

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

Division Name: Carroll

School Name: Gladesboro

Date: Fall 2024

Select One: ☐ **Initial Plan** ☒ **Revision**

Title I schools implementing school wide 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

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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.

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 are related to the schoolwide components.

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

Using Indistar®:

- Access the Title I Schoolwide Plan template from the “Complete Form” tab of the Indistar® dashboard.
- Provide a narrative response that describes how the school has addressed the requirements for each component;
- Where applicable, identify the indicator(s) and task number(s) from the school's Indistar® plan that align with each required component;
- Click “Save” at the bottom of the form to save your responses; and
- Submit the plan to your LEA Division Contact by returning to the dashboard. Under the “Submit Forms/Reports” tab, go to the Title I Plans section, and select the Title I Schoolwide Plan “Submit” button.

Not Using Indistar®:

- Access the Title I Schoolwide Plan template on the [Title I website](#).
- Provide a narrative response that describes how the school has addressed the requirements for each component; and

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- 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.

A Virginia Department of Education presentation on *Requirements and Implementation of a Title I Schoolwide Program* can be accessed at: http://www.doe.virginia.gov/federal_programs/esea/index.shtml.

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.

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Narrative: Gladesboro Elementary School is the smallest elementary school located in rural Carroll County. Currently, the school enrolls 110 students in grades PreK-5th. The school employs one classroom teacher per grade level including the PreK classroom targeting at-risk students. The itinerant positions include a special education teacher, an art teacher, music teacher, physical education teacher, librarian, speech and language pathologist, and a school nurse. An ITRT serves our building one day per week and two different guidance counselors serve two different days per week. Gladesboro has a principal, a school secretary, two custodial staff, and one full time cafeteria manager as well as one part-time employee.

The student population is predominantly white therefore providing little ethnic diversity. All Gladesboro Elementary students receive free lunch as determined by the Community Eligibility Education Program(CEP).

Therefore, the school is served by a Reading Coach/Title I teacher. One Rural and low income, migrant ESL tutor serves one day after school. Two part-time Americorp tutors also serve our students.

Gladesboro was fully accredited for the 2023-24 school year.

The Comprehensive Needs Assessment (CNA) for Gladesboro Elementary includes:

1. School Quality Profile
2. VALLS scores
3. Teacher Observations
4. CIP Benchmarks
5. Elements of Daily 5
6. UFLI Foundations
7. Open Court

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School Quality Profile

The School Quality Profile for Gladesboro Elementary demonstrates Reading and Math performance for students.

All students	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English	59%	COVID-19	59%	67%	74%	77%
Math	59%	COVID-19	35%	69%%	79%	79%

Economically Disadvantaged	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Reading	56%	COVID -19	52%	75%	82%	81%
Math	56%	COVID-19	31%	64%	86%	78%

Therefore, we can conclude that both subgroup scores tend to decline or increase based on the small size and diverse population of the classrooms. We are experiencing more stability in the staff as the principal is now full time, and most teaching staff have remained in the same grade level. The Title I teacher is new to the school but has twenty-six years of experience The Title I Aide position has been eliminated due to funding. Emphasis has been placed on analyzing student data during A-Team meetings and using this data to guide remediation in small groups.

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VALLS

(Virginia Language & Literacy Screener)

Percentage of students identified as moderate or high risk of having reading

Grade	Fall	Mid-Year	Spring
K (Moderate Risk)			
K (High Risk)			
1st (Moderate Risk)	50%		
1st (High Risk)	6%		
2nd (Moderate Risk)	29%		
2nd (High Risk)	24%		
3rd (Moderate Risk)	21%		
3rd (High Risk)	14%		

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Budget Implications: Due to academic challenges, we request funding to continue the use of IXL in math and reading 1st -5th grades. We would also request funding for the Accelerated Reader program as well as prizes and props as it is a huge motivational and accountability tool for most grades. We would also like to continue the use of UFLI foundations in grades K-5 for phonemic awareness and phonics. Teachers are completing modules to meet the requirement of the Virginia Literacy Act. Covid-19 continues to have a significant impact on early literacy learning at Gladesboro Elementary. Data from the Spring shows that students are being successful. Therefore, keeping funding for a full time Title I teacher is requested. Our Title I aide position was eliminated so it is requested that a full time Title I aide be employed.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

- School Quality Profile
- VALLS scores

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- Teacher Observations
- CIP Benchmarks
- Elements of Daily 5
- Core Phonics Survey
- Open Court

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:

Component 2

Gladesboro Elementary School will provide school wide reform strategies using scientifically-based research strategies to address the needs analysis results.

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Scheduling

- Reading block will be 120 minutes daily including small group instruction times in grades K-3. Fourth and 5th may vary slightly due to scheduling. A thirty minute intervention time will be implemented in grades K-5.
- Title I staff changed with the loss of the Title I aide position.
- Intervention will be 30 minutes daily for those students that are either moderate or high risk for developing reading difficulty. Student reading plans will be developed for those students that are high risk.
- Flexible grouping based on student needs will be scheduled to provide differentiation in reading and math.
- A -team grade level meetings
- SAT team meetings focusing on student achievement and adjustment after appropriate intervention before referral.

Instructional Strategies

- Follow county policies for truancy and discipline matters.
- Title I staff and teachers will continue to use UFLI for their phonics instruction.
- *The Cafe Book*, by Gail Boushey & Joan Moser, was a book study implemented to further compliment *The Daily 5* by the same authors, which is utilized uniquely by each teacher to ensure all students are reading books at their level and gaining the skills needed to improve.
- IXL language arts and math will continue to be utilized as a supplemental program.
- *More Starfall* will continue to be utilized as a supplemental program.
- Teachers will complete modules provided by the state to meet the VLA requirement.
- Teachers will use Open Court for their reading instruction.

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Reading

Gladesboro Elementary implements research-based strategies that are designed to raise the achievement level of all students with a focus on differentiation of instruction. *The Daily 5* by Gail Boushey and Joan Moser will serve as the framework for instruction. Classroom teachers will provide whole group reading instruction to all students. This whole group reading may be taught using Open Court, UFLI Foundations for phonics and phonemic awareness, as well as teacher selected supplemental books and materials. Differentiation will occur during small group instruction and intervention focusing on the five pillars of reading within workstations. Time will be scheduled to read with every child every day providing essential practice. Support for this differentiation will be provided by the Title I teacher\ Reading Coach, and the AmeriCorp tutors. Other workstations may include IXL language arts, *More Starfall*, and Open Court intervention resources. Benchmark tests will be used to measure student progress and adjust instruction accordingly. The Accelerated Reader program is a huge motivation for our students.

Math

The overall scientifically-based research strategies that will be implemented at Gladesboro Elementary are designed to raise the achievement level of all students through differentiation of instruction. Classroom teachers will provide whole group math instruction to all students. Differentiation will occur during small group instruction and intervention with *The Daily 3* framework and IXL math. Benchmark tests will measure student progress. Title I and AmeriCorps will provide supplemental instruction during small group instruction, intervention, or as requested by the classroom teacher.

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Budget Implications: Due to academic challenges, we request funding to continue the use of IXL in math and reading 1st -5th grades. We request funding for Accelerated Reader as it is a huge motivational and accountability tool for most grades. Covid-19 has had a significant impact on early literacy learning at Gladesboro Elementary. Data from the Spring shows that students are being successful. Therefore, keeping funding for a full time Title I teacher is requested. Our Title I aide position was eliminated so it is requested that a full time Title I aide be employed.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

- School Quality Profile
- VALLS scores
- Teacher Observations
- CIP Benchmarks
- Elements of Daily 5
- Core Phonics survey
- Star reading assessment

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- Open Court

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

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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: Component 3

Gladesboro Elementary School will utilize school wide reform strategies with 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 program which includes programs, activities, and courses necessary to provide a well-rounded education.

Strengthening the Academic Program

GBES will employ scientifically-based research strategies that strengthen the academic programs in the school. Phonics and phonemic awareness will first be taught in whole group with **UFLI Foundations**. **Open Court**, authentic books, and novels are used to apply this knowledge through fluency practice, vocabulary, and comprehension strategies. The framework for Tier 1 and Tier 2 differentiated reading instruction will be based on The Daily 5. The Daily 5 by Gail Boushey and Joan Moser is a framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently. The Cafe Book, by the same authors, provides the technical expertise necessary for individual students to receive what they need to improve as readers.

Students select from authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole and small group instruction, as well as one-on-one conferences. These choices can include: Read

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to Self; Work on Writing; Read to someone; Listen to Reading; Word Work.

Read to Self

Read to Self is the first of the Daily 5 choices to be launched and is the foundation for creating independent readers and writers. Read to self books will include appropriate level text, classroom libraries, and student selection of appropriate reading level books. This may look different in each classroom as designed by the teacher to fit the needs of his or her students. Accelerated Reader is a huge motivator for the younger grades as part of the station.

Work on Writing

Students write daily in either writing workshop or Work on Writing. Writing Workshop focuses on different writing techniques or specific types of writing based upon the current unit of study. Elements of *Write from the Beginning* may be used at this time as well as CIP.

Word Work

Word work focuses on spelling and vocabulary work with children, creating a richly literate environment that provides essential practice time. Students experiment with spelling patterns, high frequency words, word patterns, word families, etc. and thereby increase their knowledge of words and increase their writing skills. Teachers may use ***Words Their Way*** by Bear, Invernizzi, Templeton, and Johnston and ***How to Plan Differentiated Instruction*** by Walpole and McKenna as well as ***UFLI Foundations***.

Listening to Reading

Listening to Reading provides pronunciation and expression models that come from hearing fluent and expressive examples.

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Teacher read-alouds are prevalent in all grade levels and may be supported by Epic online and Tumble Books.

Read to Someone

Read to Someone helps readers increase areas of comprehension, accuracy, and fluency. It also increases reading involvement, attention and collaboration. Students may read to the teacher, partner read following *The Cafe* model, or read to a volunteer.

Math

Gladesboro Elementary will employ scientifically-based research strategies that strengthen the academic program in the school. To increase the efficiency of the math program, The Daily 3 structure may be used as well as IXL, and Prodigy.

Increase the Amount and Quality of Learning Time

GBES will establish classroom routines that will allow teachers and students to ensure that every minute counts in the classroom and in the school. GBES will implement a school wide positive behavior plan with gator bucks and rewards that sets important beliefs/principles. They will create a list of clearly defined expectations for behavior and devise a sequence of consequences.

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Provide an Enriched and Accelerated Curriculum

GBES will provide an enriched and accelerated curriculum which includes programs, activities, and courses necessary to provide a well-rounded education program.

GBES will implement a 3-tiered program approach to reading instruction. Tier 1-whole group instruction uses the core reading/basal reading program, Open Court, and **UFLI** lessons. Tier 2-small group instruction is delivered through elements of the Daily 5 model. Students will work at reading stations, read daily with the teacher, and revisit phonics skills as needed. Tier 3-Individual Instruction will be individual student focused with a specialist or SPED teacher. Math instruction will parallel the reading instruction as far as the tiers are concerned. This may include working with an intervention specialist, gifted specialist or computer based program in order to meet the needs of every child.

Additionally, GBES will provide after school tutoring for struggling students, ESL/Migrant students, and accelerated students. GBES as well as other elementary schools in Carroll County will work within an extended school calendar. Summer programs will be provided in June.

Budget Implications: Due to academic challenges, we request funding to continue the use of IXL in math and reading 1st -5th grades. We request funding for Accelerated Reader as it is a huge motivational and accountability tool for most grades. Covid-19 has had a significant impact on early literacy learning at Gladesboro Elementary. Data from the Spring shows that students are being successful. Therefore, keeping funding for a full time Title I teacher is requested. Our Title I aide position was eliminated so it is requested that a full

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time Title I aide be employed.

Benchmark/Evaluation (or related Indistar® indicators (if applicable):

- School Quality Profile
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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 school wide 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

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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: Component 4

School wide reform strategies that address the needs of all children at GBES, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include:

- Counseling, specialized instructional support services-AmeriCorps tutors in reading and math; school level guidance counselors; and a Carroll County Resource Officer
- Preparation for and awareness of opportunities for postsecondary education and the workforce-Project based learning is incorporated into the elementary program during the extended school calendar intercessions and summer program; 5th graders participate in a middle school visitation each spring and visit the stem lab at the high school.
- Implementation of a school wide tiered model to prevent and address problem behavior, early intervening services coordinated

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with similar activities, and services carried out under IDEA. Also the VKRP- Virginia Kindergarten Readiness Program which includes the domains of math, self regulation, and social skills as well as the literacy program of VALLS; SAT-Student Assistance Team meeting, and 3 tiered model of intervention to include whole group, small group, and individualized instruction. A-Team grade level meetings each nine weeks to determine tiered instruction and support services such as occupational, physical, and speech therapy.

- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instructions and use of data from academic assessments, and to recruit and retain effective teachers particularly in high need subjects. Professional development is provided at the division and school level which includes conferences, in-services, and instructional coaching. Recruitment and retention is addressed through job opportunities at local and regional job fairs.
- Strategies for assisting preschool children in transition from early childhood education programs to local elementary school programs. VPI Pre-K Program serves at-risk 4 year olds while the Head Start serves At Risk 3 and 4 year olds, and the Preschool Special Ed Program serves students prior to entry into Kindergarten.

Budget Implications: In order to better support our parents, we request funds for books to give to better enhance the home library. We also request funds for books that children may read to their parents on a nightly basis to be returned daily. Due to academic challenges, we request funding to continue the use of IXL in math and reading 1st -5th grades. We request funding for Accelerated Reader as it is a huge motivational and accountability tool for most grades. Covid-19 has had a significant impact on early literacy learning at Gladesboro Elementary. Data from the Spring shows that students are being successful. Therefore, keeping funding for a full time Title I teacher is requested. Our Title I aide position was eliminated so it is requested that a full time Title I aide be employed.

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Benchmark/Evaluation (or related Indistar® indicators (if applicable):

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