

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

Division Name: Charlotte County Schools

School Name: Phenix Elementary School

Date: September 30, 2022

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 as 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

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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.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if 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 are 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
Daniel T. Richardson	Principal
Duffie Jones	Director of Instruction
Ann Dru Scruggs	Staff/Parent
Melanie Scruggs	Staff/Parent
Wendy Elder	Teacher
Jill Brinkley	Staff/Parent
Kelly Pugh	Teacher
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Component 1 §1114(b)(6):

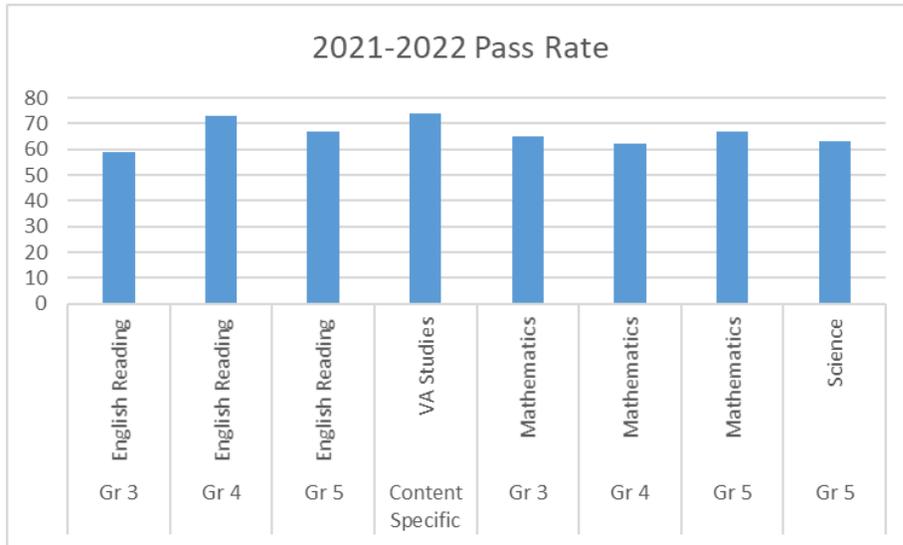
A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state 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 Phenix Elementary School (PES) was developed in 2012-13. Review and revision of the plan occurred on January 4, 2016, the 2018-19 school year, September 2021, and September 2022.

PES has been accredited since 2014-15. The wide variations in participation rates and learning conditions should be taken into consideration when reviewing 2021-2022 data.

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Chronic Absenteeism: PES is at a Level 1 for Chronic Absenteeism which is at or above the required standard.

Currently, a Remediation Specialist provides additional reading/literacy instruction to K-3 students. An instructional coach also provides instructional support via assisting teachers with planning and the modeling of lessons.

For the purposes of this plan, PES utilized the Title 1 Parent Questionnaire from Fall of 2022. The other survey, Parent Involvement, was not sent out due to the school closure. 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.

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

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.

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3. Increase daily school attendance by conducting frequent, scheduled discussions and learning activities concerning the positive impact of regular school attendance on student achievement/outcomes to both students and family members, providing incentives/rewards/recognitions for school attendance, and making direct contact with parents if child(ren) are absent.
4. 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: PES will meet or exceed required state benchmarks/standards for accreditation and meet Annual Measurable Objectives specified in the Consolidated Plan application.

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, planning instruction which allow students to effectively and successfully collaborate.

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- For the 2022-2023 school year, we will continue utilizing the one-to-one initiative so that all students have a device to use in the classroom. This eliminates the need to schedule time in the lab and allows students to access educational computer programs and websites to enrich/enhance their education or to provide additional practice and instruction. This also allows for more differentiated instruction and focused remediation.
2. Increase student achievement in reading skills, including fluency and comprehension, and written and oral communication.
 - A Student Growth Assessment will be conducted at the beginning and middle of the year. Teachers will analyze data and develop tiered interventions as well as personal goals related to this data.
 - Quarterly Benchmark Assessments will be administered in grades 1-5 math, grades 2-5 reading, and grades 4-5 science.
 - Time will be provided for teachers to collaborate and review data and current student performance and plan effectively for instruction, focusing on increasing fluency and comprehension in written and oral communication.
 - 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.
 - The one-to-one technology initiative will assist in providing more tiered interventions and supports.
 3. Increase student opportunities for meaningful, individualized remediation and enrichment during the school day, after school, and during the summer.
 - 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.
 - An Instructional Coach will collaborate with teachers on effective strategies and remediation needs based upon data collected.
 - Each classroom will have two 40 minute instructional blocks built into the week to remediate students.
 - 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 and the remediation specialist.
 - Summer enrichment/remediation programs will be planned at Phenix Elementary School. 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 work with Title I remediation specialist, as well as other resource teachers (art, library, and music) to design individualized plans for students.

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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.
 - PES will enhance parent participation and involvement by:
 - Regular communication between parent and teacher using the Remind app.
 - Regularly scheduled parent meetings, which may include PTO, Student presentations and performances, Reading Night, Movie Night, and Art and Music Month Performance as available.
 - Parent Teacher Conferences
 - Home visits, Remind texts, and phone calls (including Instant Alert Messaging), as appropriate.
 - Summer Reading and Math camps.
 - Parent Workshops related to instructional issues

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 also supports funding for Parent Newsletters and Family Engagement activities.

Benchmark/Evaluation:

PES 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:

Grades 3-5 have been departmentalized; one teacher covering Reading/Social Studies, the other, Math/Science. Grade levels utilize the following instructional diet:

K-2 Aiming for: Language Arts/Reading/Spelling/Writing= 135 Minutes; Math= 90 Minutes; Social Studies/Science= 45 Minutes

3-5 Aiming for: Language Arts/Reading/Spelling/Writing= 90 Minutes; Math= 90 Minutes; Social Studies= 45 Minutes

Using 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. Regular collaborative planning time will allow teachers to assess student needs and design specific strategies to meet the identified needs (Individualized Learning Plan-ILP). The Instructional Coach 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. One to one devices 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.

Budget Implications:

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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.

Benchmark/Evaluation:

PES 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:

The guidance counselor will provide whole class, small group, and individual counseling sessions focusing on focusing on career awareness and planning, social skills, and bullying awareness and prevention. The Counselor will also provide professional development for instructional staff, as needed, to improve students' skills outside the academic subject areas.

Classroom teachers will reinforce daily to the students the importance of attending school regularly.

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

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professional development in curriculum alignment, effective classroom instruction and management, and providing support for diverse learning needs of students.

Currently, all but one teacher and all instructional paraprofessionals at PES are fully licensed. Central Office and school level administration will strive to continue to recruit and retain fully endorsed/licensed teachers for PES 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 PK classroom at PES is funded through Title I and the Virginia Preschool Initiative (VPI). Since PK students and families are already familiar with PES bus routes, daily schedule, building layout, and administrators and staff, transition into the Kindergarten program is generally smooth.

Budget Implications:

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 involvement activities. The PK program is funded through Title I and VPI.

Benchmark/Evaluation:

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