

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

Division Name: Charlotte County Schools

School Name: Bacon District Elementary School

Date: September 16 ,2020

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
William Pettus	Principal
Shauna Agee	Teacher
Shannon Puryear	Parent
Hope Harris Gayles	Parent
Suzanne Lawson	Parent
Allyson Rowley-Clark	Parent
Tonya Reed	Teacher
Stefanie Nichols	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 Bacon District Elementary School (BDES) was developed in 2010-11. Review and revision of the plan occurred on January 4, 2016 and in the 2020 -21 school year.

Review of the School Quality Profile for 2018-19 indicates the following: Enrollment: 167 (subgroups information: Students with Disabilities-21.6%; Economically Disadvantaged-69.5%; English Language Learners-0%; White-53.8%; Black-46.3%).

BDES is accredited for 2018-19 with Academic Achievement in English, Mathematics, and Science at Level One. Achievement Gaps for English and Math at Level Two. Student Engagement and Outcomes-Absenteeism at Level Two.

Academic Performance in Reading, Math, History, and Science are represented by the 2018-19 SOL testing results due to the school shut down in March of 2020. Reading overall score was 70% with the subgroups scoring : White- 73%, Black 68%, Economically Disadvantaged 70% and Students with Disabilities 25%. Math overall score was 80% with the subgroups scoring: White 85%, Black 73%, Economically Disadvantaged 78, Students with Disabilities 31%.

Chronic Absenteeism: 2018-19 data indicates 13.7% of students missed more than 10 days of school. This is a reduction from the 2017-18 rate (19.4%).

Previous to 2019-20, BDES had been Partially Accredited: Reconstituted School due to Reading performance. In 2016-17, it was identified as a Focus School. During the school improvement process, BDES focused on aligning the written, taught, and assessed curriculum for both content and level of cognitive demand. In addition, the tiered intervention model for strategic remediation and intervention was implemented. In addition, 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,

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implementing, and evaluating professional development specific to data analysis, tiered interventions, differentiation of instruction, curriculum alignment, writing measurable objectives, and developing formative assessments. Additional instructional supports were placed, using Title I funds, to provide Reading Tutors in Grades 3-5.

PALS data at BDES shows that 19% of K -3 enrolled students are identified for PALS intervention while an additional 19% are at risk for qualifying and receive intervention services on a weekly basis.

In 2019-20, due to the school shut down in March of 2020 only two of the normal three surveys were sent for input from parents: Parent Questionnaire focusing on school climate (academic and social); Safe Schools Survey; and, Parent Involvement Survey (Not Sent). 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 BDES:

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

Component 2 §1114(b)(7)(A)(i):

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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.
2. Increase student achievement in: reading skills, including fluency and comprehension; written and oral communication.
 - Assessments (using PowerTest Student Growth Assessments) will be conducted at beginning of the year, midyear, and at the end of the year. Teachers will analyze data and develop tiered interventions.
 - 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.
 - Special school events, such as PTO meeting, Family Reading Nights, and Math and Reading Workshops will provide students opportunity make oral presentations and answer questions about their work.
3. Increase student opportunities for meaningful, individualized remediation and enrichment during the school day, after school, and during the summer.
 - Master Schedule of Bacon District Elementary School has been adjusted to include additional time during the reading and Math blocks so that teachers can provide intervention/enrichment during the school day
 - 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.

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- Teachers will use daily planning sessions to design and implement individualized intervention plans for each student.
 - 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 virtually four days weekly. Each student participating in after school remediation will have an individualized plan (ILP) which will be reviewed regularly by his/her teachers and the remediation specialist.
 - Summer enrichment/remediation programs will be planned county-wide for Charlotte County Public Schools. 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.
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.
 - Bacon District Elementary School will enhance parent participation and involvement by:
Daily communication between parent and teacher by using a daily planner and/or by text messaging system;
Regularly scheduled parent meetings, which may include PTO, student presentations and performances, Reading and Math for workshops, and Fall Carnival.
Monthly newsletters, including Home and School Connection Newsletter
Parent Teacher Conferences
Home visits and phone calls (including Instant Messaging System)
Summer Reading and Math camps
Parent Workshops involving School Safety and Security and defining, recognizing, and addressing bullying behaviors in school and at home.

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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:

BDES will meet or exceed required state benchmarks/standards for accreditation and meet Annual Measureable 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:

The master schedule for Bacon District Elementary School includes a Balanced Literacy Instructional Block (135 minutes) in grades K-5 in order to provide extended time for all components of literacy. Using Grade Level Assessments in PowerTest, 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. Daily, 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:

BDES will meet or exceed required state benchmarks/standards for accreditation and meet Annual Measureable 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:

In 2018-19, an Elementary Guidance Counselor (funded through state/local funds) was added, serving BDES 50% and Phenix Elementary School 50%. This position was added as an additional support due to increased need for behavioral, emotional, and social supports for students. The Guidance Counselor provides whole class, small group, and individual counseling sessions focusing on career awareness and planning, social skills, and bullying awareness and prevention. The Counselor also provides professional development for instructional staff, as needed, to improve students' skills outside the academic subject areas.

Due to an increase in chronic absenteeism, BDES has implemented the following: an incentive program to reward students for good attendance each month and conferences/workshops with parents/family members to emphasize the importance of student attendance on student academic performance. Classroom teachers also reinforce daily the importance of attending school regularly.

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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 BDES are fully licensed. Central Office and school level administration will strive to continue to recruit and retain fully endorsed/licensed teachers for BDES through providing a mentor for new teachers as well as support from the Math and Remediation Specialists, 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 BDES is funded through the Virginia Preschool Initiative (VPI). Since PK students and families are already familiar with BDES bus routes, daily schedule, building layout, and administrators and staff, transition into the Kindergarten program is generally smooth. Should enrollment requests for qualifying 4 year old students increase, providing additional PK programs through Title I would be considered.

Budget Implications:

State/Local funds support the Guidance Counselor position. 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. Current PK program is funded through VPI. Should enrollment increase, Title I funds may be considered to expand the PK program.

Benchmark/Evaluation:

BDES will meet or exceed required state benchmarks/standards for accreditation and meet Annual Measureable Objectives (AMO) specified in the Consolidated Plan application. For 2019-2020 Consolidated Application, an AMO will be included to reduce chronic absenteeism. IPAL report will continue to verify endorsement status of instructional personnel.