



# Needs Assessment Data

## Blacksburg Primary

### School

The School Report Card is found at:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDIxJnQ9UCZzaWQ9MTEwMTAyNQ>

Blacksburg Primary School, in Cherokee County, consists of Pre-K through 2nd grades located in a small rural community in Cherokee County. Administrators, teachers, parents, and students go to great lengths to provide a quality education for the students of the community. All of Blacksburg Primary School's teachers are highly qualified and we have three National Board Certified Teachers. We believe that the foundation for education starts at the primary level and continues so that each student can meet the standards of the profile of a South Carolina graduate while supporting the district's early childhood curriculum in grades PreK-2. Our school has a poverty rate of 80.9%.

Due to the lack of resources/support from home, Title I funding allows us to purchase additional instructional materials to support programs in all subject areas. Data analysis, Project Based Learning, Leveled Literacy Interventions, I-Ready and Personalized Pathways, GOLD Strategies, DRA+2, student Google data tracker sheets, Jan Richardson's Guided Reading, Dibels, and collective leadership all drive instruction.

Professional development opportunities are afforded our teachers due to the Title I funds we are allotted and mostly through funds we raise through PTO. Teachers become versed in best teaching strategies in ELA and math. Last year we sent seven teachers to Orton-Gillingham Training using general fund allocations. The district has sent several teachers to AVID training as well. In addition, Title I funding allows teachers to participate in professional development to focus on reading, writing, math, integrated curriculum, differentiated instruction, and MTSS. Teachers are constantly using strategies in the classroom such as data notebooks, MTSS data, running records, mini lesson format, and anecdotal notes on each student. To increase and maintain scores, Leveled Literacy Intervention (LLI) also funded through Title I, targets Tier II and III RtI students. LLI is a research-based product to help show an increase in reading levels of at-risk students. Our Reading Coach oversees this and we have an LLI teacher and LLI teacher aide who pull student groups, as well as the Reading Coach and teachers who have volunteered their own planning times to get students back up to par.

Our 4K students participate in a Print Concepts test. Baseline data shows that 34% were zero out of 10 in the Fall, 24% were 1 out of 10, 16% were 2 out of 10, 8% were 3 out of 10, and 5% scored 4 out of 10, 6% were 5 out of 10, 5% were 6 out of 10, and 1% were 7 out of 10. In Winter, 6% scored 0 out of 10, 3% scored 1 out of 10, 11% scored 2 out of 10, 17% scored 3 out of 10, 13% scored 4 out of 10, 17% scored 5 out of 10, 7% scored 6 out of 10, 11% scored 7 out of 10, 9% scored 8 out of 10, 6% scored 9 out of 10, and 0% scored 10 out of 10. We anticipate additional improvements as we take the test again in the Spring.

	0 out of 10	1 out of 10	2 out of 10	3 out of 10	4 out of 10	5 out of 10	6 out of 10	7 out of 10	8 out of 10	9 out of 10	10 out of 10
2020 fall Print Concepts for 4K	48%	38%	7%	5%	2%	0%	0%	0%	0%	0%	0%
2020 winter Print Concepts for 4K	2%	0%	12%	7%	14%	14%	24%	17%	2%	5%	2%
2021 fall Print Concepts for 4K	34%	24%	16%	8%	5%	6%	5%	1%	0%	0%	0%
2021 winter Print Concepts for 4K	6%	3%	11%	17%	13%	17%	7%	11%	9%	6%	0%

#### Print Concepts 4K – BPS Data 2020-21

In Kindergarten, students' Next Steps to Guided Reading Winter data shows 10% above grade level, 22% on grade level, and 68% needing additional intervention.

Based on the data reviewed from 2021 and 2022 Fall Next Steps to Guided Reading Intervention Levels, in first grade 14% scored above grade level, up from 2% the prior year. Ten percent scored on grade level, up from 3% last year. 35% needs additional intervention, and 41% needed substantial intervention, down from 71% the previous year. In the winter reports for first grade, 20% are in the above grade level category, up from 16% the year before, 20% are on grade level, up from 13% the prior year, 31% are needing additional intervention, and 24% need substantial interventions, down from the 40% of students last year.

Based on the data reviewed from 2021 and 2022 Fall Next Steps to Guided Reading Intervention Levels, in second grade 14% scored above grade level, up from 9%. Ten percent scored on grade level, down from 17%. Thirty seven percent, up from 27% last year, needs additional intervention, and 29%, down from 47% needed substantial interventions. In the winter reports for second grade 31% are in the above grade level category, 17% are on grade level, 33% need additional intervention, and 20% need substantial interventions.

	Above Grade Level	On Grade Level	Needing Additional Support	Needing Substantial Support
2020 fall NSGR Data for 1st grade	2%	3%	24%	71%
2020 fall NSGR Data for 2nd grade	9%	17%	27%	47%
2020 NSGR 5K/winter Data	5%	9%	65%	21%
2020 winter NSGR Data for 1st grade	16%	13%	31%	40%
2020 winter NSGR Data for 2nd grade	27%	21%	24%	29%
2021 fall NSGR Data for 1st grade	14%	10%	35%	41%
2021 fall NSGR Data for 2nd grade	14%	33%	37%	16%
2021 Total School Data	10%	13%	38%	39%
2021 NSGR 5K/winter Data	10%	22%	68%	NA
2021 winter NSGR Data for 1st grade	25%	20%	31%	24%
2021 winter NSGR Data for 2nd grade	31%	17%	33%	20%
2021 winter School Data	22%	20%	44%	14%

NSGR Data – BPS 2020-21

Last year, the district used the STAR test and we have moved to iReady this year. Overall, in Reading our students on grade level were at 11% and in the winter moved up to 27%. We had 67% at one grade level below move to 61% and 22% were two grade levels below and in the winter 12% were two grade levels below.

Reading i-Ready Data	On Grade Level	1 grade level below	2 grade levels below
fall	11%	67%	22%
winter	27%	61%	12%

i-Ready Reading Overall Data – BPS 2021-22

Math i-Ready Data	On Grade Level	1 grade level below	2 grade levels below
fall	6%	71%	24%
winter	22%	69%	9%

i-Ready Math Overall Data – BPS 2021-22

Title I funding has provided us with resources to help provide interventions to students in grades 5K to 2<sup>nd</sup> in order to help students meet the expected grade level expectations. Title I funds have also helped BPS ensure that when students move to the next level in their

education and begin completing the state testing in grade 3 and higher, they will meet or exceed the standards. We have raised money through Boosterthon and worked with local companies and churches to get additional needed materials. We have pursued professional development and have purchased science kits for every grade level.

Teachers use current up-to-date technology daily provided by Title I and Boosterthon funding efforts in the classroom to facilitate instruction and improve reading scores and overall success. In addition, the district purchased state-of-the-art Promethean Boards for every classroom. We will implement IReady to assist all students with Reading. We also have access to the Envision Math database for Math support and Dream Box available. Our scores indicate that reading and math are areas that students need help in and both the Envision Math series and IReady are research-based to provide just that. Positive Behavior Intervention and Supports (PBIS) materials will include materials for our awards and rewards store, our book vending machine, and for presentations to parents, community and peers.

Our reading coach is responsible for professional development each month, a Coaching Cycle, LLI, and helps with PBIS initiatives as well. She uses up-to-date and research based resources and provides them for the teachers to have in their classrooms. She has also helped with student interventions and a new mentoring program for BPS. Supporting materials include professional books such as Serravallo Reading Strategies and Serravallo Writing Strategies. We also have access to the Fountas and Pinnell Phonics series. We added additional LLI books and implemented a systemic approach using collective leadership and teachers to implement the interventions this year. Our Reading Coach, as mentioned above, has implemented an LLI program that is meeting the needs of many students in need (school wide).

A Positive Behavior Intervention Support (PBIS) system has been a success in our school since 2012 and we continue using PBIS. All students are rewarded through this program for displaying positive behaviors. We celebrate these behaviors by giving points, coins, and also through the Class Dojo site. This allows the students to "purchase" items such as books, pencils, bookmarks, erasers, lunch with the principal, folders, etc. The behavior interventionist salary funded through Title I combined with COVID outcomes drastically reduced the number of discipline referrals and we have seen this trend continuing. Bus referrals have increased this year while classroom referrals have decreased, but the amount of student behaviors have increased. Many teachers call, text, or get the principal to come help them, but have been reluctant to use ABE to document the behavior. We are working on getting teachers to document. Our behavioral interventionist and principal meet with each child concerning discipline issues and come up with a plan so that the behavior does not become a habit. Not only is the teacher speaking with students daily, the behavior interventionist discusses issues with teachers and helps teachers succeed as well. The behavioral interventionist also coordinates the PTO and SIC committees and helps build open relations with parents. The behavioral interventionist is under direct supervision of the principal.

Research shows that additional reading interventions can target specific needs and that individualized strategies can also help increase the reading levels of students at the primary grade levels and especially when considering students who are struggling with poverty. We

are dedicated to continuing to have targeted intervention using the majority of our Title I funds to pay for one full-time teacher, using a Kindergarten teacher to serve as a school reading interventionist, and allowing for collective leadership. We also have a teacher's aide (paraprofessional) working as an LLI interventionist.

Data supports that our students have decreased in reading levels since COVID seen our students go home early two years ago and has had a hold ever since. We have more students performing under grade level, data shows. We know if students cannot read on grade level, than they will continue to struggle when they leave us. Fundraising and Title I funds have helped us provide the instructional materials and personnel necessary for the percentages to promote an upward trend in the education of our students regardless of the poverty level as seen in the data provided above. We still have a good way to go, but we are on the right track. We will continue adding books and going to professional developments that make a difference, such as PADEIA and SEL trainings.