

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

Division Name: Harrisonburg City School

School Name: Waterman Elementary

Date: November 4, 2016

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

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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.

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Component 1 §1114(b)(6):

A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Narrative:

Waterman Elementary School has high standards for academic achievement for all students. We have approximately 549 students with Prek-4. Without PreK we have 459 students. Waterman has a very diverse population with 51.9% Hispanic, 36.5% white, 5.3% Black 4.9% Two or more races, and 1.5% Asian. The English Learner population is 45.1% at Waterman with the majority of the population being Latino/Hispanic. The next highest populations of English Learners are our students that speak Russian, Kurdish, and Arabic. Our free and reduced lunch rate is 76.8% and our economically disadvantaged rate is 78.9%, Waterman is fully accredited school in all subject areas that are measured. The following are the results for the 2016-2017 school year:

Subject:	Accreditation Benchmark	2016-2017
English	75%	88%
Math	70%	95%
History	70%	95%

Math is an area of strength in all subgroups. Students with Disabilities who passed were 63% which is higher than the state average of 48%. 83% of the students who are Economically Disadvantaged passed which is significantly higher when compared to the state average of 66%, and 81% of our English Learner students passed compared to the state overall percentage of 67 %.

Reading is an area of focus. Although our accreditation percentage is respectable our AMO percentages show that Waterman needs to address targeted instruction for some subgroups. 47% of our students with disabilities passed their reading assessment which is just

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slightly higher than the 46% of the state average. 65% of our economically disadvantaged students passed their reading which is slightly below the state average of 66%. 56% of our English learners passed their reading assessment which is below the state average of 61%. 57% of our Gap Group 3 (Hispanic Students) passes their reading assessment but this is well below the state average of 71%.

Waterman Elementary School will continue to develop our understanding of literacy by participating in professional development focused on literacy strategies to target instruction for all students. Professional Development will be once a week at the school level and once a month at the division level. At weekly Professional Learning Meetings we will disaggregate the reading assessments (PALS, benchmark tests, common assessment, reading specialist assessments, classroom work) and look at each child who is not reading on grade level, analyze what supports the child is getting, and align their instruction with their deficits based on the assessment data.

Budget Implications: Use money allotted for hiring extra support for Reading and Math intervention specialists.

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Benchmark testing analysis two days after each benchmark is given;

Nov. 10th: 4th Grade Reading Benchmark Nov. 12th: Analysis adjust instruction

Nov. 11th: 3rd Grade Math Benchmark: Nov 14th: Analysis adjust instruction

Nov. 15th: 3rd Grade Reading Benchmark: Nov. 17th Analysis adjust instruction

Nov. 17th: 4th Grade Math Benchmark: Nov 21st: Analysis adjust instruction

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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.

<p>Narrative: Based on the 2105-2016 End of Course Assessments Reading (Literacy) is still a concern especially for our Gap Group 3 (Hispanic) students</p>
<p>Budget Implications: Based on the 2015-2016 End of Course Assessments Reading (literacy) is still a concern especially for our gap group 3 (Hispanic) students. Emphasis will be on differentiated instruction in the classrooms for the 2016-2017 school year to provide the students the opportunity to build and strengthen foundational skills or to provide enrichment activities for our above grade level students.</p> <ul style="list-style-type: none">• Waterman will continue to provide a minimum of 120 minutes of appropriate and differentiated daily literacy instruction based on the Literacy Diet (Applied Literacy by Sara Lupo) and stages of Literacy.• We will continue to collect and analyze common assessment data and benchmark data to determine the effectiveness of literacy and math instruction, to identify student misconceptions and discuss how to reteach concepts, to determine additional supports for students, and to facilitate decision-making regarding the best use of support personnel.• Waterman will continue to implement a 30 minute daily extended learning time period for all students K-4 in the areas of math and/or reading.• Reading Specialist, ESL ,and the Special Education teacher will continue to proceed tier 2 and tier 3 support to students (based on need) with the goal of maximizing instructional time for at risk students in the areas of reading using the Level Literacy reading program, McKenna and Walpole, leveled readers, and specific targeted first instruction.• Based on the needs for each individual student, students may receive all or some or the following interventions: Flexible grouping, small group instruction, individualized instruction, intervention plans, extra reading support, alternative reading programs.• Reading Specialist, Administration, Instructional Coach will analyzing each column of the PALS testing to see where the specific

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need is for each child so then their instruction can be tailored made to meet the needs of the student.

- Reading Specialists will partner with the classroom teacher, ESL teacher and special education teacher (if student is receiving services) to evaluate students who are seeing multiple support specialist, discuss what they are receiving from each support specialist, and make certain the student is being supported in the areas of his or deficient. The support specialist will evaluate the services to make certain the services are not repeating and are complementing each other. Example: Not everyone needs to be working on sight words. One person is building sight word knowledge, next person is working on fluency, next person is working on comprehension.

Benchmark/Evaluation (or related Indistar® indicators (if applicable)): At the end of each nine weeks we will meet to go over running records of students to see if progress is being made and instruction needs to be adjusted.

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Component 3 §1114(b)(7)(ii):

Provide a description of school wide 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:

Waterman Elementary School has a built in 30 minute extended learning time at the beginning of the day where students are given the opportunity to work in small groups or individually with the teacher, specific support staff, and specialist on academic areas of math and reading.

-We have aligned our pacing guides with content, reading, and math to be able to incorporate reading and math in the content area.

Math concepts are addressed in science and reading of nonfiction texts is incorporated in content.

-We developed a content specific library to embed reading into the content areas.

-MyOn (reading program) has been purchased for the entire student body where students can read, listen, or do projects based on a specific content area of interest.

-We have utilized our Music program to support children in reading instruction by practicing Concept of Word, Rhyme, SOL content area support based on the grade level. We have also utilized our Art program to support our content area SOL be focusing on shapes, colors, geometric shapes, measuring,

Budget Implications: None

Benchmark/Evaluation (or related Indistar® indicators (if applicable): MyOn monitors the students increase in reading levels, giving assessment, and minutes read per level. Teachers will use this information to monitor the student growth each nine weeks along

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with Common Reading assessments, PALS, running records, common math assessments, and benchmark testing. Teachers are asked to go over each student to find misconceptions and use that information for targeted instruction.

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Component 4 §1114(b)(7)(iii):

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative: At Waterman we have a variety of school wide strategies for all students to develop the social and emotional development. Tier 1: All students are part of our Super Star Citizenship program. Our High Expectation Correlate committee runs this program to recognize every student for their contribution to the school as a community. Our Olewus Anti-bullying program sets forth the guidelines for how we operate as a community with respecting and treating others how we want to be treated. Our students participate in morning meeting, and our school does Buddy Activities (these occur once a month where every older students is paired with younger students and participate in social and emotional development.

-Buddy Activities is where every younger grade (PreK-2) is paired with an upper grade (3-4) and once a month we do a school wide event where the older students are mentors to the younger students. (They read together, do a culminating activity together, and work to together collaborative to build school community across the grades. Activities vary depending on the character trait of the month)

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Tier 2: Our tier 2 supports consist of Big Brothers Big Sisters, Grand Bigs (Where grandparents are paired students in our building to mentor). Behavior support by a behavior specialist (division wide). Guidance Counselor runs groups based on need.

Tier 3: Therapeutic Day Treatment (TDT). This is one on one support for students. Referring students to outside agencies and partnering with them on support plans for success in our school.

Professional Development Opportunities:

- Trauma Informed Care
- Social and Emotional Development (on going)
- Competent Learner Model training (CLM) (on going)
- Sara Lupo Reading Literacy Diet and Reading Stages (multiple sessions)
- Math in Focus (on going)
- 6 Traits Writing (on going)
- PALS training (multiple sessions)
- Book Studies (on going)

Our Preschool children attend school from 9:30-3:35 daily (take the bus like students in grades kindergarten through fourth). Their day is consistent with the schedule of our school thus they are learning how the day will look in kindergarten. The students attend specials, lunch, any assemblies, and participate in all school wide events. We work with the students for the entire year to acclimate them to our school day. Parents are provided in-services throughout the year about the transition to kindergarten, expectations for the students, how parents can partner with the school so their students make a successful transition from preschool to kindergarten.

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Budget Implications: Monies for professional development to continue our focus on all aspects of teacher and parent growth.

Benchmark/Evaluation (or related Indistar® indicators (if applicable): Continue to monitor our discipline reports, parent input, and teacher observation. Analyze our academic data to assess the success of our students. Teacher surveys to determine if the professional development is/was meaningful.