Part 4. ACCESSIBILITY

Duffield Primary School, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format that is practicable and in a language that parents can understand.

APPENDIX B

PARENT

SURVEY

TEMPLATE

(distributed at end of each academic year)

Scott County Schools

Parental Survey

Duffield Primary

1. I feel that this school prepares my child for the future (college or work force).

_____ Agree _____ Not sure _____ Disagree

2. I feel that my student is challenged to do his/her best work.

_____ Agree _____ Not sure _____ Disagree

3. I feel that teachers hold high expectations for student learning.

_____ Agree _____ Not sure _____ Disagree

4. I feel that teachers are willing to give students individual help when needed.

_____ Agree _____ Not sure _____ Disagree

5. I feel that our school counselor is available to help my child.

_____ Agree _____ Not sure _____ Disagree

6. I feel that effective procedures are in place to support my communication with teachers.

_____ Agree _____ Not sure _____ Disagree

7. I feel that our school has up-to-date computers and other technologies that are used in our school to help students learn.

_____ Agree _____ Not sure _____ Disagree

8. I feel that teachers at our school treat my child fairly.

_____ Agree _____ Not sure _____ Disagree

9. I feel that our school grounds are clean and well maintained.

_____ Agree _____ Not sure _____ Disagree

10. I feel that our school provides a safe and orderly environment for our students and teachers.

_____ Agree _____ Not sure _____ Disagree

Thank you for your time. (Please feel free to add any comments on the back of this page.)

APPENDIX C

**TITLE I
SERVICES
PARENT
INFORMATION
LETTER**

August 15, 2016

Dear Parents,

Scott County Schools are pleased to offer your child the opportunity to participate in an ongoing remediation program sponsored through the Title I, Part A, Federal Funding program. In accordance with federal law, Duffield Primary is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability or religion. The goal of Title I is to improve student academic success. Title I helps participating children meet the state's student performance standards (SOLs).

We at Duffield Primary School have a school wide program to offer to our students. Therefore, we may service all students in our school in reading and math in addition to their regular classroom instruction. However, first priority is given to students with the greatest need. This is based upon test scores, number of absences, teacher recommendations, previous year's grades, as well as other scientific and research based testing.

This year, we plan to continue the Response to Intervention (RtI) program. This program provides high quality instruction and intervention matched to the needs of each student. We will monitor each student's progress and use the data collected to initiate early interventions to effectively teach the children.

Parent involvement is a strong factor in your child's success in school. There are many opportunities provided for you to get involved in your child's education. Make sure to check our website at <http://web.scott.k12.va.us/duffield> for up-to-date information.

Feel free to call the school with any questions that you might have. Working together, we can make a difference.

Sincerely,

Mr. Greg Ervin, Principal

Mrs. Whitney Berry, Assistant Principal/Title I Math Teacher

Mrs. Cathy Moretz, Title I Reading Teacher