

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

Division Name: Alexandria City Public Schools

School Name: William Ramsay Elementary School

Date: 10/22/21

Select One: **Revision** **Initial Plan**

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 appropriateSpecialized 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; andIf 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.

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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:

- 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.

Stakeholders:

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

Michael Routhouska Principal	Christie Goodman School Improvement Coach	Sarah Blair 1st Grade Team Leader	Felecia Stinson 2nd Grade Team Leader	Lisa Burnham Math Coach	Caroline Doughty Technology Integration Specialist
Regina Van Buren 3rd Grade Team Leader	Nathan Miller 4th Grade Team Leader	Phoebe Riegler 5th Grade Team Leader	Mariela Garcia-Maria Assistant Principal	Jessica Koeser Literacy Coach	Caitilin Kim Communities in Schools Coordinator
Nefertiti Hunter-Holkbeck Assistant Principal	Wanda Weaver Counselor	Karen Shilling EL Co-Lead	Angela Schweinfurth EL Co-Lead	Vesta Nelson Science Coach/Interventionist	Adriana Olguin Alcala Parent Liaison
Paul Giesent Encore Team Leader	Elyse Lerman Interventionist	Kristi Altieri Interventionist	Alexandra Long K Team Leader	Gisela Colon SPED Team Leader	

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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 challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet 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:

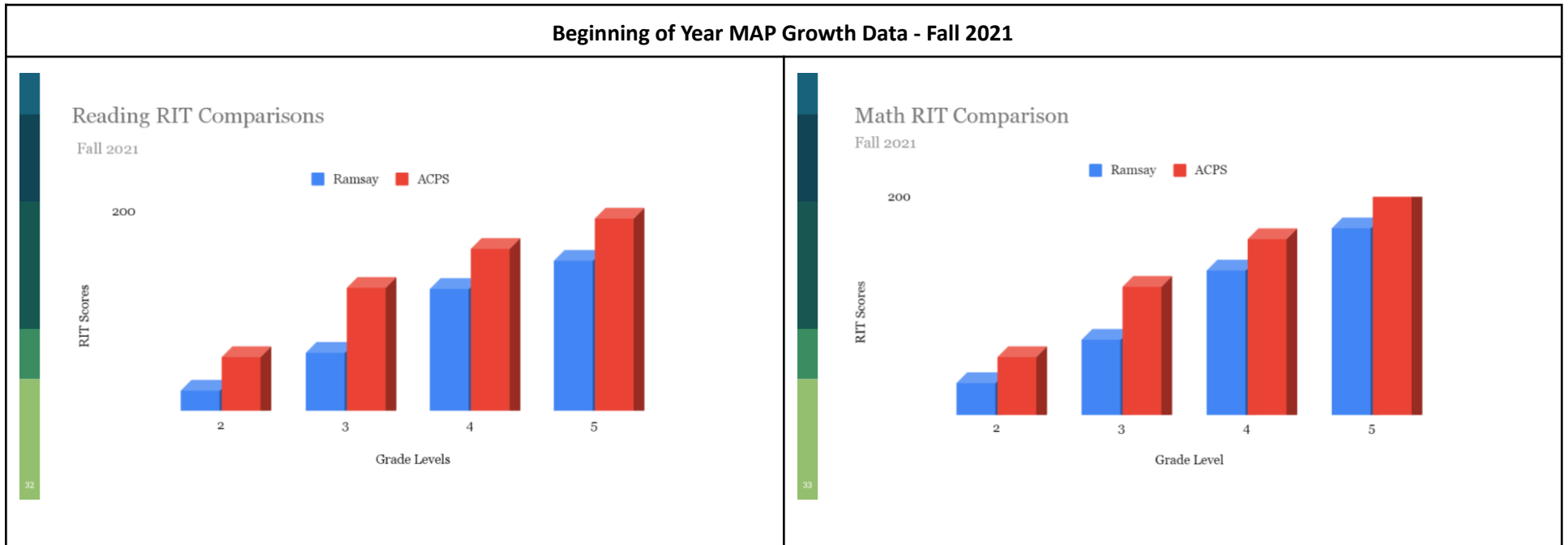
William Ramsay is an elementary school on the western border of Alexandria at the end of the Beauregard Corridor. Our community is culturally diverse and is largely an immigrant population. Our school zone encompasses mostly apartment housing with some single family home properties near the border of Fairfax County. Many of our families are challenged by poverty and the high cost of living in our area. As of October 14, 2021, there are 598 students enrolled at WRES. Our school serves a diverse population of students who speak close to 30 languages and represent about 30 countries. Nearly 60 percent of students speak English as an additional language. The top five home languages, excluding English, include: Spanish, Amharic, Arabic, Bengali and Urdu. Students at WRES come from all over the world, but the majority of students and/or their families immigrated from countries in Central America, Africa, and Western Asia. Demographically, we are less than 1% Native American/Alaskan Native, 9% Asian/Pacific Islander, 26% African-American, 55% Hispanic, 9% White, and about 2% Multi-racial.

Due to COVID-19, The United States Department of Education gave Virginia permission to cancel federally mandated Standards of Learning tests for the 2019-2020. Updated information for some School Quality Profile reports is not available due to the closure of schools in 2019-2020 and the continuing impact of COVID-19 on Virginia schools during the 2020-2021 school year; therefore, WRES will be using MAP Growth Assessment data to monitor student progress. Below you will find beginning of year assessment data for students in second through fifth grades.

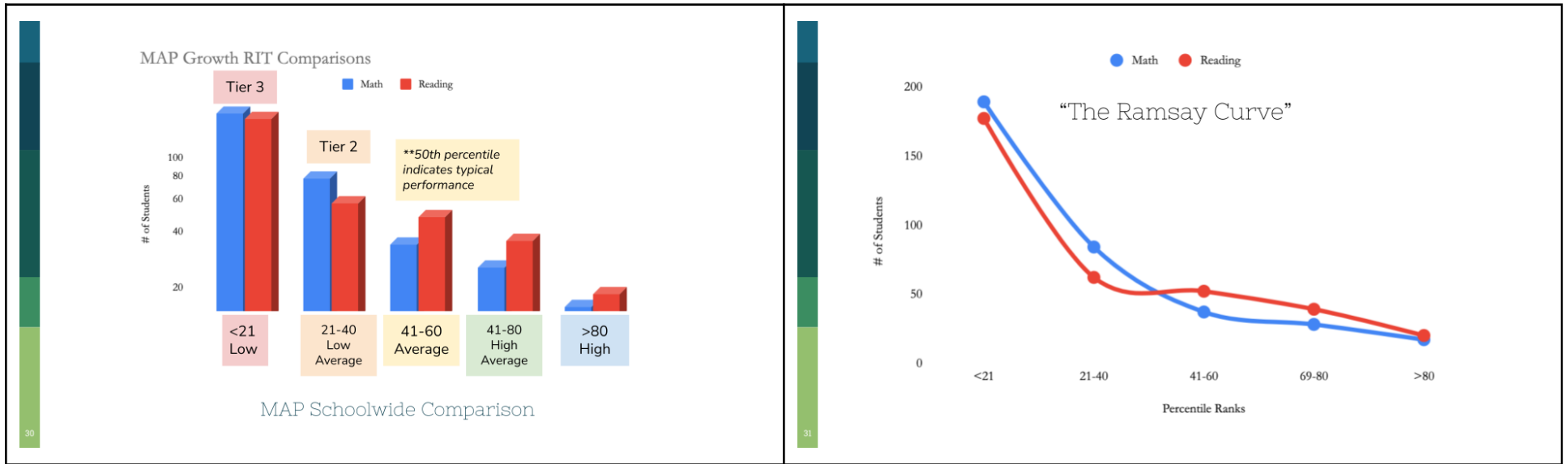
Overarching School Goal

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By the spring administration of MAP (May 2022), all grade levels will meet or exceed their projected growth scores on the NWEA MAP as measured by the Student Growth Summary in math and reading.



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The MAP Growth RIT Comparisons chart highlights the overall number of students within each percentile in 2nd, 3rd, 4th and 5th grades. You will notice that a majority of students at our school fall below the 21st percentile in both math and reading. Data can be "distributed" (spread out) in different ways. It can be spread out; more on the left; Or more on the right. But there are many cases where the data tends to be around a central value. In the bell curve chart ("The Ramsay Curve") the data is distributed more to the left. This chart highlights the diverse academic needs of all of our students.

To improve the outcomes for our students in every content area, WRES will continue to focus on balanced literacy and tier 1 instruction, while providing extra support to tier 2 and 3 identified students. In math, WRES will continue to focus on the math workshop model and tier 1 instruction, while providing extra support to tier 2 and 3 identified students. WRES will also monitor student performance and growth by administering the MAP Growth assessment three times a year.

Budget Implications: WRES has hired a multidisciplinary team of instructional coaches in literacy, mathematics, and overall school improvement whose function is to support instructional planning, delivery, data analysis, and provide professional development to teachers. This team of coaches also works with the administration team and supporting staff from the division's central office to refine the implementation of Tier I instructional programming differentiated Tier II and Tier III interventions to ensure fidelity and effectiveness. WRES also has three interventionists who support Tier II and Tier III instruction by working directly with teachers and students to provide instruction to students in need or at risk of failing state academic standards.

Benchmark/Evaluation - MAP Growth (Fall, Winter and Spring administration)

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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.

Narrative:

Based on the data analysis and needs identified above for literacy, WRES is committed to strengthening the workshop model for reading and writing instruction. Professional Learning Communities (PLCS) will meet weekly to collaborate in the area of language arts. Team meetings will include planning for literacy instruction, analyzing MAP data, and monitoring ongoing formative and summative assessment data to drive whole and small group instruction. Teams will create common learning targets and teaching points for their lessons. They will reflect on lesson effectiveness and adjust their instruction to meet the needs of the students. The literacy instructional coach will support PLCS and provide ongoing phonic professional development too. The literacy instructional coach will also model/coach teachers to strengthen effective tier I literacy instruction. Teachers will reflect upon and receive feedback about their reading instruction with other school teachers, coaches, and administrators. School-wide professional development will be provided on purposeful student talk, writing workshops, and best practices for English Learners (GLAD strategies).

Based on the data analysis and needs identified above for mathematics, WRES is committed to implementing a school-wide math workshop model. Team meetings will include planning for number sense routines, deepening understanding of the rich math tasks, and monitoring ongoing formative and summative assessment data to drive whole and small group instruction. The math instructional coach will support PLCS and provide on-going math task professional development. The math coach will also model/coach teachers to strengthen effective tier I math instruction. Teachers will reflect upon and receive feedback about their math instruction with other school teachers, coaches, and administrators. School-wide professional development will be provided on purposeful student talk and best practices for English Learners (GLAD strategies).

Budget Implications: Title I funding will be used to support Title I Math Resources (i.e. - Reflex math online subscription, math manipulatives, Literacy resources (i.e. - Literacy Lab fees), and Instructional Coach teacher positions that will support professional learning, PLCs development and model effective pedagogical strategies for teachers.

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Benchmark/Evaluation: The analysis of student's precise reading, writing, and math behaviors will be used to evaluate the effectiveness of instructional strategies. Assessment data will come from several data points, to include: MAP Growth reading and math assessments, F&P, PALS, running records, writing rubrics. Data will be analyzed and used to inform further instruction, remediation, and intervention on a regular basis during PLCS.

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:

WRES offers extensive professional learning (PL) opportunities for teachers during the school day and after school. These rigorous PL opportunities equip teachers with current educational theory and instructional delivery strategies that support student achievement in all content areas. In addition, instructional coaches and administrators offer embedded, ongoing PL through modeling and observation feedback. Curriculum specialists from Central Office work directly with teachers to plan lessons, analyze data, provide resources and materials, and model best practices in instructional delivery. WRES continues to provide designated intervention times for both math and reading. Students in grades K-5 will be identified for reading and/or mathematics intervention by name and need, based on assessments, classroom observations, anecdotal notes, and additional formative and summative assessments. Mathematics and reading intervention and enrichment will be implemented during a designated time by each grade level.

WRES notifies parents of student placement in tiered interventions and explains the rationale for assigning interventions to students based on their data profile. Teachers also provide action steps for parents to use at home to promote academic achievement. WRES will hold a parent meeting to demonstrate and explain the various interventions used for student remediation and support. WRES also holds an annual meeting to explain to families the role of Title I in the school, how funds are used, and how the school performed on state and division assessments.

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Budget Implications: Title I funding will be used to support Title I Math Resources (i.e. - Reflex math online subscription, math manipulatives, Literacy resources (i.e. - Literacy Lab fees), and Instructional Coach positions that will support professional learning, PLCs development and model effective pedagogical strategies for teachers.

Benchmark/Evaluation: N/A

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 of those at risk of not meeting 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 the 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.

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Narrative:

- Individual Counseling: Members of our Student Support Team (SST) will conduct individual counseling sessions to help support the mental health needs of all students. Many WRES students and families have been impacted by trauma and other mental health conditions, and meeting the needs of the whole child remains a top priority. During counseling sessions, students will learn strategies to manage conflicts peacefully, express emotions appropriately, cope with difficult family changes, and learn friendship and other social skills.
- Small Group Counseling: Small group counseling provides students with assistance to improve skills in the areas of personal/social, academic and future planning. Students are identified for inclusion in small groups through observations during classroom guidance activities, self-referral, or referral by parents, teachers, and peers. Small group counseling units and sessions address topics related to personal/social and academic development. The ultimate goal of small group counseling is to assist students with developing awareness of interpersonal issues, to develop strategies and skills to positively impact their school achievement and to increase appropriate social interaction skills.
- Attendance Monitoring & Intervention: At WRES, our social worker, counselors, front office staff, parent liaison & administrators will work collaboratively to identify students for whom routine daily attendance is a challenge. By reaching out to students' families we will attempt to identify the specific nature of these challenges and develop a plan so that daily, on-time attendance becomes routine.
- Individualized Behavior Plans: SST will work collaboratively with teachers, the behavior intervention teacher, and administrators to develop individualized behavior plans to support students who are struggling to maintain appropriate behavior throughout the school day. A focus will be given on building strong supportive relationships and utilizing positive reinforcement for desired behaviors.

Budget Implications: None

Benchmark/Evaluation: Student attendance data will be closely monitored throughout the school year. A school team will analyze the data for trends at the end of each quarter and identify what further interventions and/or supports might be needed.