

Division Name: Scott

School Name: Weber City Elementary

Date: August 20, 2022

Initial Plan **X 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.

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:

- 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
- 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.

Stakeholders:

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

Name of Stakeholder	Title
Laura Pyne	Principal
Kari White	Assistant Principal/Title I Teacher
Carla Osborne	Title I Teacher
Jessi Parks	Title I Assistant
Christi Stapleton	Reading Specialist
Lori Flanary	Guidance Counselor
Stephanie Hood	Special Education Teacher
Amy Dean	Special Education Teacher
Heather Glover	Parent

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:

Approximately 350 students attend Weber City Elementary School. Our school is a Title I targeted assistance school with approximately 10% of students receiving Title I assistance each year. Additionally, approximately 10% of students receive special education services from the resource teachers.

During the 2022-2023 school year, student data will be collected and analyzed to aid each student in his/her area of need. This data will be collected from the following sources: academic grades, SOL test scores, Growth Assessments, PALS, Superkids, and Performance Matters. After data analysis is completed, those students targeted as “at-risk” will receive individual or small group help as indicated by the assessments. The “at risk” students will receive help including computer assisted learning, remediation, peer tutoring, cooperative learning, structured study time, and before/after school tutoring.

The following tables show testing data for the past three years, including test data for SOL testing and PALS assessment results. Due to early school closure, SOL testing did not occur at the end of the 2020 school year.

Performance

State Accreditation Status: Fully Accredited

Spring 2022 SOL Pass Rate

Subject	Passing %	Passing % Special Ed.
Reading	86% (Raw) 91% (CR)	53% 50% (combined rate)
Math	89% (Raw) 96% (CR)	53% 100% (combined rate)
History	90%	
Science	88%	

Goal Area	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022
	Data	Data	Data	Data	
	Reading	91%	88%	91%	76.5%
Math	91%	95%	96%	79.1%	89% 96%
History	100%	94%	96%	79.3%	90%
Science	93%	97%	92%	91.4%	88%
PALS	88%	88%	82%	52%	82%

Reading Focus: Looking at SOL scores without factoring in growth, raw data shows that reading is our weakest area. The combined passing rate among grades 3-6 was 86%. We have constructed a schedule that enables students to receive various intervention services to improve reading deficits. Intervention services include Title, reading specialist, special education and other non-homeroom teachers.

Math Focus: It is our goal to get our math scores (without growth factored) to 90% or above. The master schedule enables students and classroom teachers to receive math Title assistance daily. We also have a math specialist who is available to provide extra support.

It is our goal for our math scores to raise to 90% or above (w/o growth factored) on the 2023 spring SOL test. It is our goal for our reading scores to raise to 90% or above (w/o growth factored) on the 2023 spring SOL test.

Budget Implications: None

The assessment tools used to determine strengths/weaknesses are Benchmarks, IXL, SOL Test, PALS, Growth Assessments, and VKRP.

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.

Narrative:

For the past couple of years, special education scores have been low. We want to improve this subgroup area. In 2022, 53% of special education students passed the SOL tests in reading and math. This percentage does not have speech only students factored and does not factor in growth.

Strategies to Improve Subgroup:

- IXL will be utilized in reading, math and science to provide individualized remediation.
- Special education teacher and regular education teachers will collaborate about lesson plans weekly.
- Classroom teachers will team teach with Title and special education teachers in all subject areas.
- Master schedule is constructed to maximize instruction time and resources. Guidance counselor will be working 1 hour per day to provide remediation services to special education students.

- Additional staff will be utilized throughout the day to provide support to special education students, including music teacher, PE teacher, media specialist, and principal.
- A long-term substitute will work 5 days per week in the special education classroom to provide additional instructional support.
- An after school tutoring program will be offered to students two times per week.
- Math specialist will be utilized to support classroom teachers and teach lessons as needed.
- Reading specialist will provide training to teachers on Science of Reading including Secret Stories and LETRS training.
- Performance Matters assessments will be given in grades 3-6. Data will be used to reinforce concepts and provide an individualized approach to each student.
- Workshops will be held on Team Teaching, Dyslexia, special education/504.
- Parents will be apprised of student progress through frequent communication and progress reports.
- Data meetings will be held two times per nine weeks to discuss progress of special education students. Regular education teachers, special education teachers, principal, Title staff, and guidance counselor will participate in meetings.

It is our goal that test scores of this subgroup increase to 70% or above on the spring SOL test in reading and math.

Budget Implications: None

Component 3

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:

Weber City Elementary will follow SOL's, curriculum framework, blueprints, and pacing guides provided by the VDOE and CIP. We have constructed a master schedule which maximizes time and resources to provide students with quality instruction. We will use RTI services to provide students with additional support needed. An All Hands On Deck approach will be used as evidenced by the following people providing remediation services in addition to classroom teachers: principal, asst. principal, guidance counselor, music teacher, media specialist, reading/math specialists, title teacher/assistant, special education teachers, and PE teacher. Gifted education will also be provided once per week.

- All students needing instructional interventions are identified by classroom teacher and referred to receive additional support. Students are monitored carefully as they move through the tiered RTI process. All teachers collaborate, both in person and using a Google document, to address student needs and progress. Formal data meetings are held two times per nine weeks to evaluate progress and adjust services as needed.

- Title I teacher keeps a detailed notebook documenting all students' PALS scores, SOL scores, and dates of RTI services. This notebook is used during data meetings to help evaluate program effectiveness and plan a best course of action for each student.
- A Google document is created and shared among all teachers to keep track of student tiers.
- Gifted education classes are provided to gifted students one time per week.
- WCES incorporates school-wide STEAM activities at least one time per nine weeks which enables students to use creativity, collaboration, and problem solving skills to enhance science and mathematics instruction, while incorporating art, engineering, reading, and technology.
- The master schedule is developed to maximize learning time. Common planning time for grade levels is provided daily. Lesson plans are shared among regular education teachers, special education teachers, and Title teachers.
- Sixth grade Study Buddies will be used to help students study for tests and read with primary students.

Benchmark/Evaluation PALS data, Performance Matters, Unit Assessments, K Readiness Testing, SOL data, IXL data, Growth Assessments

Budget Implications: none

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/Mental Health:

Guidance:

WCES is fortunate to have a full-time counselor who provides weekly guidance lessons to all classes in grades PK-6. The master schedule also allows counselor to have individual counseling sessions to those students needing additional services.

Post-Secondary/Workforce:

Major Clarity

Major Clarity is a career planning portfolio program available to all 6th 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. This is led by the guidance counselor.

Middle School Tours

Sixth grade students are given the opportunity to tour the middle school they will be attending the spring before their seventh grade year. This allows students to become familiar with the building layout, meet potential teachers/administrators, and plan for their future class schedule.

Positive Behavioral Interventions and Supports

WCES uses a tiered model when addressing student behavior. We use positive and proactive approaches to support all students in our school. Teachers and staff are trained using this model each year. We utilize the

services of all necessary staff to give our students the support needed including guidance counselor, social worker, school psychologist, and behavior analyst. Kindness Matters Monday and Lolli-Top programs are implemented to promote positive behavior. Positive Parent mail is also sent home frequently to celebrate good behavior.

Preschool Program

WCES has a preschool program which serves our 4 year old students. A classroom aide assists the classroom preschool teacher. This program follows a curriculum using Frog Street and also uses Virginia's Early Learning and Development Standards as a guide. This program is designed to focus on kindergarten readiness. Students have a schedule incorporating all subject areas with an emphasis on play, communication, social, emotional, and cognitive development.

After School Program

WCES has an after school program which mainly focuses on at-risk students. Extra remediation and assistance is provided in a small group setting. After school staff collaborate with regular education teachers to determine academic problem areas. Focus is placed on these specific trouble spots during after school time.

Professional Development

A staff development Needs Assessment is given each year to determine staff development needs among staff. A professional development schedule is created using the Needs Assessment survey. Examples of staff development include book studies, best teaching practices, technology, special ed and 504 training, PBIS, safety, dyslexia, IXL, and Performance Matters.

Budget Implications:

None

Benchmark/Evaluation: Classroom observations, SOL Data, PALS data, Growth Assessments, K Readiness Testing, VKRP, discipline referrals, Performance Matters, IXL