

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

Division Name: Charlotte County

School Name: Eureka Elementary School

Date: September 18, 2023

Select One: **Initial Plan** **Revision**

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

- The plan should be developed with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel;
 - Technical assistance providers;
 - School staff; and
 - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

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

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To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that related to the schoolwide components.

Directions: Complete each of the four components by following these steps:

- Access the Title I Schoolwide Plan template on the [Title I web site](#).
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

Resources:

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

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Stakeholders:

List the name and title of each stakeholder who participated in developing this plan.

Name of Stakeholder	Title
Laura Baker	Parent
Sherry Buckler	Parent/Teacher
Naisha Carter	Parent
Angie Camp	Parent/Teacher
Jennifer Grey	Parent/Reading Specialist
Brian Hamilton	Principal
Brenda Haskins	Guardian/Lab Manager
Duffie Jones	Coordinator of Federal Programs
Cassie Kirtley	Parent/Teacher
Shelby McCarty	Parent/Teacher
Ashley Overstreet	Parent/Instructional Coordinator
Chinae Saunders	Parent
Shelly Schrader	Parent/Teacher
Timmy Townsend	Parent
Autumn Wiesner	School Counselor

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Component 1 §1114(b)(6):

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

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

Narrative:

The original Title I Schoolwide Plan for Eureka Elementary School (EES) was developed in 2013-14. Review and revision of the plan occurred on January 4, 2016, February 18, 2019, and September 28, 2020, and September 19, 2022. The team reviewed the plan at the meeting on September 18, 2023.

Review of the School Quality Profile based on data from 2022-23 indicates the following: Enrollment: 425 (subgroups information: Students with Disabilities-8.5%; Economically Disadvantaged-57.6%; English Language Learners-1.2%; White-62.1%; Black-21.4%; Multiple Races-11.1%, Hispanic-5.4%).

Eureka Elementary is fully accredited for the 2023-24 school year based on data from the 2022-23 school year. School quality indicators based on data from 2022-23 show Academic Achievement in English, Mathematics, and Science as well as the Achievement Gap in English and Math at Level One. Chronic Absenteeism was at Level Three. EES has consistently been fully accredited.

Academic Performance in Reading, Math, and Science for the 2022-23 school year is as follows: Reading 91% of students passed reading or showed significant growth. Within Reading, all subgroups were Level One. In Math 92% of students passed or showed significant growth. All subgroups in math were Level One with the exception of Students with Disabilities which was Level Two. In Science, 88% of students passed the SOL test. There is no growth in Science since this is the first time students take a Science SOL test.

Chronic Absenteeism: For 2022-23, Chronic Absenteeism was Level Three with 26.46% of students missing more than 10% of the days school was in session. A three-year average is not allowed to be used for Chronic Absenteeism.

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Performing consistently above state/federal annual benchmarks, EES has continually focused on aligning the written, taught, and assessed curriculum for both content and level of cognitive demand. The tiered intervention model for strategic remediation and intervention has been used. Instructional supports were provided including: strategic placement of effective teachers with proven effectiveness in reading and math, developing a schedule for classroom observations and providing effective feedback, planning, implementing, and evaluating professional development specific to data analysis, tiered interventions, differentiation of instruction, curriculum alignment, writing measurable objectives, and developing formative assessments.

Eureka's SOL scores show that Eureka students are performing well. While this is true, Eureka continues to strive to improve its instruction to produce better results for all students. Eureka will continue providing remediation during the day to work with students to fill in gaps and provide additional supports for students. Eureka will continue to emphasize the importance of basic math fluency through the use of its Math Stars program. Eureka will also use test data from SOL testing, growth assessments, benchmarks, STAR reading and math, and teacher tests to identify students who need extra assistance as well as strengths and weaknesses within the instructional program.

Since Chronic Absenteeism was at Level Three, Eureka is making an effort to make parents aware of the importance of regular school attendance. To this end, Eureka is sending home information about attendance with students and has also added information discussing the importance of attendance on its school webpage. Periodic reminders of the need to attend school will also be sent home. Teachers are asked to contact parents when students miss to check on the student and develop a plan for having the student makeup the missed work. Administration is monitoring attendance closely, and making parents aware of student absences. Students with good attendance or improved attendance are also being recognized.

PALS and benchmark data for K-3: During the 2022-23 school year, 62 (22.4%) students were identified for PALS tutoring.

During the In 2022-23 school year, numerous surveys were sent for input from parents. The surveys were sent as a Google Form with the link sent through Remind to all parents and a slip of paper with the survey link on it as well. In addition, parents were notified that they could request a paper copy of the survey if they needed it. A number of parents did request paper survey copies and these responses were entered into the Google Form. Parent responses were very limited with only about 8% of parents responding. Results indicated were overall positive, indicating parents felt informed about the programs, included in the decision-making process, and that communication between school and home was good. Parents did have some suggestions that the Title I coordinator will review and consider in terms of how to use Title I funding. No areas of significant concern were noted from the survey results.

After reviewing and discussing the current data, the school-wide planning team has identified the following objectives for EES:

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1. Continue to increase student achievement in reading and math by assuring curriculum alignment of written, taught, and assessed curriculum for content and cognitive level.
2. Using the tiered intervention model, increase student opportunities for meaningful, individualized remediation and enrichment during the school day, after school, and during the summer.
3. Increase daily school attendance by talking with students regularly about the importance of good attendance, providing incentives and recognizing students in front of peers for good attendance and improved attendance. Teachers and administrators monitor attendance and make contact through phone calls and messages when students miss multiple days. Administrators may also schedule meetings or make calls to parents to discuss the importance of good attendance to student success.
4. The school is sending home information with students periodically about the importance of school attendance. Messages will also be sent using School Reach. The school has also placed information about the importance of attendance on the school webpage.
5. Continue working to increase family involvement in school activities by providing: a variety of activities throughout the school year which are scheduled at various times during and after school; notice of school activities and programs through notes, phone messages, school webpage, and CCPS app; and information monthly with educational activities for families and suggestions on how parents may assist and support children in school.

Budget Implications:

Title I funds, along with state and local funds, may support funding for needs assessment activities, as needed.

Benchmark/Evaluation:

EES will meet or exceed required state benchmarks/standards for accreditation and meet Annual Measurable Objectives specified in the Consolidated Plan application.

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Component 2 §1114(b)(7)(A)(i):

Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Based upon the objectives formulated by the School-Wide Planning team, the schoolwide reform strategies are:

1. Increase student's ability to effectively use 21st Century Learning skills including critical thinking, problem solving, accessing and analyzing information, communication and collaboration, and creativity.
 - Teachers will use the Revised Bloom's Taxonomy to increase cognitive demand/rigor in daily instruction, asking higher level, open-ended questions, providing essential questions based upon student prior knowledge, providing assignments and assessments which require synthesis, analysis, and evaluation, and planning instruction which allow students to effectively and successfully collaborate.
2. Increase student achievement in: reading skills, including fluency and comprehension; written and oral communication and math.
 - Assessments (using Student Growth Assessments given to 3rd, 4th and 5th graders by the state) conducted at beginning and middle of the year, as well as SOL data at the end of the year will be used to identify and plan lessons to address strengths and weaknesses of students collectively and individually. CIP Benchmarks will also be used to monitor student progress and growth. Teachers will analyze data and develop tiered interventions to meet the educational needs of all students.
 - Time will be provided for teachers to collaborate and review data and current student performance and plan effectively for instruction.
 - A variety of researched based strategies will be used, including writing rubrics, graphic organizers, integrating written and oral communication projects into science and social studies curriculum, and focusing on basic mathematical computational skills through our Math Stars program.
3. Increase student opportunities for meaningful, individualized remediation and enrichment during the school day, after school, and during the summer.
 - Master Schedule of EES will include regularly scheduled intervention/enrichment period for all grade levels. We try to provide as much instructional time as possible for all students in all grade levels, particularly in Reading and Math.

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- Enrichment activities will be extensions of the core content areas and 21st Century Learning skills; remediation activities will focus on Reading and Math, incorporating 21st Century Learning Skills.
 - Teachers will use daily planning sessions to design and implement individualized intervention plans for each student requiring remediation.
 - A remediation specialist will work with students as stipulated in the student's remediation plan and will collaborate with teachers on effective strategies and remediation needs based upon data collected.
 - After school remediation will be provided twice weekly. Each student participating in after school remediation will have a remediation plan which will be reviewed regularly by his/her teachers.
 - Summer enrichment/remediation programs will be planned for EES. Teachers will collaborate to develop yearly themes, targeting Reading and Math skills.
4. Increase opportunities for teachers and administrators to collaborate to review data, effectively plan instruction, and review individual student progress and planned interventions.
- Teachers will have daily, grade-level planning periods.
 - Teachers will have data meetings to review and discuss results of quarterly benchmark tests.
 - Teachers will work with Title I remediation specialist, as well as the lab manager and other resource teachers (art, library, and music) to design individualized plans for students.
5. Provide time and staff development for teachers to increase knowledge of researched-based strategies, 21st Century skills, and enhance parent participation and involvement with school activities and student progress.
- Professional development will be scheduled at the school and district level to allow for horizontal and vertical planning meetings so that teachers can collaborate in developing instruction that is aligned at the written, taught, and assessed levels. Focus will be on assuring that appropriate levels of cognitive demand are integrated into daily instruction.
 - EES will enhance parent participation and involvement by:
Daily communication between parent and teacher by using a daily planner and/or the Remind App;
Regularly scheduled parent meetings, including PTO, student presentations and performances, Reading Night, Bingo Night, parent luncheons;
Monthly newsletters, including Parents Make the Difference Activity Calendar and Newsletter and Building Readers and Reading Month Activities Calendar
Parent Teacher Conferences
Home visits and phone calls (including Instant Messaging System)
Summer STREAM camp

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Budget Implications:

Title I funding may provide stipends for teachers (including retired teachers) and paraprofessionals to assist with instructional supports for during the school day, after school, and summer; stipends may also be paid for instructional staff to attend after school workshops and conferences specific to meeting the needs (educational, emotional, behavioral, and career planning) of at risk student population with diverse learning styles. Title I funds also supports funding for Parent Newsletters and Family Engagement activities

Benchmark/Evaluation:

EES will meet or exceed required state benchmarks/standards for accreditation and meet Annual Measurable Objectives specified in the Consolidated Plan application

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Component 3 §1114(b)(7)(ii):

Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Scientifically-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

EES master schedule includes the following: Grades K – 3 have 2 hours scheduled for Reading/Language Arts and 1 hour scheduled for Math. Grades 4 and 5 have 1.5 hours for Reading and 1.5 hours for Math. Grades K-5 have remediation/enrichment blocks scheduled, providing additional instructional time, as needed, for both Reading and Math.

Using Grade Level Assessments, as well as formative and summative assessments, for core content areas, student achievement is documented and instructional planning targeting strategic objectives based on the tiered intervention model is implemented.

Frequent collaborative planning time will allow teachers to assess student needs and design specific strategies to meet the identified needs (Individualized Learning Plan-ILP). The Remediation Specialist will assist teachers with individualizing lessons and finding appropriate, engaging resources for students. Ongoing data analysis and review of classroom performance by grade level teams and resource teachers will provide an evolving remediation plan for students needing additional support. Progress toward the goals and objectives included in the ILP will be reviewed regularly and instruction/remediation revised accordingly. The regularly scheduled Enrichment/Remediation period (during the school day) and after school remediation will be available to support the remediation plans for students, as well as provide enrichment activities. A summer program, focusing on Reading and Math, is also planned collaboratively with the other two elementary schools. This will provide enrichment, as well as remediation, activities during the summer. In our rural community, there are few organized summer programs for children. The ability to extend enrichment/remediation during the summer is crucial.

Budget Implications: Title I funding may provide stipends for teachers (including retired teachers) and paraprofessionals to assist with instructional supports for during the school day, after school, and summer; stipends may also be paid for instructional staff to attend after school workshops and conferences specific to providing meaningful instruction to students, including at risk and subgroup populations.

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Benchmark/Evaluation:

EES will meet or exceed required state benchmarks/standards for accreditation and meet Annual Measurable Objectives specified in the Consolidated Plan application

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Component 4 §1114(b)(7)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

EES has a School Social Worker (funded through state/local funds) and an Instructional Coordinator (funded by Title I) to provide additional support due to increased need for behavioral, emotional, social supports, and attendance for students. The Social Worker provides small group and individual sessions focusing on social skills and bullying awareness and prevention. The Social Worker may also provide professional development for instructional staff, as needed, to improve students' skills outside the academic subject areas. The Instructional Coordinator also works with students and families, as needed, as well as instructional personnel, to improve students' academic and social skills.

EES also has a fulltime school counselor. The counselor is scheduled to meet with Kindergarten through 2nd grade classes once each week. She meets with 3rd through 5th grade classes once every two weeks. She also has time allotted in her schedule to meet with students needing more support individually or in small groups. She works with students on social interactions, behavioral expectations and meeting them, study skills, organizational abilities, and other topics as needed by students, classes, or the school as a whole.

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In an attempt to target chronic absenteeism, EES has implemented the following: Instructional staff talk with students regularly, individually and in groups, about the importance of good attendance and provide incentives and recognitions of students in front of peers for good or improved attendance. Teachers and administrators monitor attendance and make contact through phone calls and messages when students miss multiple days. Administrators may also schedule meetings or make calls to parents to discuss the importance of good attendance to student success.

Instructional staff (administrators, teachers, paraprofessionals) are encouraged to participate in workshops and conferences specific to providing meaningful, effective instruction to all students, especially at-risk populations and identified subgroups, including students with disabilities and economically disadvantaged. Central Office administrators coordinate with school level instructional staff to plan, implement, and evaluate needed professional development in curriculum alignment, effective classroom instruction and management, and providing supports for diverse learning needs of students.

Currently, all teachers at EES are fully licensed. Central Office and school level administration will strive to continue to recruit and retain fully endorsed/licensed teachers for EES through providing a mentor for new teachers as well as support from the Math and Remediation Specialists and providing effective feedback through classroom walkthroughs, classroom observations, and informal discussions from school administration. Elementary principals and a central office administrator serve as an interview panel, making recommendations for hiring of new instructional staff.

The two PK classrooms at EES are funded through Title I and the Virginia Preschool Initiative (VPI). Since PK students and families are already familiar with EES bus routes, daily schedule, building layout, and administrators and staff, transition into the Kindergarten program is generally smooth.

Budget Implications:

State/Local funds support the School Social Worker position. Title I currently supports the Instructional Coordinator position. PK program is funded through Title I and VPI. Title I funds are used to support professional development for instructional staff, as well as materials and supplies for incentives for increasing regular school attendance and family engagement.

Benchmark/Evaluation:

EES will meet or exceed required state benchmarks/standards for accreditation and meet Annual Measurable Objectives (AMO) specified in the Consolidated Plan application. The IPAL report will continue to verify endorsement status of instructional personnel.