

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

Division Name: Pulaski County

School Name: Critzer Elementary

Date: 5/30/18

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

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

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 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 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.

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.

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

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.

Demographics

Critzer Elementary School is 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 35,000. Critzer Elementary School serves communities located in the Town of Pulaski. The student population is predominantly white (93%), with approximately 6% African –American and a small percentage of other nationalities.

Critzer Elementary School participates in the Community Eligibility Provision (CEP) which is a non-pricing meal service option for school districts in low-income areas. CEP provides the opportunity for qualifying schools to provide breakfast and lunch to all students at no cost.

The enrollment of Critzer Elementary School is presently 417.

Critzer Elementary School has 25 classroom teachers (grades Pre-K through 5th). The teacher to student ratio is 1:16.

Comprehensive Needs Assessment

One component of the Comprehensive Needs Assessment included surveys which were completed by faculty, staff, parents, and students.

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

A significant strength shown from the surveys is that 100% of the faculty and staff believe there is a school wide emphasis on using teaching techniques that encourage all students to participate and be accountable. A second strength is that 100% of parents believe that teachers provide extra support and instruction to students who need it. According to our survey results, 36% of our faculty and staff do not believe there are adequate programs and activities to remediate students who have not mastered basic grade level skills. In addition, 60% of our parents do not believe there is enough parental involvement in their child's education.

Another component of the Comprehensive Needs Assessment is the review of schoolwide data.

Based on the VDOE Virginia Quality Profile SOL Report from 2017-2018, one of Critzer's strengths was student performance on third grade math with a pass rate of 81%. The three year trend of pass rates in third grade math are as follows: 2015-2016: 77%, 2016-2017: 84%, and 2017-2018: 81%.

Based on the PALS school history report from 2017-2018, another area of strength at Critzer Elementary School is the kindergarten spring PALS assessment with 92% of students meeting the benchmark. The three year trend of pass rates in kindergarten are as follows: 2015-2016: 90%, 2016-2017: 91%, and 2017-2018: 92%.

Based on the VDOE Virginia Quality Profile SOL Report from 2017-2018, an area of weakness at Critzer Elementary School is the black male subgroup in math with a pass rate of 40%. The three year trend for the black male subgroup in math are the following: 2015-2016: 67%, 2016-2017: 64%, and 2017-2018: 40%.

Another weakness at Critzer Elementary School based on the VDOE 2017-2018 Virginia Quality School report is fourth grade reading with a pass rate of 66%. The three year trend for fourth grade reading scores are as follows: 2015-2016: 73%, 2016-2017: 71%, 2017-2018: 66%.

Budget Implications: N/A

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

Benchmark/Evaluation (or related Indistar® indicators (if applicable)): The assessment tools that were used to determine strengths and weaknesses at Critzer Elementary School were the SOL tests and the PALS assessment. The SOL tests are given one time a year- in the spring; the PALS assessment is given three times a year- fall, winter, and spring.

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

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:

Scientifically-Based Research Strategies:

1. Subgroup black math performance with a pass rate of 40%

- **Graphic organizers for word problems:** Graphic organizers enable students to visualize the data needed to understand and complete single and multistep word problems. Students are able to use pictures to help them understand the key vocabulary and concepts in order to know how to solve the problem.
- **Visual Representations:** Visual representations enhance students' understanding of abstract concepts by making them more concrete. Examples can include graphing, numbers on a number line, and telling time.
- **Manipulatives and interactive technology:** The use of manipulatives increases the student understanding of abstract mathematical concepts by allowing them the opportunity to learn best through hands on experiences. Interactive technology actively engages students in the learning process. Examples can include place value blocks, clocks, fractions bars, interactive place value mats, fact fluency games, and other interactive games on math concepts. Our newly adopted and purchased math series provides many online resources for teachers, parents, and students.

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

2. Grade four Reading with a pass rate of 66%

- **Decoding:** Teaching phonological skills is critical in building a firm foundation to ensure student success in reading. This strategy is taught through the use of word families, word build skills, and the use of manipulatives. By using the phonics strategies, fluency and comprehension skills increase.
- **Graphic organizers:** Graphic organizers help build students' understanding by organizing the information within the text to increase comprehension. The use of graphic organizers in other aspects of the reading process also helps students with vocabulary and decoding. Graphic organizers have been proven to increase student success.
- **Technology:** Daily use of technology within the classroom actively engages students in the learning process through interactive, self-paced games and programs. Many also include a progress monitoring component to show student growth. Programs utilized within the classrooms include Moby Max, Study Island, and other software programs.

Budget Implications:

Three Title I teachers are hired to serve Critzer Elementary School in order to meet specific needs for the students most at risk of not meeting state academic standards. The three teachers provide additional instruction in small groups or individualized instruction to students in the subject areas of reading and math. Critzer Elementary School serves students in Grades PreK-5 and has an enrollment of 417 students. The students' reading and math scores on the state Standards of Learning are currently not meeting the required benchmarks, particularly in specific subgroups of students. The Title I teachers work closely and communicate frequently with the classroom teachers, including participating in the school weekly Professional Learning Community (PLC) meetings, to determine specific skills that need to be retaught and which students need the reteaching, and then to provide small group or individual instruction to these students. Three teachers are needed to provide this instruction to the number of students needing additional instruction and in the two subject areas, reading and math.

Math and Reading Materials

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

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

By June 2019, the pass rate of the black male subgroup in math will be 70% or higher as measured by the SOL Assessment.

By June 2019, the pass rate for fourth grade reading will be 70% or higher as measured by the SOL Assessment.

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:

A master schedule for Critzer Elementary School has been developed to include a forty-five minute daily remediation time designed to increase the amount and quality of learning time. By using data from pre/post assessments in reading and math, PALS, benchmark

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

testing, STAR data, and other teacher assessments, students are grouped according to need. Flexible grouping based on the needs assessments allows different teachers within the grade level to focus on specific skills. Students' progress on specific skills will be discussed in weekly PLC meetings. Power Analytics will be used to monitor the progress of the students on the remediation list and any interventions will be noted.

Third through fifth grade students are able to increase the amount of learning time during their late bus wait in the afternoon. They go to the computer labs and complete math and reading online activities that are reinforcing skills tested on the SOL assessments. The online activities and games are self-paced. Teachers take daily attendance of student participation.

Several programs and activities provide enrichment to the academic program at Critzer Elementary School.

The summer school program served students in grades 3, 4 and 5. Breakfast, lunch, and transportation were provided free of charge. Both remediation and enrichment classes are offered to students during the summer school session. Reading remediation activities focused on word analysis strategies, inferences and drawing conclusions, comprehension of fiction and nonfiction texts, and prior knowledge and real life applications. Math remediation activities focused on geometric concepts, multiplication facts, multi-step problems, real life application, probability, and algebra. Enrichment activities included Reader's Theater, guest speakers, building tiny houses, and fraction golf.

Our Gifted and Talented Education (GATE) program serves students in the primary and elementary grades. Gifted students will be served within their general classrooms through differentiated curriculum, instruction, and enrichment. Students are also served on a regular basis by a Gifted Resource Teacher.

Critzer Elementary School has a schoolwide club day each month for every student. The activities include history, science, music, math, and art.

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

Budget Implications: N/A

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

Effectiveness of remediation strategies is determined quarterly after teachers analyze benchmark data.

Students' growth will be recorded using the progress monitoring component in each of the individualized computer programs. Student progress can be checked daily.

All students will improve on specific skills during remediation as measured through post test data (PALS, benchmark, STAR data, and teacher assessments), which is discussed during weekly PLC meetings. Remediation groups are created during these meetings to meet the specific needs of students. Documentation of this information can be found on PLC agenda minutes.

By the spring of 2019, 100% of students will show growth on the spring STAR reading assessment as compared to the 2018 fall STAR reading assessment.

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

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;
- 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/Mental Health

Guidance:

Each grade level has classroom guidance. The curriculum consists of a Social Skills unit and an Academic Skills unit. The guidance counselor also conducts small group and individual counseling lessons throughout the year as needed. When students are referred for evaluation from core meetings, the counselor conducts a formal classroom observation and communicates with core team members.

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

The counselor coordinates all services provided from outside agencies.

New River Valley Community Services (NRVCS)

School-based services are a combined set of services provided in partnership with all local New River Valley school systems. Clinicians use evidenced-based practices to work on identified issues for each student on their caseloads. School-based services include outpatient services, case management, and crisis services where appropriate. Goals for each client are made in conjunction with their treatment team and focus on issues that may hinder learning. School-based clinicians will attend core and IEP meetings where deemed appropriate, engage in school events when possible, and provide collaboration with services within the school. In addition, school-based case managers link the family of identified client with local resources.

Family Preservation Services (FPS)

FPS is a therapeutic day treatment service within our school setting. Counselors coordinate with school staff, perform behavior classroom assessments, build rapport and trust among their clients, and provide weekly individual and small group counseling. Counselors provide behavioral assistance in all school settings through encouraging compliant behavior, redirection, modeling good behavior, reducing aggression and disruptive behavior, and pull out for crisis intervention. Counselors also assist in facilitating active parent involvement through telephone calls and home visits.

Big Brothers/Big Sisters

Big Brothers/Big Sisters of Southwest Virginia is a program that matches positive adult role models with children within the school day for one hour per week. Each mentor meets with their mentee to provide support, encouragement, and be a positive role model. During their time together the pair may eat lunch together, play board games, build with Legos, play outside, do yoga, talk, and possibly work on school assignments. Big Brothers/Big Sisters speaks with the guidance counselor who refers the mentees from the school.

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

Postsecondary/Workforce

Major Clarity

Major Clarity is a career planning portfolio program available to all sixth through twelfth graders. To prepare, students in elementary grades are introduced to the sixteen career clusters and will begin a portfolio that helps them identify interests in possible future careers. This portfolio will be kept in the cumulative file and follow them through middle and high school.

Middle School Tours

Fifth grade students are given the opportunity to tour the middle school they will attend during the upcoming fall. This allows students to become familiar with the building layout, meet potential teachers/administrators, and provide an insight on future course offerings.

K2C College Awareness Field Trip

Fifth grade students attend a field trip to Virginia Tech to encourage students to begin thinking about the possibility of attending college. Students see pictures of dormitories, eat in the cafeteria, attend sessions that explain particular majors, have hands-on experiences with certain staff members in different fields, and listen to possibilities on financial aid opportunities and scholarships. They then meet student athletes and learn what their lives are like in college as well as listen to the band.

Postsecondary Credits

Pulaski County Public Schools offer postsecondary credits through courses at our high school. We currently offer two AP courses, twelve dual enrollment courses, and nine dual enrollment CTE courses through New River Community College. The Southwest Virginia Governor's School (SVGS) is located in Pulaski County. Up to twenty four students are accepted per year to participate in the SVGS. The academic focus of the SVGS is math and science. These courses are dual enrolled.

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

Schoolwide Tiered Model

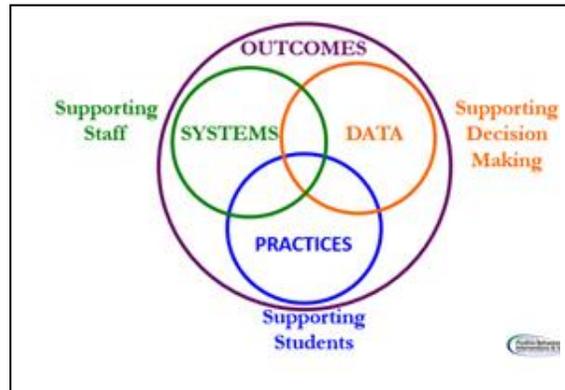
Virginia Tiered Systems of Supports

The Virginia Tiered Systems of Supports (VTSS) is data-driven decision making framework for establishing the academic, behavioral and social-emotional supports needed for a school to be an effective learning environment for all students.

The VTSS systemic approach allows divisions, schools and communities to provide multiple levels of supports to students in a more effective and efficient, clearly defined process. Implementing the VTSS 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.

VTSS functions under the anchor process of integrating data, practices and systems to affect outcomes. The essential elements of an effective VTSS framework are:

- Data Informed Decision-Making
- Evidence-Based Practices
- Family, School and Community Partnerships
- Monitoring Student Progress (including universal screening)
- Evaluation (outcomes and fidelity)



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

Olweus Anti-Bullying Program

Each week teachers will have a morning meeting with students to discuss a lesson from the Olweus Anti-Bullying Program. Topics of discussion include building a positive classroom environment, hotspots, communication, identifying feelings, peer relationships, and respecting differences, and promoting acceptance.

Professional Development:

Pulaski County Public Schools uses an instructional model based on John Hattie’s research. Pulaski County Public Schools has a district-wide professional development plan where teachers are trained in specific instructional strategies and teachers work with their colleagues to support each other in their efforts to apply these strategies. Components of this model are described as the following:

Relationships: We are committed to making school a positive experience for every student. Our focus on relationships will elevate the abilities of our students to effectively connect with others and build mutually beneficial partnerships.

Application: Application describes our utilization of pedagogical skills to put forth information, increase knowledge, and boost achievement.

Engagement: Student interaction with the curriculum in ways that utilize critical thinking skills to solve problems, collaborate, create products, and/or communicate results.

Feedback: The teacher directly provides an appraisal of student progress towards learning objectives or facilitating a means for students to critique their own progress.

Assessment: Work samples gathered by the teacher to determine student progress toward meeting learning objectives and plan for future instruction. A variety of assessment should be utilized, including observations, creating products, conversations, performances, rubrics, presentations, self-reflections, role playing, responses to prompts, summaries, peer questioning, and many other means that allow teachers to verify whether or not learning has occurred.

Accountability: In Pulaski County Schools, we are committed to making school a positive experience for every student. Our focus on relationships will elevate the abilities of our students to effectively connect with others and build mutually beneficial partnerships. Accountability is the framework that encompasses the entire learning process in the 21st century. The usage of these components and beliefs are measured through data sweeps, where several administrators from other schools in the county perform walk-throughs using a checklist. This data is then used to improve upon instruction.

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

Fountas and Pinnell Benchmark Assessment Training

Kindergarten through second grade classroom teachers, Title I, and Special Education Teachers attended a training in August, 2018 on Fountas and Pinnell. Teachers learned how to administer the system assessment and use the data collected. These assessments are used by teachers to determine students learning levels and gathering information about the individuals' processing strategies, fluency, and comprehension.

Pearson Math Training

Classroom teachers in grades kindergarten through fifth grade attended an in-service in August, 2018 on our newly adopted math series. They were trained on the different components of the series and how to effectively use the series in their classrooms.

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 these students.

To insure continuity and coordination with the formal school instruction, the PreK PALS is given to enrolled preschool children in the fall and in the spring. The PALS instrument is then continued in grades K-3 in the elementary schools. The preschool children attend all school programs and receive music, art, and library from specialized teachers. They eat lunch at the same time with the other students in the cafeterias. In the 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 Supervisor of Preschool Programs and PALS meets with Head Start parents to aid the transition to kindergarten. Children are also assessed using the STEPS test in the Spring.

Elementary to Middle

The middle schools assist in the transition from elementary to middle school by having all feeder schools select a date to come for a tour of the middle schools. Tours are given and an assembly is held for the upcoming 5th graders. Students and parents are invited to attend open house and a county pool party before school starts.

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

Middle to High

The middle schools assist with transition to high school by educating the students through classroom guidance, a tour of the high school, parent meetings, and class registration. During classroom guidance, students are able to map out their future plans for high school with their academic/career plan using Major Clarity. This plan has all of the high school courses available to our students. The students select what diploma type they are considering at the time, with the understanding that changes can be made. All of the 8th graders take a tour of the high school to explore the options of elective classes. The high school counselors schedule a time to come and meet with all of the 8th graders to go over upcoming high school courses and to make a 9th grade schedule. Parent meetings are scheduled to also educate parents on what the high school curriculum entails and to offer an opportunity to ask questions. Students and parents are invited to attend open house and a county pool party before school starts.

Beyond High School

Guidance hosts an evening informational session for parents and students that provides information in preparing for the senior year and life after high school. High school guidance counselors sponsor visits from many state colleges and universities. In addition juniors and seniors attend a College Fair which has about 40 college representatives. The career coach teams with high school counselors to meet with juniors and seniors to explore options and make necessary applications. There is specialized counseling for school- to-work activities and programs for special needs students. High school counselors meet with individual students to complete applications and certify courses. Seniors complete a survey to assess how to improve the transition activities. Major Clarity is utilized with seniors to create academic career plans.

Budget Implications: N/A

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

Using information from data sweeps from fall 2018 to spring 2019, teachers will increase their use of effective lesson design and delivery

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

during the current school year by 10%.

Based on the Tiered Fidelity Inventory Report, Critzer Elementary School will implement the Virginia Tiered System of Supports Tier I and increase from 73% fidelity in the 2017-2018 school year to 80% fidelity in the 2018-2019 school year.

Based on the Tiered Fidelity Inventory Report, Critzer Elementary School will implement the Virginia Tiered System of Supports Tier II and increase from 54% fidelity in 2017 school year to 70% fidelity to 2018-2019 school year.