



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

Division Name: Pulaski County

School Name: Critzer Elementary

Date: 9/22/2026

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).



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

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.



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

Stakeholders:

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

Name of Stakeholder	Title
Rachel Simmers	Teacher
Kendra Robertson	Teacher
Sara Hash	Teacher
Anthony Viers	Principal
Kim Sink	Coordinator of Elementary Instruction



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

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.

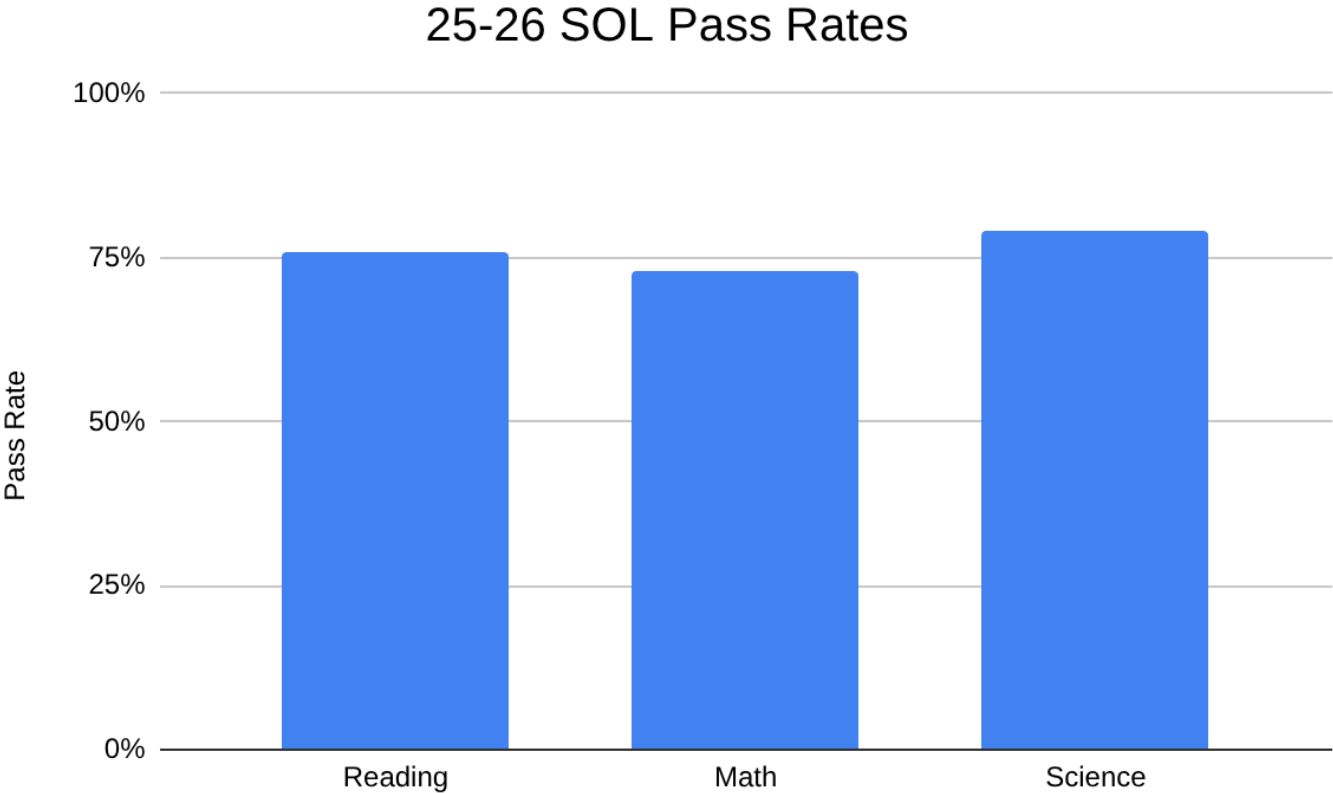
Narrative:

Critz Elementary School is a Title 1 school located in the western corner of Pulaski County. The students of Critzer Elementary School are residents of rural Pulaski County which has a population of about 34,000. The school presently serves preschool through grade 5 with 410 students that attend the school building and in alternative or special programs. There are 24 classrooms with a pupil/teacher ratio of 17:1. The principal and team members collected the demographic and instructional data for Critzer Elementary. The ethnic breakdown is as follows: 79% white, 8% black, 7% Hispanic, 1.2% Asian, 1.4% American Indian, and 0% Native Hawaiian. Of the 410 students attending, 52.68% are considered disadvantaged, 1% are English Learners, and 19.26% are students with disabilities. Academic achievement on the Spring 2026 Standards of Learning (SOL) Test for all third, fourth, and fifth grade students in reading and in math with pass rates at 76% and 73% respectively. Science has a 79% pass rate. A Title I needs survey completed by parents indicated that Critzer is doing well with school safety, family engagement, and community events. Title I funding should be prioritized toward comprehensive student-centered supports—specifically expanding behavioral and mental health resources, targeted academic intervention, reduced homework, and accessible help for struggling learners—while also supporting advanced learners, enhanced teacher-parent communication, outdoor activities, and secondary investments in instructional materials, technology, and professional development.



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

2025-2026 SOL Data





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

VALLSS 2025-2026

The percentage of students identified for supplemental reading support is listed below.

Grade	Fall (High-Risk)	Spring (High-Risk)
K	32%	35%
1st	35%	31%
2nd	37%	20%

STAR Reading and Math 2025-2026

	STAR Reading 2025-2026 The percentage of students below grade level benchmarks. *42 4th and 39 5th graders were not tested in the spring.		STAR Math 2025-2026 The percentage of students below grade level benchmarks. *23 4th and 41 5th graders were not tested in the spring.	
Grade	Fall	Spring	Fall	Spring
2nd	65%	55%	71%	44%
3rd	49%	47%	58%	32%
4th	50%	39%*	46%	32%*
5th	46%	42%*	44%	46%*



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

Parent Survey:

Based on the **27 parent responses**, the greatest needs indicated were:

Parent-identified need	# of responses	% of responses
Behavioral and mental health resources	19	70%
Extra academic support (tutoring/intervention)	16	59%
Instructional materials and classroom supplies	13	48%
Technology and educational software	9	33%
Family and community engagement events	8	30%
Professional development for teachers	6	22%



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

Strengths contributing to Math and Reading data include:

- A safe and engaging environment
- Implementation of HQIM components
- Teachers trained in the Science of Reading
- High leverage practices
- Implementation of a continuous improvement process informed by data and best practice (Data Based Decision Making)
- Effective school-based supports such as coordinated and comprehensive support systems for the whole child (NRVCS)

Weaknesses contributing to Math and Reading data include:

- Instruction and interventions are not consistently accelerating learning for all students.
- Differentiation and interventions are not always aligned to individual student needs and data.
- Teachers need more consistent time, structures, and tools for analyzing data and adjusting instruction.
- Professional learning, coaching, and feedback are not yet fully embedded in instructional practice.
- Systems for monitoring and refining instruction are still developing and need greater consistency across classrooms.

Budget Implications:

Salaries Title I teachers and tutors.

Benchmark/Evaluation:

Benchmark Tests will be utilized in order to inform instruction and monitor progress. Benchmark tests will include:

- VALLS (Virginia Language & Literacy Screening) K-5
- VA Standards of Learning Tests Grades 3-5
- CIP Benchmarks for Grades 2-5

Needs Assessment

Stakeholder survey



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

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:

Identified Needs:

- Instruction and interventions are not consistently accelerating learning for all students.
- Differentiation and interventions are not always aligned to individual student needs and data.
- Teachers need more consistent time, structures, and tools for analyzing data and adjusting instruction.
- Professional learning, coaching, and feedback are not yet fully embedded in instructional practice.
- Systems for monitoring and refining instruction are still developing and need greater consistency across classrooms.
- Behavior and mental health support
- Targeted academic interventions
- Accessible help for striving learners
- Support for advanced learners
- Teacher-parent communication
- Investments in instructional materials and professional development
- Limited academic support for math
- Continued Engagement with Families & Community

Reform Strategies:

- Consistent data cycles
- Protected intervention time
- Common instructional routines
- Collaborative data meetings
- High-dosage support for those most at risk
- Implementation of division literacy plan



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

- Project Based Learning and Presentation of Learning for families
- One Book, One School: Provide a book for students and activity night.
- Family Engagement Nights

Budget Implications:

Salaries of Title teachers and tutors, instructional supplies, books, food for events, event supplies

Benchmark/Evaluation:

Assessment will be utilized in order to inform instruction and monitor progress. Assessments will include:

- VALLS (Virginia Language & Literacy Screening) K-3
- VA Standards of Learning Tests Grades 3-5
- CIP Benchmarks

Administrators and coaches will complete literacy walkthroughs.

PLC Minutes

Master Schedule

Student Reading Plans

Family Engagement Surveys



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

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:

Our Gifted and Talented Education (GATE) program serves students in grades 3-5. Gifted students will be served with a pull out model through differentiated curriculum, instruction, and enrichment. Students are also served on a regular basis by a Gifted Resource Teacher. Fourth and fifth graders will participate in the 4-H Club, which is sponsored by Cooperative Extension. The students are also involved in before and after school tutoring, STEM programs, musical performances, and implementation of high quality instructional materials.

STAR Reading and Math 2025-2026

Grade	STAR Reading 2025-2026		STAR Math 2025-2026	
	The percentage of students on or above grade level benchmarks.		The percentage of students on or above grade level benchmarks.	
	*42 4th and 39 5th graders were not tested in the spring.		*23 4th and 41 5th graders were not tested in the spring.	
Grade	Fall	Spring	Fall	Spring
2nd	35%	51%	29%	56%
3rd	51%	53%	42%	68%
4th	50%	61%	54%	68%
5th	54%	58%	56%	54%



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

Budget Implications:

There are no budget implications.

Benchmark/Evaluation:

By Spring of 2027, at least 82% of students in Grades 3-5 will pass proficient or above on VA SOL reading and math assessments.

By Spring of 2027, at least 82% of students in Grades K-3 will score in the low risk category on VALLS.



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

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:

Counseling Services:

- Critzer Elementary school employs 1.5 school level professional counselors. Each grade level will have classroom guidance. The curriculum consists of a Social Skills unit and an Academic Skills unit. Preventative skills are taught to all the students. The professional school counselor also provides small group and individual counseling at the request of the teacher, parent, or administration throughout the year. The counseling department also coordinates all services provided from outside.
- New River Valley Community Services (NRVCS) In partnership with NRVCS, Critzer Elementary School is able to provide



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

school-based and therapeutic day treatment to at-risk students. In addition, counseling services are provided to families/students in need of these services.

Postsecondary/ Workforce:

- **Major Clarity:** Major Clarity is a career planning portfolio program available to all 6-12 graders. To prepare for Major Clarity, students in the elementary grades are introduced to the sixteen career clusters and begin a portfolio that helps them identify their interests in future careers and to assist them with career readiness. This portfolio will follow students to middle and high school.

Schoolwide Tiered Model:

- **MTSS (Multi-Tiered System of Supports):** The MTSS systematic approach allows divisions, schools and communities to provide multiple levels of support to students in a more effective and efficient, clearly defined process. Implementing the MTSS requires the use of evidence-based, system-wide practices with fidelity to provide a quick response to academic, behavioral, social and emotional needs. The practices are progress-monitored frequently to enable educators to make sound, data-based instructional decisions for students. MTSS functions under the anchor process of integrating data, practices and systems to affect outcomes. The essential elements of an effective MTSS framework are: Data Informed Decision-Making, Evidence-Based Practices, Family, School and Community Partnerships, Monitoring Student Progress (including universal screening), and Evaluation (outcomes and fidelity).
- **Critz Schoolwide Expectations:** Elementary teachers take the first week of school to explicitly teach, and reteach, the expectations throughout the school. These expectations follow students into all areas of the school (classroom, cafeteria, hallways, bathroom, and bus wait). These rules are reviewed daily and teachers hold high standards for good behavior. School Pledge: We are Critzer Critters, We will be respectful to others, We will make good choices, And we will work hard!
- **CORE Team:** A team of individuals representing a variety of disciplines within the building who work with identified students to implement school based and/or community based strategies and connect students and families to community resources. The CORE team identifies and implements strategies designed to improve the targeted areas of concern. Our school uses a 3 tiered model for intervention to include whole group, small group, and individualized instruction.

Professional Development:

- Evidenced Based Literacy Instruction
- PLX
- Recruit and retain high quality educators.

Transitions:

- **Transition and Coordination of Early Childhood Programs:** VPI and SPED Preschool classes are located in the elementary schools which provide many opportunities for transitions to occur for at-risk 3 and 4 year old students. To ensure continuity and coordination with the formal school instruction, the PreK VALLS and VKRP are given to enrolled preschool children in the fall and in the spring. The preschool children attend all school programs and receive music, art, and library from specialized teachers. In the



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

spring, preschool children have the opportunity to visit the kindergarten classrooms. The preschool children have a graduation ceremony at the end of the year. The preschool children go to kindergarten registration in the spring, and have the opportunity to attend kindergarten orientation during the Fall Open House where their parents meet with the kindergarten teachers and learn about kindergarten. The Preschool Specialist meets with Head Start parents to aid the transition to kindergarten. Children are also assessed using a locally created assessment in the Spring.

Equity: Pulaski County Public Schools acknowledges that systemic and institutional inequities, especially in matters of race, remain significant barriers for people and communities working to reach their full potential. We are committed to the principle of equity by requiring non-biased, fair, and non-discriminatory actions, decisions, and treatment of all people who interact with the school system. Our schools will provide an environment that respects every individual regardless of race, gender, intellectual and physical abilities, sexual orientation/gender identity, religion, socioeconomic status, physical appearance, gender expression, family configuration, ethnicity, age and the language spoken in their homes. All teachers underwent equity training.

Identified Needs:

- Retain and recruit teachers
- Disregulated behaviors and emotions
- Students with limited access to preschool opportunities
- Differentiated PD
- PreK instruction

Reform Strategies:

- Redesign the PBIS program including schoolwide expectations and reward program for students and staff.
- Continue the Ron Clark Academy System
- Professional Development opportunities for new teachers to assist in retention and instruction
- Ongoing support for teachers in the implementation of HMH Into Reading

Budget Implications:

Family Engagement events, book vending machine, RCA App, Professional Learning Opportunities



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

Benchmark/Evaluation:

By Spring of 2027, 80% of PreK-4 will test in the strong category for letter names as measured by Spring VALLS. By Spring of 2027, 80% of PreK-4 will test in the growing or strong category for sounds as measured by Spring VALLS.

VALLSS PreK-4-Spring 2026

Letter Names (Strong)	Letter Sounds (Growing and Strong)
64%	79%