History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Webber School (4001064) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
9/5/2024 9:20:47 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
4/29/2024 3:50:20 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/29/2024 3:50:11 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/29/2024 3:35:29 PM	Sommer Jones	Status changed to 'School Renewal Plan Completed'.	S
4/29/2024 2:37:10 PM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/18/2024 1:15:33 PM	Sommer Jones	Status changed to 'School Renewal Plan Completed'.	S
3/20/2024 11:42:45 AM	Sommer Jones	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:17 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

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21st Century Graduate Profile

*** Plan Submission**

- ○ School does not utilize Cognia
- ◉ School utilizes Cognia

*** Phase of Plan**

- ◉ Initial 5-year plan
- ○ Update 1
- ○ Update 2
- ○ Update 3
- ○ Update 4
- ○ Update (due to Waiver)

*** State and Federal School Improvement Status - if applicable**

Priority

School Plan Contact Information

*** Name**

Sommer Jones

*** Phone**

(803) 353-8771

*** Email**

sommer.jones@richlandone.org

*** Principal's Name**

Dr. Sommer Jones

*** Board of Trustees Chairperson's Name**

Rev. Dr. Aaron Bishop

*** Date of Plan Approval by the Board**

04/23/2024

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Stakeholder Names

Principal

Name	*	Sommer Jones

Teacher

Name	*	Chandrea Nolon
Name	*	Alonia Johnson
Name	*	Gerwaun Rushin
Name	*	Emmanuel Hightower
Name	*	Diana Trif

Parent/Guardian

Name	*	Marsha Shepherd
Name	*	Alisa Wilson

Community Member

Name	*	Christina Kopera
Name	*	Ashley Moses

School Level Administrators

Name	*	Shayna Mitchell

School Read to Succeed Literacy Leadership Team Lead

Name	*	Alonia Johnson

School Read to Succeed Literacy Leadership Team Member

Name	*	Elizabeth Harrold

School Improvement Council Member(s)

Name	*	Tommie Flemming

School Gifted and Talented Coordinator

Name	*	Greta Hutcheson

School Federal Programs Coordinator

Name	*	April Wells

Other Stakeholders

Position	Name

(Optional) Enter mission, vision, beliefs, and/or values.

Needs Assessment Data

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State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA2NA

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

Webber Elementary is located in the rural community in Eastover, South Carolina approximately twenty-five miles from the Columbia city limits, bordering Sumter and Kershaw counties. During the 2022-2023 school year, Webber classrooms consisted of:

- One 3K classroom
- One 4K classroom
- Two 5K classroom
- One first grade classrooms
- Two second grade classrooms
- Two third grade classrooms
- Two fourth grade classrooms
- Two fifth grade classrooms
- One intellectually disabled mild self-contained classroom
- One learning disabled classroom
- One art classroom
- One physical education classroom
- One music classroom
- One media center/classroom
- One behavior intervention classroom

Other faculty and staff members includes: curriculum resource teacher, school counselor, reading coach, two reading interventionists, math interventionist, part-time school psychologist, speech therapist, assistant principal and principal. In addition, there are six instructional assistants.

Webber’s current enrollment is 213 students. Of those students, 68% students are black, 13% are white, 8% are Hispanic, and 10% are listed as having two or more races. In addition, 13.9% of our student population are identified as receiving special education services and 0.9% are English Learners, and 2% are identified as gifted and talented. Webber’s chronic student absenteeism is 41.8%. Webber’s poverty percentage is 91.8%. Webber’s average teacher ratio is 15 to 1.

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Executive Summary of Needs Assessment Data

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Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

The number of and percentage of students demonstrating Kindergarten readiness was 23/32 (71.9%). Within this same data set, 6/32 (18.8%) were Approaching Readiness. 3/32 students (9.4%) were Emerging Readiness. Most students fell in the Demonstrating Readiness level.

The results showed that students performed the best in the categories of Social Foundations and Physical Well-Being & Motor Development. The lowest categories were Language & Literacy and Mathematics. This demonstrates the need to focus on increasing academic achievement in literacy and math.

Fall 2023 Kindergarten Readiness Assessment (KRA) Report

This report includes any student with a performance level.

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - January 10, 2024

			Overall Performance Level						Domain Performance			
	Students Tested	Overall Mean Score	Emerging		Approaching		Demonstrating		Social Foundations	Language & Literacy	Mathematics	Physical Well-Being & Motor Development
Webber	32	277.8	3	9.4	6	18.8	23	71.9	282.8	275.5	278.8	286.1

* Elementary/Middle (3-8)

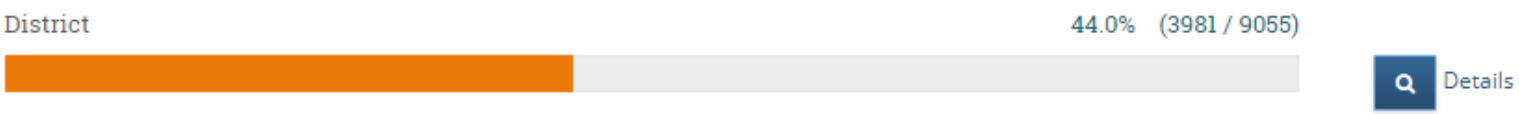
- Based on data, there is a need to focus on literacy and reading strategies, interventions, and professional development to improve reading and writing across the curriculum.
- Data shows a steady decline in our math scores across each grade level. According to SC Ready math, our students lack the conceptual knowledge of number sense and base ten system to deepen their understanding of skills. Our teachers will benefit from professional development on teaching strategies that will build number sense.

- Our science curriculum provides the opportunity for students to develop the skills of wondering, questioning, investigating, and communicating as the means for making sense of the world. Because the majority of our students are scoring below grade level expectations, our focus is to increase student achievement by implementing STEAM into our curriculum, which provides opportunity for hands on, real –world experiences

SC Ready English Language Arts and Mathematics

English Language Arts (Reading and Writing) - Percent Met or Exceeding







Mathematics - Percent Met or Exceeding







* High School (9-12)

NA

* Teacher/Administrator Quality

Webber's teacher attendance rate for 2024 is 95.7%, which is an increase of 6.3% from 2023. With a combined total of 1519 days employed, teachers missed 66 non-professional development days. Of those 66 days, 63 were instructional days. Webber's teacher attendance rate of 95.7% is above the district's teacher attendance rate of 93.7%.

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2023-2024 Teacher Attendance through 2023-11

Based on Long-Term Sick, Short-Term Sick, Personal, and Special Leave for Classroom Teachers Only

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - February 12, 2024

			Non-Professional Development Absences						
Level	School	Days Employed	Instructional	Non-Instructional	Total	Professional Development Absences	Attendance Rate 2024	Attendance Rate 2023	Change
Elementary	Webber	1519.00	63.00	3.00	66.00	3.00	95.7	89.4	6.3

* School Climate

Culture & Climate

Webber's Mission Statement:

We are Richland One and Webber Elementary, leaders in transforming lives through education, empowering all students to achieve their potential and dreams.

We are Webber Elementary, a 21st century community of learners. At Webber Elementary, every day we persevere, engage, and take ownership of our learning. We are tomorrow's leaders.

Webber's Vision:

Richland One and Webber Elementary, in collaboration with our engaged community, are committed to ensuring that each learner achieves his/her potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world.

Webber's Values:

Webber has adopted the following learning dispositions that align with our values. These dispositions are reviewed daily with our community of learners and students are encouraged to live by these values:

Persevere

I never give up. I keep trying until I accomplish my goal. I accept challenges.

Engage

I manage distractions. I stay focused and on task. I am organized and ready to learn daily.

Take Ownership

I use learning intentions and success criteria to help me learn. I seek feedback to improve my learning. I set goals and make a plan to move my learning forward.

Survey Results

Student Survey Results

The 3rd-5th grade students at Webber were given a Culture and Climate survey to complete via Microsoft Forms. The data was read and analyzed. According to the data, 100% of students feel that Webber promotes academic success. 97% of students feel Webber is a safe place to learn. 97% of students felt that Webber is an inviting place to learn. 94% of students felt their teachers give them opportunities to participate in classroom activities. The data does reflect some areas of improvement. 90% of students feel that the instructional material reflects their culture, ethnicity, and identity. Next year, Webber plans to purchase instructional materials to reflect the culture, ethnicity, and identity of our student population. Webber plans to purchase instructional materials to enhance learning activities and promote active learning opportunities.

Other (such as school priorities)

* Gifted and Talented

- Ten percent of students in third through fifth grade qualify as gifted and talented.

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Plan Items)

1 Student Achievement* Reading and Math

Performance Goal:

By the end of the 2029 school year, 50% of students in grades 3-5 grades will score Meets and Exceeds on the SC READY Reading and Math Assessment.

PM 1.1 By 2024 50% of students in grades 3-5 will score meets or exceeds on SC Ready reading and math assessments.

Analysis of Actual vs. Projected Data:

SC Ready 2023 ELA Meet or Exceed- 44.7 Math, 25.1

S 1.1.1 Agendas, handouts, sign in sheets, classroom observations, pre/post conference forms, balanced literacy observation tools, student artifacts, lesson plans, student writing samples

Evidence-Based Research:

Reyes, M.R., Brackett. M.A., River, S.E., White, M., & Salovey, P. (2012). Classroom emotion climate, student engagement, and academic achievement. Journal of Educational Psychology, 104(3), 700-712.

AS 1.1.1.1 Professional Development- SC Teaching 4.0 Rubric

Action Step:

Continue ongoing professional development on the SC Teaching 4.0 rubric with emphasis on academic feedback and questioning.

Person Responsible:

Sommer Jones

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

2 School Climate*

Performance Goal:

By the end of 2029, 80% of students will score "committed" on the State's Engagement Survey. According the Fisher and Frey, (2012) no school improvement effort will be effective, maintained, or enhanced unless school culture and academic press are both addressed and aligned.

PM 2.1 By 2024-2025 school year, School Climate was projected to increase by 13.5%.

Analysis of Actual vs. Projected Data:

8.08 out of 10- 2023 SC Report Card

S 2.1.1 School Climate

Evidence-Based Research:

Professional development in Visible Learning Teacher clarity Teacher credibility Teacher expectations Teacher verbal ability Teacher-student relationships Evidence based research comes from Visible Learning Influences on Student Achievement ; work based on John Hattie

AS 2.1.1.1 SC Report Card

Action Step:

Use the SC Report Card to analyze strengths and areas of growth. This will be used to guide our next steps.

Person Responsible:

Sommer Jones

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

3 Student Achievement* (Science)

Performance Goal:

By the end of the 2029 school year, 50% of fourth grade students will score at or above grade level on the SC READY Science Assessment.

PM 3.1 By 2024-2025 school year, 50% of students in grades 3-5 will score meets or exceeds on SC Ready science assessment.

Analysis of Actual vs. Projected Data:

SC Ready 2023 Science Meets or Exceeds- 20%

S 3.1.1 Agendas, handouts, sign in sheets, classroom observations, pre/post conference forms, science observation tools, student artifacts, lesson plans, student writing samples

Evidence-Based Research:

Reyes, M.R., Brackett. M.A., River, S.E., White, M., & Salovey, P. (2012). Classroom emotion climate, student engagement, and academic achievement. Journal of Educational Psychology, 104(3), 700-712.

AS 3.1.1.1 Professional Development- SC Teaching 4.0 Rubric

Action Step:

Continue ongoing professional development on the SC Teaching 4.0 rubric with emphasis on academic feedback and questioning.

Person Responsible:

Sommer Jones

Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/8/2029

4 Teacher Retention

Performance Goal:

By 2029 we will reduce or maintain certified faculty turnover of 15% or less.

PM 4.1 By 2024-2025 school year, certified teacher turnover rate will be 15% or less.

Analysis of Actual vs. Projected Data:

School turnover rate 2023- 12%.

S 4.1.1 Teacher climate survey,

Evidence-Based Research:

PASS testing survey

AS 4.1.1.1 SC Report Card Data

Action Step:

Agendas, handouts, sign in sheets, classroom observations, pre/post conference forms, science observation tools, student artifacts, lesson plans, student writing samples

Person Responsible:

Sommer Jones

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

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Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

* Yes	**Academic Assistance, PreK-3**
	The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes	**Academic Assistance, Grades 4-12**
	The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes	**Parent Involvement**
	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* Yes	**Staff Development**
	The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* Yes	**Technology**
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes	**Innovation**
	The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes	**Collaboration**
	The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* Yes	**Developmental Screening**
	The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
* N/A	**Half-Day Child Development**

	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* N/A	**Developmentally Appropriate Curriculum for PreK-3**
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes	**Parenting and Family Literacy**
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* Yes	**Recruitment**
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.